

Driving Factors Affecting Lecturers and Employees Performance During the Covid- 19 Pandemic

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Driving Factors Affecting Lecturers and Employees Performance During the Covid-19 Pandemic

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Abstract: The Covid-19 pandemic has enhanced business competition at both public and private universities. As a consequence, the competition encourages universities to promote a creative strategy. To deal with this issue, this study examines the driving factors affecting lecturers and employees at PGRI University Semarang during the Covid-19 Pandemic. The sample was selected using simple random sampling with a total of 206 respondents consisting of 81 employees and 125 lecturers. The measurement of the study adopted a Likert scale, and the data obtained were processed using Partial Least Square (PLS). The results of the study indicate that there is a direct influence of employee management on organizational culture. Additionally, this study remarks that a robust correlation between organizational learning and organizational culture as well as organizational culture can promote the performance of lecturers and employees. Lastly, there is no direct influence of employee arrangement on the performance of lecturers and employees. The largest total effect on the performance of lecturers and employees is organizational learning, which includes a direct effect of 39.3 percent and an indirect effect through the organizational culture of 21.9 percent.

Keywords: Staffing Practices, Organizational Learning, organizational culture, employee performance

INTRODUCTION

The Covid-19 pandemic has attacked the whole world, including Indonesia, and it has impacted all aspects of lives, including academics or education (Saptono et al., 2020). Managing the quality of education as a normal situation is challenging; therefore, the predicted use of e-learning can offer students better achievement (Siron et al., 2020). Bagapova et al. (2020) added that teachers might communicate with their students in multi-media distance education classrooms for interactive distance education and training. Every educational institution has been forced to adjust its way of delivering education. In fact, private and public universities in Indonesia have been faced with many challenges. The number of casualties due to this disease is still growing, and it forces the government of Indonesia to control and stop the transmission.

University competition occurs due to one or more competing educational institutions feeling there is an opportunity to obtain students and maintain the quality of education during the Covid-19 pandemic. Therefore, universities must continue to compete in the hope of surviving and being better than competitors, especially during the Covid-19 pandemic (Grossi et al., 2020). The birth of several new public and private universities in Indonesia has made competition in the world of education increasingly fierce (Aswati et al., 2015). Education services in terms of academics, facilities, and infrastructure, as well as in the field of bureaucratic

management, as well as the productivity of employees and teaching staff in the university environment, should be a better development priority for all universities in Indonesia including PGRI University Semarang.

Data from the Directorate General of Higher Education of the Ministry of National Education stated that many universities (PT) in Indonesia showed a fairly rapid development, especially in private universities (PTS). The increase in the number of universities in Indonesia causes increasingly fierce competition. Private universities ranked first in number, namely 3136 compared to State Universities which only amounted to 122, Religious Colleges with 1200, and Ministry Universities with 143 (Ministry of Educational Research and Technology Data, 2017). Phenomena at the local, national, regional, and international levels show an increase in the development of higher education, especially private universities (higher or tertiary education). This indicates that the level of appreciation for private universities is getting higher. Private universities need to achieve service excellence to maintain their reputation, and students gain value from their participation in higher education.

The inclining number of private universities in Indonesia also faces problems (Sutanto, 2017). There are several issues, including the rapid progress in quantity, especially private higher education, which is not matched by improving the quality of human resources and makes the condition of PTS unhealthy. It was reported that PTS was threatened with bankruptcy or closed during the covid pandemic. This was caused by the uncontrolled growth in the number of private universities, opening a special admissions route, and exceeding the quota. However, a large number of students during the Covid-19 pandemic encountered obstacles in student financial problems. Many students cannot pay tuition fees, while PTS financial support is only obtained from student tuition.

In addition, the majority of small-scale PTS students come from the lower and middle-class communities where this group has been severely affected by Covid-19. In addition to financial problems, another problem faced by private universities is the low ability of Indonesian universities to produce quality human resource output, starting from the condition of universities that do not have the ability to formulate employee and lecturer arrangements properly. Furthermore, the government's role in issuing integrated policies to create a link and match between universities and the business world has not been fully implemented. The number of unemployed graduates from year to year continues to increase dramatically. This shows a mismatch between university graduates and the qualifications needed by the industrial and service sectors in society. As a result, problems arise when college graduates want to find work.

One form of strategy that can be carried out by PGRI Semarang University is related to employee management, organizational learning, and the improvement of organizational culture. There are some fundamental problems currently being faced, which are related to the number of lecturers who are not proportional to the number of students being handled as well as the large number of students who are not proportional to the workforce. For example, there are many supporting facilities in each study program, such as laboratories that do not yet have a laboratory and administrative staff to support activities on campus. Seeing these problems, good staffing practices, learning organizations, and organizational culture need to be

developed and implemented as well as possible. These human resources need to be structured by dividing their respective roles, which can be formulated into the global strategic competitiveness framework of higher education in the long term.

Human resource management within the company has become a field of management which is often called human resource management, one of which is the staffing practice (Ruhullah & Purwaningsih, 2021). Organizations should adapt employees to their new environmental conditions, therefore, placing someone with a new job is not easy (Osabiya, 2015). Employees can work optimally when the company places employees based on the suitability of knowledge, skills, and abilities with job specifications. Not only for new employees, this placement but also applies to old employees. It is easier to place employees in the most appropriate position if the company can find out what the needs and expectations of its employees are so that they are more motivated to work (Badubi, 2017).

The university can be said to be successful in placing its employees and lecturers in appropriate position if the employees and lecturers have high motivation and good performance. PGRI Semarang University is one of the private universities engaged in the field of Education. The tight competition encourages PGRI Semarang University to improve the capabilities of employees and lecturers so that employees and lecturers can work optimally and the resulting performance can compete with other universities. In order to produce employees and lecturers who have the potential and have good performance to achieve university goals, human resource management, especially in terms of staffing practice, learning organization, and good organizational culture, must be carried out.

The performance of employees and lecturers is determined by various factors, including the staffing practice, organization culture, and learning organization (Odero & Makori, 2018). From the various issues, a hypothesis is formed that staffing practice, organizational culture, and learning organization have an effect on employee and lecturer performance at UPGRIS, either partially or simultaneously; thus, it will be an interesting subject to investigate the extent to which the use of a staffing practice, organization culture, and learning organization affect the performance of educational personnel and lecturer in University. It also be demonstrated that the existence of a staffing practice, organizational culture, and learning organization developed and implemented over the last years has had a positive effect on the performance of educational personnel and lecturers at Universitas PGRI Semarang.

METHODS

This research is classified as quantitative research using a survey method due to the approach. Survey research was conducted to collect data from respondents, which represent a sizable population using questionnaires as the instrument. The study was carried out in Universitas PGRI Semarang (UPGRIS), Central Java of Indonesia, considering that since Universitas PGRI Semarang is the biggest private University in Semarang. The purpose of this survey was to determine the extent to which the staffing practices, organizational learning, and organizational culture on employee performance at PGRI University Semarang. UPGRIS was chosen as the object of

research due to the staffing practice, learning organization, and organizational culture problems that occurred, which impacted the performance of lecturers and employees.

The population of this study comprised all education personnel at UPGRIS (Lecturers and employees). The number of participant in this study is about 206, consisting of 81 employees and 125 lecturers. The sampling technique used was simple Random Sampling, which entails random sampling of a balanced number of each work unit at UPGRIS in accordance with the population size of each work unit. The instrument used in this study was a questionnaire with 39 statement items ranging from 1 to 5 on the Likert scale. These variables were described as indicators, which are further subdivided into sub-indicator¹¹ to create questionnaire items. The data analysis technique used in this study uses Structural Equation Modeling (SEM) with Smart PLS (Partial Least Square) software. In PLS Path Modeling, there are two models, namely the outer model and the Inner model. The test criteria were carried out on both³ models.

The model specifies the relationship between latent variables and their indicators, or it can be said that the outer model defines how each indicator relates to its latent variables. Tests were performed on the outer model. The value of convergent validity is the value of the loading factor⁶ the latent variable with its indicators with the expected value > 0.7 . Additionally, a cross-loading factor value is useful for determining whether the construct has an adequate discriminant, namely by comparing the loading value on the intended construct, which must be greater than the loading value with other constructs. Third, composite reliability can be⁴⁷ determined when composite reliability (CR) > 0.8 has high reliability. Lastly, the average variance extracted (AVE²³) with the criteria of AVE value is higher than 0.5.

The tests are carried out on the outer model for reflective indicator²s, while for formative indicators, different tests are carried out. The tests for formative indicators are the significance of weights. The value of the formative indicator weight with its construct must be significant. The multicollinearity test was conducted to determine the relationship between indicators and to find out whether the formative indicators experienced multicollinearity, namely by knowing the VIF value. The VIF value between 5-10 can be said that the indicator has multicollinearity. Two other tests for formati⁸ indicators are nomological validity and external validity, which consist of the inner model (structural model). The structural test model was conducted to test the relationship between latent constructs. Several tests for the structural model are R-square on endogenous constructs. The value of R-square³⁶ the coefficient of determination on the endogenous construct. According to Hair et al. (2014), the value of R-square is 0.67 (strong), 0.33 (moderate), and 0.19 (weak) then estimate for path coefficients, is the path coefficient value or the magnitude of the relationship or influence of latent constructs carried out by bootstrapping procedures.

RESULTS & DISCUSSION

²⁴ Table 1 informs the respondents involved in this study. The total number of research samples was 206 respondents, consisting of 125 lecturers and 81 employees. For

gender characteristics, the highest number is male, which is 121 (58.73%), and female is 85 (41.26%). Additionally, most of the participants ranged in age from 31-40 years (41.75%). Lastly, the majority of respondents in this study have a degree of Magister (39.81%), while for the period of service, most of them have working experience between 11-20 years (33.49%).

Table 1. Demographic Participants

No	Characteristic	Frequency	Percentage
1	Gender		
	Female	85	41.26
23	Male	121	58.73
2	Age		
	20-30 years	20	9.708
	31-40 years	86	41.75
	41-50 years	48	23.30
	50-60 years	39	18.93
	>60 years	13	6.311
3	Status		
	Lecturer	125	60.68
	Employee	81	39.32
4	Education		
	Senior High School	10	4.854
	Diploma	6	2.913
	Bachelor (S1)	59	28.64
	Magister (s2)	82	39.81
	Doctoral (S3)	49	23.79
5	Work Experience		
	1-5 years	32	15.53
	6-10 Years	60	29.13
	11-20 years	69	33.49
	>21 years	45	21.84

The first process of this was to conduct a predictive model evaluation. Before testing the hypothesis to predict the relationship between latent variables in the structural model, the measurement model is first evaluated to verify indicators and latent variables that can be tested further (Hair et al., 2014). The reliability indicator shows how much the indicator variance can be explained by the latent variable. In the reliability indicator, a reflective indicator must be eliminated from the measurement model when the loading value (λ) is less than 0.4. The following is the result of the loading value (λ) is provided in Figure 1.

Based on the statistical calculation. It is known that there is no loading value (λ) that is less than 0.7, so all indicators can be used for further analysis. Based on Figure 1 and Table 2, it can also be seen that more than 80% of the variance of each of the five indicators, namely X1, X2, X3, X4, and X5, can be explained by the latent variable of staffing practice. The latent variable of organizational learning can explain the variance of the indicators X13, X14, X15, X16, and X17, each of which is more than 80%. Variants of X6, X7, X8, X9, X10, X11, and X12 can be explained by the latent variable organizational culture above 70%. While the latent variables of Lecturer and Employee Performance as endogenous latent variables can explain the

six indicators, namely X18, X19, X20, X21, X22, and X23, each of which is above 60%. Overall, each latent variable has explained the variance of each of the indicators that measure it above 75% (see Table 2.).

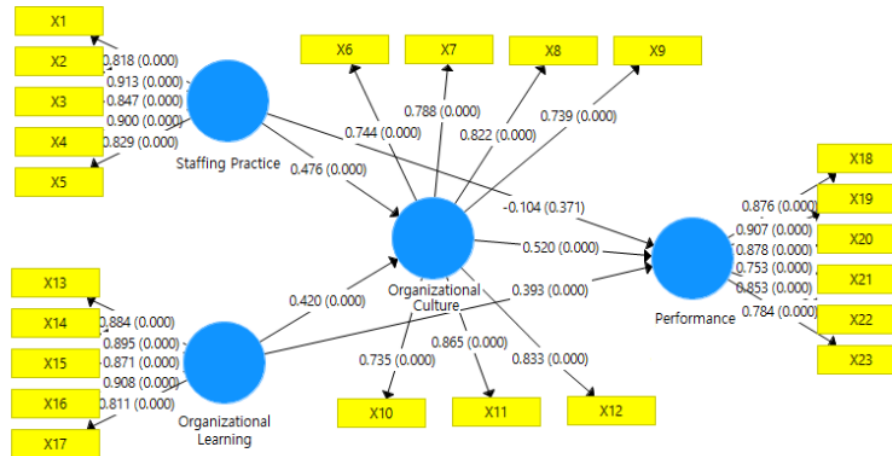


Figure 1. Model Evaluation

Table 2. Loading Factor

Variable	Indicator	Code	Loading Factor
Staffing Practice	Education	X1	0.818
	Work experience	X2	0.913
	Mental health and body Health	X3	0.847
	Work skill	X4	0.900
	Age	X5	0.829
Organizational Learning	Learning dynamic	X13	0.884
	Transformation	X14	0.895
	Human resource	X15	0.871
	Knowledge management	X16	0.908
	Application technology	X17	0.811
Organization Culture	Professionalism	X6	0.744
	Openness	X7	0.788
	Regularity	X8	0.822
	Integrity	X9	0.739
	Respect	X10	0.735
	Trust co-worker	X11	0.865
Performance	Effectiveness of communication	X12	0.833
	Motivation	X18	0.876
	Initiative	X19	0.907
	Work quality	X20	0.878
	Team work	X21	0.753
	Customer orientation	X22	0.853
	Responsibility for Work	X23	0.784

31 The second step was to conduct a predictive model evaluation analysis of composite reliability and Average Variance Extracted (AVE). Table 3 informs the detail construct reliability and validity. From the table, it can be seen that the calculation of Cronbach's alpha and composite reliability for these variables (staffing practice, learning organization, organizational culture, and performance) has a value >0.70, which means that variables satisfied the convergent validity (Chin, 2009; Hair et al., 2013). The table also illustrates that the variables involved in this study have AVE higher than 0.5, implicating that the variables confirmed the discriminant validity. Accordingly, the variables of staffing practice, learning organization, organizational culture, and performance have the CR value of 0.921, 0.936, 0.942, and 0.935, respectively (> 0.70), which implies that those variables had the composite reliability criteria (Hair et al., 2014).

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 Table 3. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	CR	(AVE)
Organization Culture	0.899	0.902	0.921	0.625
Performance	0.918	0.924	0.936	0.711
Learning Organization	0.923	0.929	0.942	0.765
Staffing Practice	0.913	0.918	0.935	0.743

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 Table 4. Output SmartPLS Construct Reliability and Validity

Variable	Cronbach's Alpha	Composite Reliability	(AVE)
Staffing Practice	0.913	0.935	0.743
Learning Organization	0.923	0.942	0.765
Organization Culture	0.899	0.921	0.625
Performance	0.918	0.936	0.711

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 The third process of this was to conduct a predictive model evaluation on the composite reliability values presented in Table 4, and it shows that the four latent variables have Cronbach's Alpha and Composite Reliability values above 0.7. The indicators that have been set have been able to measure each latent variable (construct) well, or it can be stated that the five measurement models are reliable. The higher correlation between the indicators that make up a construct indicates a better value of convergent validity. The AVE value shown in Table 4 shows that the four latent variables have an AVE value above the minimum criterion, namely 0.5, meaning to meet the convergent validity criteria. After the model testing results are appropriate, the next step is to analyze the structural model path coefficient values, total effect, specific indirect effect, and total effect.

Based on Table 5, it is known that: (1) there is a direct influence of employee management on organizational culture; (2) there is a direct influence of organizational learning on organizational culture; (3) there is a direct influence of organizational culture on the performance of lecturers and employees; (4) there is a direct influence of organizational learning on the performance of lecturers and employees; and (5) there is no direct influence of employee arrangement on the performance of lecturers and employees.

Table 5. Structural Model P¹⁹ Coefficient Values (Bootstrapping results)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
OC -> Performance	0.520	0.540	0.114	4.548	0.000
LO -> OC	0.420	0.432	0.107	3.932	0.000
LO -> Performance	0.393	0.371	0.111	3.554	0.000
SP -> OC	0.476	0.466	0.107	4.444	0.000
SP-> Performance	-0.104	-0.100	0.116	0.896	0.371

Table 6. Total Indirect Structural Model (Bootstrapping results)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
OC -> Performance					
LO -> OC					
LO -> Performance	0.219	0.237	0.090	2.423	0.016
SP ->					
SP -> Performance	0.248	0.248	0.066	3.738	0.000

Table 7. Specific Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
LO-> OC -> Performance	0.219	0.237	0.090	2.423	0.016
SP -> OC -> Performance	0.248	0.248	0.066	3.738	0.000

Based on Table 7, it is known that: (1) there is an indirect effect of employee arrangement on the performance of lecturers and employees; and (2) there is an indirect effect of organizational learning on the performance of lecturers and employees. In more detail, these effects are as follows: (1) there is an influence of employee arrangement through organizational culture on the performance of lecturers and employees; and (2) there is an effect of organizational learning through organizational culture on the performance of lecturers and employees.

Table 8. Effect of Total S⁵tructural Model (Bootstrapping results)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
OC -> Performance	0.520	0.540	0.114	4.548	0.000
LO-> OC	0.420	0.432	0.107	3.932	0.000
LO -> Performance	0.611	0.608	0.082	7.479	0.000
SP -> OC	0.476	0.466	0.107	4.444	0.000
SP -> Performance	0.144	0.147	0.092	1.564	0.118

Since the ¹⁰ direct influence and indirect influence between variables in this research model, it is necessary to measure the total effect, which is presented in Table 8. The largest total effect on organizational culture is employee arrangement of 0.476. This means that with every employee arrangement increases, the organizational culture will increase by 47.6%. In addition to structuring employees, organizational learning also affects organizational culture by 0.420. This implicates that an increasing organizational learning, the organizational culture will enhance by 42.0%. While the largest total effect on the performance¹⁰ of lecturers and employees is organizational learning of 0.611, which includes a direct effect of 0.393 and an indirect effect through the organizational culture of 0.219, indicating that for every learning organization increases, the performance of lecturers and employees will increase by 61.1%. This influence is given directly by learning by 39.3%³³ and organizational learning through organizational culture by 21.9%. In addition, there is also a total effect of employee arrangement on the performance of lecturers and employees of 0.144, but this is not significant.

Direct Influence of Staffing Practice on Organizational Culture

The results of this study indicate that there is a direct influence of staffing practice on organizational culture. The staffing practice contributes to organizational culture by 47.6%. The positive relationship between staffing practice and organizational culture shows that recruitment and selection practices can be an efficient investment for the company because employee management can support the formation of a good organizational culture that leads to the increased individual performance by introducing individuals who have high abilities and motivation to the organization. Providing opportunities for achievement and positive treatment through the implementation of employee management through good and correct recruitment practices make employees able to be productive at work. This is in accordance with the theory of social exchange (Takeuchi et al., 2007). Saeed et al. (2019) reported that it is important for managers to understand the objectives, policies, and practices used for selection. More importantly, those responsible for making selection decisions should have adequate information upon which to base their decisions. As Zhao (2018) observed that an organization's human resource policies and practices represent important forces for shaping employee behavior and attitudes. According to Van Esch et al. (2019), not just that organizational selection practices determine who is hired, the use of the proper selection criteria will increase the probability that the right person will be chosen. When the best people are selected for the job, productivity increases (Osemeke, 2012). Achievement¹² and the effect of the positive treatment can increase self-efficacy, which is determined by individual subjective norms. In the context of Indonesia, as a country with high subjective norms (Handayati et al., 2021). This study is also the same as the resulting research Ghiasi et al. (2019); every unit increase in staffing practices is associated with a clan culture are influences 62% of performance.

Furthermore, effective staffing practice is beneficial in reducing information asymmetry for employers, thus enabling the recruitment of higher-performing employees to improve performance. Good staffing practice can improve performance by supporting performance-oriented organization¹⁶ culture. In particular, when employees feel that the organization applies fair and non-

discriminatory staffing practices in the recruitment and selection process, they will perform better. This phenomenon results from a signal effect: that employee management can foster a culture of openness and fairness, which can encourage individual effort and performance. Contrary to some traditional research findings on the relationship between performance management and culture, this study confirms the positive impact of sitting practice on organizational culture on employees showing a positive relationship.

Direct Influence of Organizational Learning on Organizational Culture

Organizational learning contributes 42.0% to organizational culture. The result of this study are in accordance with Hofstede's research which states that organizational learning has a significant effect on organizational culture, values, behavior, configuration, and motivation (Hofstede & Bond, 1988). People are a key component of knowledge activities; thus, the type of culture in organizations is very important for knowledge activities. Nugroho (2018) highlights that when individuals interact with their environment, they absorb information, convert it into knowledge, and take action based on it and their experiences to develop an environment and culture that supports organizational learning. Culture is the basic building block for organizational learning activities. Basically, organizational culture has an important influence on organizational learning. Lukito and Elsy (2014) stated that organizational culture is identified and studied as an important variable that affects the development of organizational learning. However, at UPGRIS itself, it can be said that they are still undergoing a process of change to the learning organization stage because some employees are still fixated on the old culture, which is still closed and refuses to change. This statement is supported by the results of employee and lecturer interviews. In addition to the data obtained, it can also be remarked that organizational learning and organizational culture influence organizational performance. However, they are independent or singular and are not related to each other because they are still in the process of changing for the better. Therefore, UPGRIS needs action to improve an open culture both internally and externally to the organization. This is intended so that employees and lecturers are willing to accept their input or knowledge so that employees and lecturers will develop in a better direction.

Indirect Effect of Organizational Learning on Organizational Culture

Organizational learning contributes indirectly to organizational culture by 21.9%. This result is different from the research conducted by Akhtar (2011), which shows that organizational culture moderates the relationship between the influence of learning organization on organizational performance. Research conducted by Lukito and Elsy (2014) found results that say that organizational culture does not affect organizational learning because the two concepts overlap and are responsible for the successful implementation of creative ideas in organizations so that both can support or even do not depend on how the organizational culture is in the organization. Lukito and Elsy (2014) added that organizational learning, development, and planned change cannot be understood without considering culture as the primary source of resistance to change. This means that learning organizations can be moderated and related or strengthened if the culture within

the organization is open and willing to accept change, but when it is closed and does not accept change.

Direct Influence of Organizational Learning on Performance

Organizational learning contributes to the performance of lecturers and employees by 61.1%. This is also supported by research from Soomro and Shah (2019), which states that progress in learning in the organization also increases employee performance at work. The results showed that organizational learning had a moderate positive linear relationship with job performance. Increasing organizational learning activities among public service managers increased knowledge, increased abilities and skills to improve their work performance. The current results support the findings of previous studies (Correa et al., 2007; Ellinger et al., 2003). This research further confirms the belief of most managers that organizational learning is a powerful tool for improving performance (Barao et al., 2017). Thus, combined with evidence from previous studies linking organizational learning to performance, the findings of this study support the common and popular argument that learning facilitates behavioral change, increases workforce efficiency and effectiveness, and facilitates the achievement of organizational goals and objectives. Organizational learning is more of a necessity than an option today. It is almost impossible to notice an organization will admit to neglecting to learn because this is tantamount to accepting the beginning of its demise (Montes et al., 2005). Organizational learning is considered by many to be a core capability of an effective organization and a vital element of a strategy for corporate renewal (Pudjiarti & Darmanto, 2020). Long-term viability, competitiveness, and the more remarkable achievement of performance all depend on an organization's capacity to adapt to a continuously changing environment (Montes et al., 2005). Recognizing the importance of organizational learning recently commanded a lot of attention. As a result, the concept of organizational learning has achieved prominence among ideas, which are now influencing the study of management. Although a positive relationship between learning and work outcomes is often assumed, there is little empirical evidence to support this perspective (Lopez et al., 2005).

There Is No Direct Effect of Employee Arrangement on Performance and There Is an Indirect Effect on Employee Management on Performance.

The results obtained that there was no direct influence of employee arrangement on the performance of lecturers and employees. The arrangement of employees will affect performance if through a mediating variable, namely organizational culture. This shows a role for organizational culture on employee performance; organizational culture can form positive perceptions of lecturers and employees at UPGRIS in carrying out their work. Organizational culture becomes a code of conduct for its members who are unconsciously applied in carrying out their activities. The importance of organizational culture concerning employee performance is reinforced by the statement of Raina and Roebuck (2016) that employees in companies with strong cultures are more committed to their companies than employees in companies with weak cultures. Companies with strong cultures will also use their recruitment efforts and outreach practices to build employee commitment. Furthermore, some evidence suggests that culture affects

performance. Meanwhile, employee management does not affect performance according to Tzafrir (2006); Abdullah et al. (2009), staffing practice (employee management practices) can affect the company's performance through an organizational culture that includes the existing work atmosphere in the company because every employee needs a comfortable work environment caused by the work team and work environment. Based on the findings of this study, the managerial implications should be focused on these variables. Managerial implications are matters related to staffing practices, which consist of selective staffing, training, empowerment, and performance appraisal, which significantly influence employee performance. The implication is that UPGRIS needs to improve the performance of lecturers and employees, which can be carried out in a planned and sustainable manner, such as carrying out the practice of structuring employees and lecturers in the form of selective staffing, training, empowerment, and performance appraisal policies. It can be provided both by setting high selection criteria, involving employees to actively participate in solving a problem in the decision-making process or by conducting various types of training, providing employees with opportunities to attend training, conducting a systematic and structured process, improving general skills, as well as through promotion policies to efforts to carry out employee personal development policies, all of which are empirically proven to have a direct or indirect effect.

CONCLUSION

This study has several exercises, especially for employees, lecturers, universities, and the government. This research shows that staffing practices and organizational culture play an essential role in improving performance for employees and lecturers. Therefore, the University should think that staffing practices and organizational culture have the same importance as human resource management programs. Learning organizations positively impact performance if the organizational culture at PGRI Semarang University can be followed and accepted well by lecturers and employees. The results of this study can be concluded that the staffing practice affects organizational culture. In addition, there is also a direct influence of organizational learning on organizational culture. Organizational learning has an indirect effect that contributes to organizational culture. Organizational learning contributes indirectly to organizational culture, and There is a direct influence of organizational learning on the performance of lecturers and employees, where organizational learning contributes to the performance of lecturers and employees, and there is no direct influence Direct Effect the arrangement of employees on the performance of lecturers and employees, and there is an indirect effect. Staffing Practice must adapt employees to their new environmental conditions. Therefore, placing someone with a new job is not an easy thing. Lecturers and employees can work optimally if the Universitas PGRI Semarang staffing practice is based on the suitability of knowledge, skills, and abilities with job specifications. Not only for new employees, but this placement also applies to old employees. It is easier to place employees in the most appropriate position if the University can find out what the needs and expectations

of its employees are so that they are more motivated to work, to learn about the organization, to adapt organizational culture to obtain optimal performance. The main limitation is that this work did not conduct with a larger population and sample size, incorporating independent variables such as dynamic capabilities, discipline, competence, compensation performance, and workload.

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