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The Effect Of Situational Leadership, Organizational Culture, And Self-Efficacy On Lecturers' Performance At The Defense University Of The Republic Of Indonesia

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ABSTRACT

Lecturer performance is a key factor in improving the quality of higher education. Data from lecturer performance management at the Indonesian Defense University (Unhan RI) shows that the predicate is not optimal. The purpose of this study is to analyze the variables of situational leadership, organizational culture, and self-efficacy that influence lecturer performance variables at Unhan RI. The quantitative research approach uses a survey method. The research sample uses a total sampling technique with 103 lecturers at Unhan RI as respondents. Data collection through questionnaires that have been tested for validity and reliability. Data analysis techniques use descriptive statistical analysis, prerequisite tests including normality, multicollinearity, and heteroscedasticity tests, multiple linear regression analysis, hypothesis testing through t-tests and F-tests, and coefficient of determination tests using IBM SPSS Statistics 25 software. The results of the study indicate that situational leadership has a significant effect on lecturer performance, organizational culture has a significant effect on lecturer performance, self-efficacy has a significant effect on lecturer performance, and situational leadership, organizational culture, and self-efficacy together also have a significant effect on lecturer performance at Unhan RI. The results of this study are expected to serve as a reference for improving lecturer performance through the development of adaptive situational leadership, strengthening a positive organizational culture at the university, and enhancing lecturer self-efficacy through continuous professional development. Supporting lecturer performance improvement will further enhance the quality of education.

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Introduction (First subtitle; bold in first capital letters)

Lecturer performance is a topic that consistently attracts attention in relation to the quality of higher education and the learning process at universities. This is in line with Hartiwi's (2020) statement that one of the crucial elements to ensure optimal university learning is the professional performance of lecturers. A lecturer's ability to carry out their duties and responsibilities during university learning activities is a reflection of their performance. Furthermore, Siregar (2022) stated that this performance also encompasses a lecturer's ability to motivate and effectively influence students, which aims to make the learning process more effective and achieve learning objectives. A lecturer's performance can be seen through their appearance, actions, and work achievements.

Viewed from the perspective of educational management, lecturer performance refers to the lecturer's competence in planning, implementing, and evaluating the learning process effectively. Lecturer Competence According to the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 44 of 2024 concerning the Profession, Career, and Income of

Lecturers, lecturer competence is regulated to ensure the implementation of the tridharma of higher education runs optimally. According to Budiadi and Sulistyawati (2013), a competent educator is an educator who has the skills to provide reinforcement, ask questions, make variations, explain material, and open and close lectures in class (Mulyadi, 2019). Lecturer competence needs to be prioritized to achieve student satisfaction which is an important factor for students.

According to Salmah and Arifin (2022), lecturer performance is the result achieved through successful teaching, manifested through actions, behavior, and achievements as a form of accumulated work over a certain period. Based on the results of lecturer performance management at the Indonesian Defense University, data on the average lecturer's rating was obtained. Of the total of 103 lecturers, only 36 received a very good rating, while 67 received a good rating. This indicates that lecturer performance at the Indonesian Defense University is still less than optimal. Many factors can influence lecturer performance, both external and internal, some of which are situational leadership, organizational culture, and self-efficacy.

Seni (2021) further argues that the Chancellor is responsible for managing learning, staff management, university relations with the community, finances, facilities and infrastructure, and student affairs. The Chancellor's leadership is a crucial factor in improving lecturer performance. According to Fitria (2020), the Chancellor should strive to improve lecturer performance by providing motivation and support to inspire and inspire lecturers to carry out their roles and responsibilities.

Harsey and Blanchard (2013) stated that the approach of situational leadership must be tailored to the level of readiness and maturity of subordinates in completing tasks. There are four approaches to situational leadership: telling; selling; participating; and delegating. This approach can be used effectively by rectors to develop lecturer performance, particularly in state universities that frequently change rectors and have lecturers with varying levels of maturity.

The application of this leadership approach can be seen in several previous studies by Sentana (2021), who interpreted that the rector can positively influence lecturer performance within a university. Therefore, the better the rector's implementation of situational leadership, the better the lecturer's performance will be. Similarly, other studies have shown a positive and significant influence between situational leadership factors and lecturer performance. Meanwhile, Muljadi (2022) found that this leadership approach can foster a comfortable work environment, thereby contributing to improved lecturer performance.

The organizational culture that exists in universities is the result of the formation of behaviors that emerge from lecturers and university residents and are related to the procedures of their activities. Robbins and Judge (2022) stated that a good organization will be reflected in the good behavior and culture of its members, which will later help in achieving the goals that have been jointly determined by the organization. A healthy organizational culture can encourage the motivation and loyalty of its members. Meanwhile, Schein (2017) argues that lecturers will be more enthusiastic to do their best work if there is a positive organizational culture, especially in providing quality learning to students. However, challenges that generally occur in establishing a solid organizational culture are differences in perception, conflict between individuals, and a lack of effective communication. This can impact the morale and productivity of lecturers.

According to Ananda (2024), organizational culture in higher education encourages collaboration between lecturers, allowing for the exchange of ideas, best practices, and mutual support, thereby enhancing the learning experience and improving overall performance. In relation to lecturer performance, previous research has shown that work productivity is significantly influenced by organizational culture. Meanwhile, Ekowati (2024) states that developing organizational culture needs to be prioritized in the improvement of Human Resources (HR), where they play a key role in the processes within the organization and are a source of knowledge.

In addition to external factors, lecturer performance can be optimally improved with the support of internal factors, one of which is self-efficacy. Bandura (2017) states that self-efficacy is a person's confidence in their competence in carrying out their duties. Meanwhile, according to Rahmatullah (2024), self-efficacy can influence a person's cognitive processes. Strong self-efficacy will trigger a high individual commitment to achieving their goals. Self-efficacy plays a crucial role in how a person thinks, feels, motivates themselves, and behaves. If someone has confidence in their abilities and future success, they will be more enthusiastic in doing their work and achieving the best results.

A common problem in universities is that some lecturers still show a low level of self-efficacy, especially in following the existing curriculum change policies and in implementing innovative learning methods. The

influence of self-efficacy on lecturer performance is explained in the results of previous research that self-efficacy has a significant and positive influence on lecturer performance. Increasing self-efficacy of lecturers can encourage lecturer performance to be higher [16]. Likewise, the results of other studies reveal a positive and significant relationship between lecturer performance and self-efficacy. Lecturers who have high self-efficacy are often accompanied by a great sense of self-confidence when facing challenges, have initiative, and a high fighting spirit [17].

Due to limitations, this study will only analyze several external and internal factors, such as situational leadership, organizational culture, and self-efficacy, that may influence lecturer performance at the Indonesian Defense University. The combination of these three factors requires further investigation to understand their extent and influence on lecturer performance.

Method

This research was conducted through a quantitative approach with a survey method. The independent variables in the study are Situational Leadership (X1), Organizational Culture (X2), and Self-Efficacy (X3). Meanwhile, Lecturer Performance (Y) will be the dependent variable. The study used a total sampling technique, where all members of the population were used as research samples, namely 103 lecturers who teach at the Indonesian Defense University. The data collection technique used a questionnaire that had been tested for validity and reliability.

The research hypotheses include: (a) Hypothesis 1. There is a significant influence of situational leadership (X1) on lecturer performance (Y) at the Indonesian Defense University; (b) Hypothesis 2. There is a significant influence of organizational culture (X2) on lecturer performance (Y) at the Indonesian Defense University; (c) Hypothesis 3. There is a significant influence of self-efficacy (X3) on lecturer performance (Y) at the Indonesian Defense University; and

(d) Hypothesis 4. There is a significant influence of situational leadership (X1), organizational culture (X2), and self-efficacy (X3) together on the performance of lecturers (Y) at the Indonesian Defense University.

Data analysis techniques with descriptive statistical analysis to analyze the variables in the study. Classical assumption tests or prerequisite tests that aim to test whether the collected research data have good quality and to provide certainty that the regression coefficient is not biased, consistent, and has accurate estimates are carried out before multiple linear regression analysis, which includes normality tests, multicollinearity, and heteroscedasticity. Next, multiple linear regression analysis and hypothesis testing are carried out through t-tests and F-tests, as well as determination coefficient testing (R Square) to analyze the percentage of independent variables together in influencing the dependent variables contained in the regression model [18]. IBM SPSS Statistics 25 software is used for testing in the study.

Results and Discussion

1.1. Results Study

1.1.1. Results Test Validity

Validity tests are carried out to ensure that the research instrument in the form of a questionnaire is truly valid capable measure draft Which researched. In test validity, done comparison mark r count with value r table. If r count more big from r table, so items the valid. On the contrary, If r count more small from r table, the item invalid. Result test validity each variable in the questionnaire is shown in the following table:

Table 1. Results Test Validity Leadership Situational (X1)

No. Question	r count	r table	Information
1	0.678	0.361	Valid
2	0.581	0.361	Valid
3	0.674	0.361	Valid
4	0.525	0.361	Valid
5	0.560	0.361	Valid
6	0.458	0.361	Valid
7	0.463	0.361	Valid
8	0.642	0.361	Valid

Source: Results Output IBM SPSS Statistics 25 (2025)

Table 2 Results Test Validity Culture Organization (X2)

No. Question	r count	r table	Information
1	0.703	0.361	Valid
2	0.545	0.361	Valid
3	0.582	0.361	Valid
4	0.552	0.361	Valid
5	0.603	0.361	Valid
6	0.563	0.361	Valid
7	0.577	0.361	Valid
8	0.599	0.361	Valid

Source: Results Output IBM SPSS Statistics 25 (2025)

Table 3. Results Test Validity Efficacy Self (X3)

No. Question	r count	r table	Information
1	0.571	0.361	Valid
2	0.481	0.361	Valid
3	0.641	0.361	Valid
4	0.638	0.361	Valid
5	0.638	0.361	Valid
6	0.480	0.361	Valid
7	0.554	0.361	Valid
8	0.423	0.361	Valid
9	0.394	0.361	Valid
10	0.580	0.361	Valid
11	0.384	0.361	Valid
12	0.432	0.361	Valid

Source: Results Output IBM SPSS Statistics 25 (2025)

Table 4. Results Test Validity Performance Lecturer (Y)

No. Question	r count	r table	Information
1	0.399	0.361	Valid
2	0.461	0.361	Valid
3	0.594	0.361	Valid
4	0.486	0.361	Valid
5	0.706	0.361	Valid
6	0.612	0.361	Valid
7	0.572	0.361	Valid
8	0.505	0.361	Valid
9	0.596	0.361	Valid
10	0.561	0.361	Valid
11	0.520	0.361	Valid
12	0.515	0.361	Valid

Source: Results Output IBM SPSS Statistics 25 (2025)

Based on the results test validity, can concluded The indicators measuring the research variables for each question item have a calculated r value that exceeds the table r value. This indicates that the questionnaire is valid and suitable for use in research.

1.1.2. Results Test Reliability

Test reliability done For consistency or stability instrument study Which in the form of The questionnaire produces consistent and accurate data. If the Cronbach's Alpha value is > 0.60, the questionnaire is considered reliable or consistent **.** The results of the reliability test for each variable in

the questionnaire are shown in the following table:

Table 5. Results Test Reliability Style Leadership Situational (X1)

Reliability Statistics	
Cronbach's Alpha	N of Items
.709	8

Source: Results Output IBM SPSS Statistics 25 (2025)

Table 6. Results Test Reliability Culture Organization (X2)

Reliability Statistics	
Cronbach's Alpha	N of Items
.731	8

Source: Results Output IBM SPSS Statistics 25 (2025)

Table 7. Results Test Reliability Efficacy Self (X3)

Reliability Statistics	
Cronbach's Alpha	N of Items
.752	12

Source: Results Output IBM SPSS Statistics 25 (2025)

Table 8. Results Test Reliability Performance Lecturer (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.780	12

Source: Results Output IBM SPSS Statistics 25 (2025)

Based on the results of the reliability test, it can be concluded that the indicators that measure these variables consistently exceed the threshold. The Cronbach's Alpha value was 0.6. This indicates that the questionnaire is reliable and suitable for use as a research instrument.

1.1.3. Analysis Statistics Descriptive

For to explain a number of statistics variables Which measured in study descriptive statistical analysis was used, the results of which are shown in the following table:

Table 9. Analysis Statistics Descriptive

Deskriptive Statistics					
	N	Min.	Max.	Mean	Std.Dev.
Kepemimpinan Situasional (X1)	103	28	29	32.58	2.455
Budaya Organisasi (X2)	103	27	37	32.80	2.281
Efikasi Diri (X3)	103	42	59	50.38	3.707
Kinerja Guru (Y)	103	42	60	51.17	4.088
Valid N (listwise)	103				

Source: IBM SPSS Statistics 25 (2025) Output Results

Based on table analysis statistics descriptive, so can delivered that:

a) The situational leadership variable (X1) obtained a minimum value of 28, a maximum value of 39, an average value of 32.58 and a standard deviation of 2.455.
b) The organizational culture variable (X2) obtained a value minimum 27, value maximum 37, mean value 32.80 and standard deviation 2.281.
c) The self-efficacy variable (X3) obtained a minimum value of 42, a maximum value of 59, an average value of 50.38 and standard deviation 3.707.
d) The lecturer performance variable (Y) obtained a minimum value of 42, a maximum value of 60, average value of 51.17 and standard deviation 4.088.

1.1.4. Test Assumptions Classic

Test assumptions classic is test prerequisite Which done before do analysis regression Multiple linear regression. In this study, classical assumption tests include testing for normality, multicollinearity, and heteroscedasticity. The results of the normality test can be seen in Table 10.

Table 10. Results Test Assumptions Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		103
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.78041715
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.057
Test Statistic		.080
Asymp. Sig. (2-tailed)		.100[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Results Output IBM SPSS Statistics 25 (2025)

In the table above, the results of the Kolomogorov-Smirnov normality test show the value of Asymp. Sig. (2-tailed) is 0.100, so that (0.100 > 0.05). So No There is symptom normality, so that data normally distributed .

Table 11. Results Test Assumptions Multicollinearity

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
Model		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	-9.255	5.756			
	Kepemimpinan Situasional (X1)	.170	.072	.169	.918	1.089
	Budaya Organisasi (X2)	1.070	.125	.597	.964	1.037
	Efikasi Diri (X3)	.393	.078	.356	.936	1.068

Source: Results Output IBM SPSS Statistics 25 (2025)

On table in on, results test multicollinearity show mark tolerance from variables situational leadership (X1) 0.918 (0.918 > 0.10); culture organization (X2) 0.964 (0.964 > 0.10); And efficacy self (X3) 0.936 (0.936 > 0.10). Furthermore, the VIF values of the situational leadership variable (X1) 1.089; organizational culture (X2) 1.037; and self-efficacy (X3) 1.068 are smaller than 10 (1.089 < 10; 1.037 < 10; and 1.068 < 10). Based on these results, there are no symptoms of multicollinearity, all independent variables in the study are not correlated with each other.

Table 12. Results Test Assumptions Heteroscedasticity

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.694	2.051		.826	.411
	Kepemimpinan Situasional (X1)	-.030	.026	-.121	-1.176	.243
	Budaya Organisasi (X2)	-.058	.044	-.130	-1.302	.196
	Efikasi Diri (X3)	.045	.028	.166	1.634	.105

a. Dependent Variable: Abs_Residual

Source: Results Output IBM SPSS Statistics 25 (2025)

In the table in above, test results Glejser heteroscedasticity shows the significance value (Sig.) of the leadership variable situational (X1) 0.243 (0.243 > 0.05); culture organization (X2) 0.196 (0.196 > 0.05); And self -efficacy (X3) 0.105 (0.105 > 0.05). So there is no symptom heteroscedasticity, variant of mark residual from All three variables are the same. Thus, the collected research data has passed the classical assumption test and meets the requirements for multiple linear regression analysis.

1.1.5. Analysis Regression Linear Multiple

Results analysis regression linear multiple displayed on table following:

Table 13. Analysis Regression Linear Multiple

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-9.255	5.756		-1.608	.111
	Kepemimpinan Situasional (X1)	.170	.072	.169	2.364	.020
	Budaya Organisasi (X2)	1.070	.125	.597	8.580	.000
	Efikasi Diri (X3)	.393	.078	.356	5.044	.000

Source: Results Output IBM SPSS Statistics 25 (2025)

On table in on, results analysis regression linear multiple show equality regression:

Y = -9.255 + 0.170 X1 + 1.070 X2 + 0.398 X3

Furthermore, from equality regression linear the can explained as following:

a) a = -9.255, meaning that the independent variables (situational leadership, organizational culture, and self-efficacy) if assumed to be 0 (zero) then the dependent variable (lecturer performance) is -9.255.
b) X1 = 0.170, meaning that if the independent variable of situational leadership increases by 1 (one) point, while the other independent variables (organizational culture and self-efficacy) remain constant, then the dependent variable of lecturer performance increases by 0.170.
c) X2 = 1.070, meaning that if the independent variable of organizational culture increases by 1 (one) point, while the other independent variables (situational leadership and self-efficacy) remain constant, then the dependent variable of lecturer performance increases by 1.070.
d) X3 = 0.398, meaning that if the independent variable of self-efficacy increases by 1 (one) point, while the other independent variables (situational leadership and organizational culture) remain constant, then the dependent variable of lecturer performance increases by 0.398.
e)

1.1.6. Testing Hypothesis with Test t Partial

Hypotheses 1, 2, and 3 in this study were tested using a partial t-test to see whether there was a significant influence of each independent variable on the dependent variable.

Table 14. Results Test t Partial

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-9.255	5.756		-1.608	.111
	Kepemimpinan Situasional (X1)	.170	.072	.169	2.364	.020
	Budaya Organisasi (X2)	1.070	.125	.597	8.580	.000
	Efikasi Diri (X3)	.393	.078	.356	5.044	.000

Source: Results Output IBM SPSS Statistics 25 (2025)

In the table above, the results of the partial t-test show that situational leadership (X1) has a t-count value. 2,364; culture organization (X2) own mark t-count 8,580; And efficacy self (X3) own mark

The t-count is 5.044. Then the t-table value is 1.984.

Testing Hypothesis 1 show that t-count leadership situational (X1) 2,364 more bigger than t-table 1,984 (2,364 > 1,984) with mark significance (Sig.) 0.020 more small than 0.05 (0.020 < 0.05), so Hypothesis 1 is accepted. This shows that there is a significant influence of situational leadership on lecturer performance.

Hypothesis 2 testing shows that the t-count of organizational culture (X2) is 8.580 which is greater than t-table 1,984 (8,580 > 1,984) with mark significance (Sig.) 0,000 more small than 0.05 (0,000 < 0.05), so Hypothesis 2 is accepted. This shows that there is a significant influence of organizational culture on lecturer performance.

Hypothesis 3 testing shows that the t-count of self-efficacy (X3) 5.044 is greater than the t-table 1.984 (5.044 > 1.984) with a significance value (Sig.) of 0.000 smaller than 0.05 (0.000 < 0.05), so Hypothesis 3 is accepted. This shows that there is a significant influence of self-efficacy on lecturer performance.

1.1.7. Testing Hypothesis with Test F Simultan

Hypothesis 4 tested with test F simultaneous to see is there any significant influence of independent variables on the dependent variable together.

Table 15. Results Test F Simultan

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	915.869	3	305.290	38.329	.000[b]
	Residual	788.533	99	7.965		
	Total	1704.403	102			

Source: Results Output IBM SPSS Statistics 25 (2025)

On table in on, results test F simultaneous show mark F-count 38,329. Then obtained F-table value 2,696. Mark F-count 38,329 more big than F-table 2,696 (38,329 > 2,696) with mark significance (Sig.) 0.000 is smaller than 0.05 (0.000 < 0.05), so Hypothesis 4 is accepted. This shows that there is a significant influence of situational leadership, organizational culture, and self-efficacy together on lecturer performance.

1.1.8. Testing Coefficient Determination (*R Square*)

The size contribution variables free leadership situational (X1), culture organization (X2), and self-efficacy (X3) together on lecturer performance (Y) can be known based on the R Square value.

Table 16. Coefficient Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733[a]	.537	.523	2.822

a. Predictors: (Constant), Efikasi Diri (X3), Budaya Organisasi (X2), Kepemimpinan Situasional (X1)

Source: Results Output IBM SPSS Statistics 25 (2025)

In the table above, the coefficient of determination has The R Square value is 0.537. This shows that 53.7% of the factors that influence lecturer performance (Y) are situational leadership (X1), organizational culture (X2), and efficacy self (X3). 46.3% the rest is performance lecturer influenced by variables other Which not discussed in this study

1.2. Discussion

1.2.1. Influence Leadership Situational to Performance Lecturer

Situational leadership has an influence on lecturer performance and has a t-count value that is greater than mark t-table, that is 2,364 > 1,984 And mark Significance (Sig.) Which more small from 0.05 (0.020 < 0.05). Based on the results , hypothesis 1 is accepted, namely that there is a significant influence of situational leadership on the performance of lecturers at the Indonesian Defense University. The Chancellor's situational leadership approach to improving lecturer performance needs to be enhanced, as lecturers feel comfortable carrying out their duties at the university. An effective Chancellor is one who understands the level of readiness and maturity of lecturers and is therefore able to adapt his or her leadership style accordingly. in accordance with need And level development lecturer, as well as give support appropriate to improve lecturer performance and university quality.

Results study strengthened by theory Which explain that leadership situational is a strategy Which can used in a way effective by Rector For develop performance lecturer. This situation can be realized and according to Diwiyani (2022) that in relation to various specific tasks, the application of this situational leadership style can be adjusted to the level of maturity of subordinates.

1.2.2. Influence Culture Organization to Performance Lecturer

The influence of organizational culture on lecturer performance is shown by the implementation of organizational culture. good organization in university. From The test results obtained a larger t-count value than the t-table value, which is 8.580 > 1.984 and the Significance value (Sig.) is smaller than 0.05 (0.000 < 0.05). Based on these results, hypothesis 2 can be accepted, namely there is a significant influence of organizational culture on the performance of lecturers at the Indonesian Defense University. Organizational culture consists of norms, values, and habits in the university environment that have a direct impact on the attitudes and behavior of the university's academic community , especially lecturers. A good organizational culture supports collaboration, innovation, and open communication, thus motivating lecturers to improve their performance to be better in accordance with the university's vision and mission.

Results study This in accordance with the theory Which disclose that culture organization influences the performance of lecturers at universities. This organizational culture, in accordance with Nursita's (2023) opinion, is evident from the existence of formal and informal communication, existence innovation And willing take risk, existence system evaluation Which clear, existence strong commitment, decisions taken through discussion and deliberation, a clear reward system, solid teamwork, and a happy, honest, respectful, disciplined, empathetic and polite personality.

1.2.3. Influence Efficacy Self to Performance Lecturer

The results of the partial t-test analysis are shown by the calculated t-value of self-efficacy which is greater than the t-table value, which is 5.044 > 1.984 and the Significance value (Sig.) which is smaller than 0.05 (0.000 < 0.05). Based on these results, hypothesis 3 is accepted, namely there is a significant influence of self-efficacy on the performance of lecturers at the Indonesian Defense University. A lecturer's self-efficacy is a lecturer's belief in his or her ability to succeed in carrying out teaching tasks, including in facing curriculum changes and learning innovations. At the Indonesian Defense University, lecturers who have high self-efficacy tend to be more open, confident in accepting and facing challenges that may arise, such as changes to the OBE-based curriculum , and more courageous in implementing learning innovations, such as the use of technology or different learning approaches.

Results This in accordance with theory that efficacy self is trust lecturer to ability which are owned For operate And arrange task Which given by Rector so that can reach a predetermined goal. In line with Octarina's (2023) opinion, self-efficacy also leads to employees assessing their own abilities. to improve their performance. High self-efficacy in employees will motivate them to work harder to improve their performance and produce positive results. Conversely, low self-efficacy can lead employees to avoid challenges and be less motivated to develop themselves.

1.2.4. The Influence of Situational Leadership, Organizational Culture, and Self-Efficacy on Lecturer Performance

This study shows that there is a significant influence of situational leadership, culture organization, And efficacy self , where in together to performance lecturer. From results analysis test F simultaneous shows mark F-count Which more big than mark F-table, that is 38,329 > 2,696 And mark Significance (Sig.) Which more small from 0.05 (0,000 < 0.05), so that hypothesis 4 can accepted. Leadership flexible and adaptive situational approaches to the situation and level of lecturer readiness can have a positive impact on lecturer performance. Culture organization that good, too can improve lecturer job satisfaction, Which on ultimately improving performance. Self-efficacy or the lecturer's belief in his own abilities has role important in its performance. So that leadership situational, culture organization, And self-efficacy Work in a way together influence performance lecturer. Leadership situational Which effective can form a positive organizational culture and increase lecturers' self-efficacy and in turn will improve lecturers' performance.

Furthermore, the coefficient of determination (*R Square*) value shows that the contribution together between leadership situational, culture organization, And efficacy self to performance lecturer as big as 0.537. This value means that there is a strong influence, namely 53.7%. The variables influencing lecturer performance are situational leadership, organizational culture, and self-efficacy. The remaining 46.3% is influenced by other variables not examined.

This result is confirmed by Sudarmanto's (2009) opinion regarding certain factors that contribute to the extraordinary performance of lecturers, which makes it possible to successfully contribute to success. organization. A number of factor the including motivation, efficacy self, satisfaction Work, discipline, commitment, leadership, and others. Then, Sunarjono (2019) added that there are several other supporting components that can influence the quality of lecturer performance, including education, training, and professional development. And experience Work, personality, attitude, leader, organization, need individual, condition social, work motivation, physical conditions of the workplace, and so on.

This research is limited by its focus on three variables: situational leadership, organizational culture, and self-efficacy. This means the results cannot comprehensively describe all factors that can influence lecturer performance. Furthermore, the research was conducted at a specific university with a limited number of respondents. Further research to develop this model could be conducted by involving universities with characteristics different, like university university private with system different managerial and by expanding the scope of other variables that can influence lecturer performance.

Conclusion

From the research results described above, it can be concluded that situational leadership has been proven to significantly influence lecturer performance. A rector who is able to adapt his leadership approach to the maturity level, needs, and conditions of lecturers can create a conducive work climate so that lecturers are more motivated in carrying out their professional duties. Organizational culture plays a significant role in improving lecturer performance. The norms, values, and habits established within the university environment encourage lecturers to work in a more disciplined, collaborative, and quality-oriented manner. Self-efficacy has a significant influence on performance. Lecturers who have high self-efficacy in their abilities tend to be more confident, take initiative, and are able to overcome challenges in the learning process, which ultimately improves the quality of their performance. The three independent variables in the study, namely situational leadership, organizational culture, and self-efficacy, together have a strong and significant influence on lecturer performance. This indicates that the improvement of lecturer performance is not only determined by internal factors, such as self-efficacy, but also greatly influenced by external factors, namely the leadership of the Rector and organizational culture at the university. The variables of situational leadership, organizational culture, and self-efficacy together influence the performance of lecturers at the Indonesian Defense University by 53.7%. Meanwhile, the remaining 46.3% of lecturer performance is influenced by other variables not examined in this study. The results of this study are expected to serve as a reference for improving lecturer performance through the development of adaptive situational leadership with lecturer maturity, strengthening a positive organizational culture at the university by instilling the values of discipline, cooperation, openness, and commitment to quality, and increasing lecturer self-efficacy through continuous

professional development, such as training, workshops, or academic discussion forums. With policies that support the improvement of lecturer performance, the quality of education will further improve.

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