

AN Empirical Model of OCB as an Intervening Variable on Performance

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ABSTRACT

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This study aims to examine both the direct and indirect effects of organizational culture (X1) and organizational climate (X2) on employee performance, with Organizational Citizenship Behavior (OCB) acting as an intervening variable. The issue underlying this research is that existing data and observations indicate that lecturers' performance has not yet reached its full potential, particularly in fulfilling the Tri Dharma of higher education. The implementation of the Tri Dharma – a key benchmark for lecturers' performance – reflects individual effectiveness and directly impacts institutional outcomes. Suboptimal performance among lecturers can be observed through their performance indicators, signaling the need to explore the underlying factors influencing their work outcomes. This study surveyed 200 lecturers from Muhammadiyah universities across East Java. Data were collected through questionnaires and interviews, with participants selected using a simple random sampling method via lottery. The data were then analyzed using descriptive statistics, Structural Equation Modeling (SEM) with AMOS software, and the Sobel test. The results show that although organizational culture has a positive influence on performance, the effect is not statistically significant. In contrast, organizational climate has a significant positive effect on performance. Moreover, organizational culture significantly and positively influences OCB, which in turn significantly enhances performance. The study also finds that both organizational culture and climate have significant indirect effects on performance when mediated by OCB.

1. Introduction

Higher education institutions in Indonesia have experienced rapid growth in recent years. In East Java Province alone, there are currently 316 private higher education institutions, consisting of 96 universities, 23 institutes, 124 colleges, 51 academies, 12 polytechnics, and 10 community academies. While the number of higher education institutions in East Java is quite large in terms of quantity, this growth is not necessarily matched by the quality, particularly in terms of accreditation achievements. Out of the 316 active private universities, only 11 have earned the highest institutional accreditation status, known as "Unggul" (Excellent). Accreditation serves as a form of accountability from educational institutions to their stakeholders, representing formal recognition by the National Accreditation Board. According to data from the Directorate General

of Teaching and Education Personnel at the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (2020), the composition of lecturers based on their educational qualifications continues to present challenges that require serious attention (Sedarmayanti, 2008).

Table 1.1. Data on Lecturers with Doctoral Degrees (PhD) at Private Universities in East Java

No	Year	Number of Lecturers
1	2015	1,226
2	2016	1,367
3	2017	1,641
4	2018	1,760
5	2019	2,058

Source : <https://lldikti7.kemdikbud.go.id/Laporan-Kinerja>

Table 1.2. Data on Lecturers with Academic Ranks of Associate Professor and Professor at Private Universities under LLDIKTI Region VII

No	Year	Academic Ranks	
		Associate Professor	Professor
1	2015	1191	193
2	2016	1226	118
3	2017	1257	121
4	2018	1273	122
5	2019	1290	133

Source : <https://lldikti7.kemdikbud.go.id/Laporan-Kinerja>

Based on the data in Tables 1.1 and 1.2, it can be seen that in 2019, only 2,058 lecturers at private universities (PTS) held doctoral degrees (S3), which amounts to just 10.21% of the total 20,147 permanent lecturers registered in the LLDIKTI Region VII of East Java. Similarly, the number of lecturers who hold professional teaching certificates and those who have achieved higher academic ranks – such as associate professors and professors – remains relatively low. This points to the overall suboptimal performance levels among lecturers. The lack of certified lecturers also raises concerns about the quality of academic performance. This situation becomes even more concerning when considered in light of the responsibilities carried by higher education institutions, which are tasked with equipping students with academic, professional, intellectual, social, spiritual, and leadership competencies. Therefore, graduates are expected to contribute meaningfully and positively to their communities [1].

In general, the success of an organization can be assessed through the achievement of its performance targets. Within any organization, employee success is typically evaluated through individual performance metrics, such as the quality and quantity of work, and the time required to complete assigned tasks [2]; [3]; [4]. Performance reflects the level of quality and quantity of task completion by individuals, groups, or organizations. Performance improvements can be realized through clearly defined and measurable job descriptions, enabling staff to better understand their roles and responsibilities [5]. According to [6], [7], and [8], performance is shaped by the equity theory, which posits that individuals will perform optimally when they perceive a fair balance

between the benefits and inducements they receive. Similarly, [9], Armstrong (1999:84); Dessler (2003:94); Luthans (2005:124); and Mathis dan Jackson (2006:114) emphasize that employee performance is the result of fulfilling tasks and responsibilities in terms of both quantity and quality. Previous studies have explored the influence of organizational culture on Organizational Citizenship Behavior (OCB). Research by [10], [11], and [12] highlights that organizational culture plays a significant role in promoting OCB among employees. The stronger and more positive the organizational culture, the more likely employees are to demonstrate OCB. Additional studies by [13], [14], and [15], highlights that organizational culture plays a significant role in promoting OCB among employees. The stronger and more positive the organizational culture, the more likely employees are to demonstrate OCB. Additional studies by [12] further argue that a culture of mutual trust, self-restraint, and contribution to the organization – as seen in Chinese organizational settings – can enhance both organizational performance and interpersonal harmony among employees. [16] also found a connection between employees' perceptions of organizational culture and their engagement in OCB.

Another factor known to influence extra-role behavior, such as OCB, is professionalism. Research by [17], [5], and [18] found that professionalism positively and significantly impacts OCB. [19] also demonstrated that professionalism has a strong positive effect on OCB. Therefore, OCB plays a crucial role in achieving effective teacher performance [14]; [20]. Other studies have consistently shown that organizational culture is a key determinant of OCB. Findings by [21], [22], [23], [24], and [25] confirm that a strong organizational culture enhances employees' OCB. [26] also found that organizational culture significantly impacts OCB. Furthermore, several studies – such as those by [27], Tae *et al.*, (2018), Putri dan Yuniawan (2016), and Imron dan Warsah (2019) – show that organizational climate has a positive and significant influence on teacher performance [28]; [29]; [30]; [14]. In addition, research by [31], suggests that workplace spirituality also plays a role in enhancing employee performance, particularly in the banking sector.

Based on the above theoretical and empirical reviews of organizational culture, organizational climate, and their effects on performance, a research gap remains – particularly in terms of exploring Organizational Citizenship Behavior (OCB) as a mediating variable. Therefore, this study seeks to further investigate this gap by focusing on the performance of lecturers at private universities in Jember.

2. Literature Review

2.1 Organizational Behavior Theory

Organizational behavior theory is a branch of management science that examines the behavior of individuals and groups within an organization – groups composed of people who share common goals. The activities of these groups are closely tied to the managerial functions within the organization. According to Gibson, Ivancevic, and Donelly Jr. (1996), organizational behavior concerns individual behaviors, attitudes, and work outcomes as exhibited in the context of organizational life. Robbins and Judge (2015) define organizational behavior as a discipline that studies the impact of individuals, groups, and structure on behavior within organizations, with the goal of applying this knowledge to improve organizational effectiveness.

2.2 Organizational Culture

From an anthropological perspective, culture is understood as a collective mental programming shared by individuals within an organization or society, shaping common values, beliefs, and behavioral patterns. According to Schein (2004:93), organizational culture is a system of shared meaning held by members of an organization, which distinguishes one organization from another. Robbins (2015) defines organizational culture as the fundamental philosophy that guides an organization's policies in managing its employees.

Schein (2004:93) further explains the concept of corporate culture as having several interpretations:

- a. Organizational culture is seen as a visible pattern of behavior;
- b. It includes the rules that apply within the organization;
- c. It also encompasses the shared feelings or organizational climate.

According to Schein (2004:63), organizational culture refers to a pattern of basic assumptions that are formed, discovered, or developed by a group as it learns to cope with the challenges of external adaptation and internal integration. The success or failure of an organization is largely determined by the culture that develops within it. [24] argue that a strong organizational culture is often the key to organizational success. However, an overly strong and rigid culture – one that is resistant to change – can also become a source of problems within the organization. In line with this, [8] suggest that “the stronger the culture, the stronger its influence on the environment and human behavior.”

2.3 Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) refers to voluntary actions performed by individuals within an organization that go beyond their formal job descriptions and are carried out without the expectation of direct rewards. For example, an employee who willingly assists a supervisor or colleague with a task that falls outside the scope of their official job responsibilities is demonstrating positive OCB.

The dimensions of OCB were developed by Podsakoff, building upon Katz's (1964) early work on innovative and spontaneous behaviors, which has significantly influenced subsequent OCB research [32]; [25]. According to Katz, there are five key dimensions of OCB:

1. Cooperating with others
2. Protecting the organization
3. Volunteering constructive ideas
4. Self-training
5. Maintaining a favorable attitude toward the company

There are four main factors that influence the emergence of OCB among employees: individual characteristics, task characteristics, organizational characteristics, and leadership style (Podsakoff & MacKenzie, 1997).

- Individual characteristics include perceptions of fairness, job satisfaction, organizational commitment, and perceived supervisor support.
- Task characteristics relate to the clarity or ambiguity of job roles.
- Organizational characteristics refer to the structure of the organization and the leadership style employed.

Together, these factors shape an environment in which employees may be more inclined to engage in behaviors that support the organization beyond their formal duties.

2.4 Job Performance

2.4.1 Employee Performance Concept

In this study, job performance is assessed through individual performance evaluations using a self-appraisal method. Self-appraisal refers to a process in which employees evaluate their own performance with the aim of gaining a deeper understanding of their personal strengths and weaknesses. Through this self-awareness, individuals are expected to identify specific aspects of their work behavior that require improvement.

One of the main advantages of the self-appraisal approach is its ability to reduce defensive

attitudes or the tendency to justify one's actions. It is also considered a forward-looking method, as it encourages employees to engage in continuous self-improvement in order to enhance their future job performance.

2.4.2 Conceptual Framework of the Study

Based on the description of the relationships among the variables, this study proposes a conceptual framework that examines the influence of organizational culture and organizational climate on Organizational Citizenship Behavior (OCB), as well as the impact of OCB on lecturers' performance. The variables used in this research are derived from established theoretical foundations and are used to construct relevant dimensions and indicators. The conceptual framework is illustrated in Figure 1.1 below:

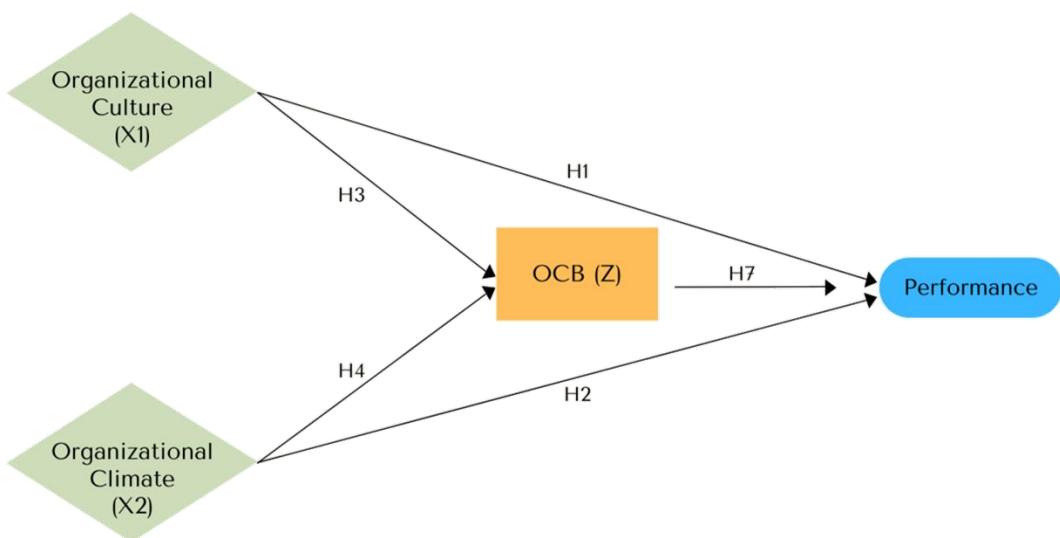


Figure 1. Conceptual Framework of the Research

Source: Processed Data, 2025

Figure Description:

BO: Organizational Culture

PR: Organizational Climate

OCB: Organizational Citizenship Behavior

KD: Lecturer Performance

Based on the relationships among the variables described earlier, as well as empirical data from previous studies, a summary of the hypotheses developed for this research is presented in Table 2.1 below:

Table 2.1 Summary of Research Hypotheses

Hypothesis 1	Organizational culture has a significant effect on lecturer performance.
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Hypothesis 2	Organizational climate has a significant effect on lecturer performance.
Hypothesis 3	Organizational culture has a significant effect on lecturers' Organizational Citizenship Behavior (OCB).
Hypothesis 4	Organizational climate has a significant effect on lecturers' Organizational Citizenship Behavior (OCB).
Hypothesis 5	Organizational culture has a significant effect on lecturer performance through Organizational Citizenship Behavior (OCB).
Hypothesis 6	Organizational climate has a significant effect on lecturer performance through Organizational Citizenship Behavior (OCB).
Hypothesis 7	Organizational Citizenship Behavior (OCB) has a significant effect on lecturer performance.

3. Methodology

3.1 Population and Sample

This study targeted the entire population of lecturers from five private universities located in Jember Regency. These universities include: Universitas Muhammadiyah Jember, Universitas Muhammad Seroedji Jember, UNIPAR, Universitas Islam Jember, and ITB Mandala.

The sample size in this study follows the guidelines for research using Structural Equation Modeling (SEM) analysis, which suggests that SEM models are sensitive to sample size. For the maximum likelihood estimation technique, a suitable sample size ranges from 100 to 200 respondents (Ferdinand, 2014a:173). Based on this recommendation, the study employed a total sample of 200 respondents. The unit of analysis in this research is the individual lecturer from the five private universities in Jember.

3.2 Operational Definitions and Variable Measurement

The variables, their operational definitions, indicators, and the instruments used in this research are presented in detail in Table 3.2 below:

Table 3.1 Variables, Operational Definitions, Indicators, and Research Instruments

Variable	Operational Definition	Indicators	Instrument Type
Organizational Culture (Robbins, 2015)	Organizational culture refers to core values as the essence of a company philosophy for achieving success, supported by all members and providing shared direction and behavioral guidance.	1. Innovation and risk-taking	The organization encourages me to continuously improve creativity, even with high risks.
		2. Attention to detail	Management pays close attention to me with the hope that I will also focus on details.
		3. Outcome orientation	The organization focuses on outcomes rather than the processes used to achieve them.
		4. People orientation	Organizational decisions consider their impact on internal stakeholders.
		5. Team orientation	Work is carried out in teams rather than individually.
		6. Aggressiveness	I work competitively rather than leisurely.

		7. Stability	The organization emphasizes maintaining the status quo over growth.
Organizational Climate	The emotional and psychological atmosphere perceived by employees in an organization. It reflects how employees interact with each other and with management, and how they perceive the work environment.	1. Lecturer Satisfaction 2. Communication 3. Lecturer Involvement 4. Trust and Support 5. Career Development	(1) Lecturers feel comfortable and satisfied at work. (1) Open and fair communication at the workplace. (1) Lecturers take part actively in work activities. (1). Trust and support from leadership. (1) Opportunities for lecturers to grow their careers.
OCB (Organ et al 1990) dan Zohar Marshal (Ali J Abbas, 2009), (Tae, et al.2018), (Khusnah, 2019), (Imron Warsah, 2019)	OCB refers to employees' voluntary behaviors that go beyond formal job duties to enhance organizational effectiveness without compromising individual productivity.	1.Contentiousness 2.Sportmanship 3.Courtesy 4.Alturism 5.Civic Virtue 6.Peacekeeping 7. Cheerleading	I often comply with office rules even without direct supervision. I do not waste time by leaving the office or doing unrelated tasks. I rarely complain even when the job is difficult. I don't exaggerate organizational problems. I prioritize giving my best for the organization's success. I frequently help coworkers who are overwhelmed with tasks. I help my superior without being asked. I never misuse office facilities for personal interests. I often provide input for improving organizational I always avoid interpersonal conflict. I try to resolve interpersonal conflicts when they arise. I encourage colleagues to achieve higher performance. I motivate coworkers to express their opinions.
Lecturer Performance (National Education	Implementation of the Tri Dharma of Higher Education in teaching, research and scientific work, community	1. Teaching 2. Research	Use of lesson plans (SAP) Conducting face-to-face teaching sessions Scientific works produced Number of publications

System Law No. 20, 2004)	service, and other supporting activities.	3. Community Service	Conducting training activities Applying research outcomes to community service
		4. Supporting Activities	Being on organizing committees at universities Being on committees in government institutions Attending scientific meetings Membership in professional organizations

3.3 Data Analysis Method

The data in this study were analyzed using descriptive statistical analysis and Structural Equation Modeling (SEM) with the AMOS software.

4. Results and Discussion

4.1 Respondent Characteristics

Based on the data from the total sample, the characteristics of respondents in terms of age can be described as follows. Referring to adult developmental stages, respondent age is categorized into three groups: under 35 years old, 36 to under 45 years old, and 46 years old and above. The distribution of respondents based on age is presented in Table 4.1 below.

Table 4.1 Respondent Characteristic Statistics

	Description	Number	Percentage
Age	≤ 35 years	48	24%
	36 - 45 years	87	43.5%
	≥ 46 years	65	32.5%
Gender	Male	81	40.5%
	Female	119	59.5%
Academic Rank	Academic Staff	62	31%
	Assistant Professor	93	46.5%
	Associate Professor	32	16%
	Professor	13	6.5%
Educational Level	S2	126	63%
	S3	74	37%
Years of Service	1 - 5 years	38	19%
	6 - 10 years	98	49%
	More than 10 years	64	32%

Table 4.2 Summary of Validity Test Results

Variable	Indicator	Loading	λ^2	$1 - \lambda^2$	Construct Reliability (CR)
		(l)			
Organizational Culture (X ₁)	X11	0.811	0.658	0.342	0.856
	X12	0.780	0.608	0.392	
	X13	0.537	0.288	0.712	
	X14	0.658	0.433	0.567	
	X15	0.673	0.453	0.547	
	X16	0.738	0.545	0.455	
	X17	0.520	0.270	0.730	
	Total	4.717		3.745	
Organizational Climate (X ₂)	X21	0.831	0.691	0.309	0.908
	X22	0.627	0.393	0.607	
	X23	0.831	0.691	0.309	
	X24	0.901	0.812	0.188	
	X25	0.863	0.745	0.255	
	Total	4.053		1.669	
	Total	4.788		3.699	
	Total	2.784		2.046	
Source: Processed Data 2025					

Based on the data in Table 4.2, the analysis results show that each indicator has a loading factor value exceeding 0.50. This indicates that all the indicators used - whether for the independent variables (organizational culture and organizational climate), the intervening variable (OCB), or the dependent variable (lecturer performance) - are considered valid and appropriate as data collection instruments. In addition, the results also demonstrate that the Construct Reliability (CR) values for each latent variable are above the minimum threshold of 0.70. Therefore, it can be concluded that the latent variables used in this study possess a high level of reliability.

4.2 Structural Equation Modeling (SEM) Analysis

The analysis of OCB as a mediating variable in the relationship between organizational culture and organizational climate with lecturer performance was conducted using Structural Equation Modeling (SEM). The model output is illustrated in the following figure:

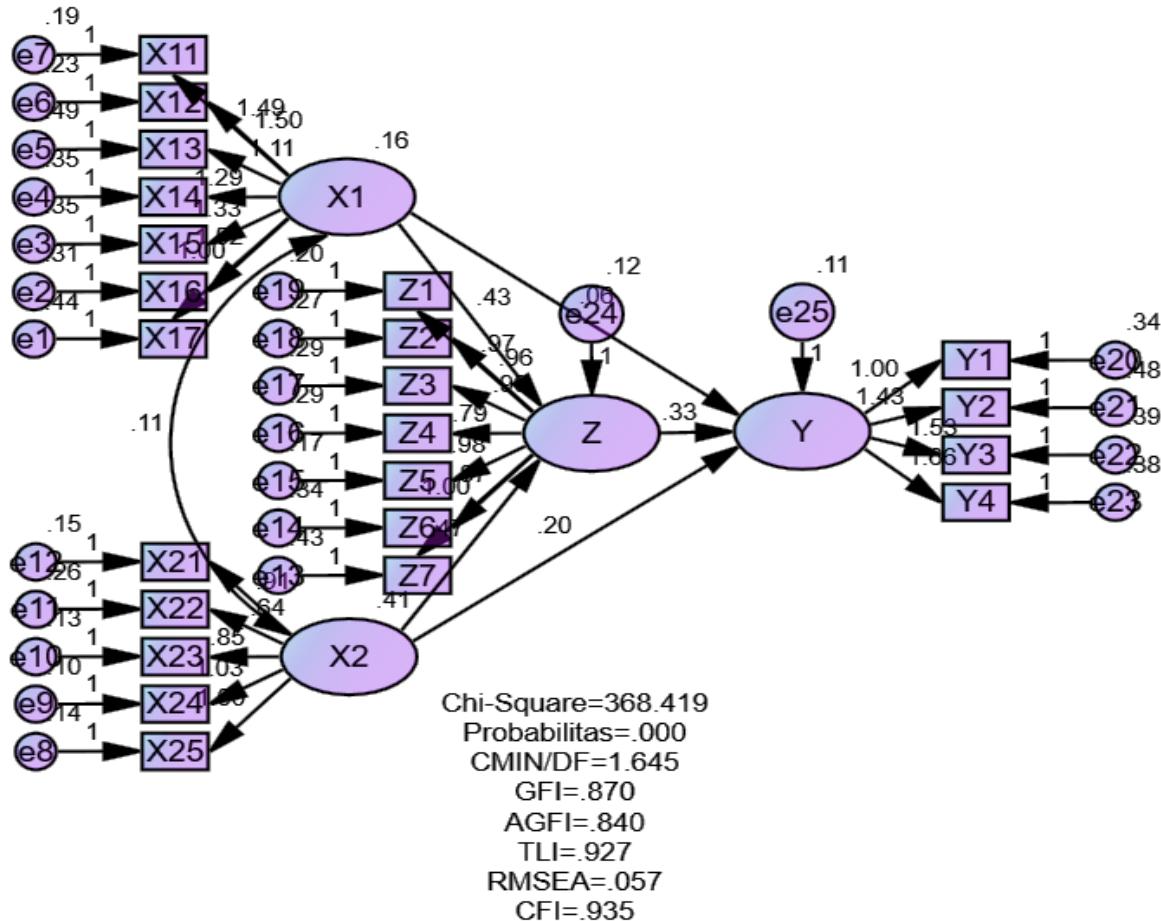


Figure 4.1: SEM Analysis Results

The next step involved testing the SEM model to assess its level of fit and determine whether the model is suitable for use. Based on the results of the model's goodness of fit test in the initial SEM analysis, it can generally be concluded that most of the eight fit indices used meet the required thresholds. This aligns with Solimun's (2002) principle of parsimony, which states that if the majority of fit criteria are satisfied, the model can be considered fit. Therefore, based on the various fit indices obtained, the proposed model demonstrates an acceptable level of model fit.

4.2 Causality Test

The results of the path coefficient analysis are presented in the following table:

Table 4.3 Causality Test Results

Effect	Estimate	S.E.	C.R.	P	Description
Z <--- X1	0.432	0.112	3.871	0.000	Significant
Z <--- X2	0.474	0.070	6.767	0.000	Significant
Y <--- X1	0.058	0.100	0.583	0.560	Not Significant

Effect	Estimate	S.E.	C.R.	P	Description
Y <--- X2	0.197	0.076	2.579	0.010	Significant
Y <--- Z	0.326	0.112	2.902	0.004	Significant

Source: Processed Data (2025)

The results of the path coefficient analysis show that the influence of Organizational Culture (X1) on Organizational Citizenship Behavior (OCB) (Z) has a positive coefficient value of 0.432, with a C.R. (Critical Ratio) of 3.871 and a significance level (p) of 0.000. This indicates that Organizational Culture (X1) has a significant effect on OCB (Z). Therefore, the hypothesis stating that organizational culture has a positive and significant effect on lecturers' OCB is supported and accepted (H3).

Similarly, the path coefficient analysis shows that the influence of Organizational Climate (X2) on OCB (Z) has a positive coefficient of 0.474, with a C.R. of 6.767 and a significance level (p) of 0.000. This indicates that Organizational Climate (X2) significantly affects OCB (Z). Thus, the hypothesis that organizational climate has a positive and significant influence on lecturers' OCB is confirmed and H4 is accepted.

Meanwhile, the path coefficient between Organizational Culture (X1) and Lecturer Performance (Y) yields a positive coefficient of 0.058, with a C.R. of 0.583 and a significance level (p) of 0.560. These results indicate that Organizational Culture (X1) does not have a significant effect on Lecturer Performance (Y). Therefore, it can be concluded that organizational culture does not directly and significantly influence lecturer performance. Based on this finding, the hypothesis stating that organizational culture has a positive and significant effect on lecturer performance is not supported and is rejected (H1).

The analysis further reveals that the influence of Organizational Climate (X2) on Lecturer Performance (Y) has a positive coefficient of 0.197, with a C.R. of 2.579 and a significance level (p) of 0.010. This indicates that Organizational Climate (X2) significantly affects Lecturer Performance (Y). Accordingly, the hypothesis stating that organizational climate positively and significantly affects lecturer performance is supported, and H2 is accepted.

Furthermore, the results of the path coefficient test show that the effect of Organizational Citizenship Behavior (OCB) (Z) on Lecturer Performance (Y) has a positive coefficient of 0.326, with a C.R. of 2.902 and a p-value of 0.004. This confirms that OCB (Z) significantly affects Lecturer Performance (Y). Therefore, the hypothesis stating that OCB has a positive and significant influence on lecturer performance is supported, and H5 is accepted.

4.2 Causality Test

The next stage involves testing for indirect effects using the Sobel Test, which aims to answer the research question regarding the indirect influence of the exogenous antecedent variables - Organizational Culture (X1) and Organizational Climate (X2) - on the endogenous variable Lecturer Performance (Y), mediated by the intervening variable OCB (Z). The results for each variable are presented as follows:

Table 4.4 Sobel Test Results

Effect	Estimate	S.E.	T value	P	Description
X1→Z→Y	0.141	0.061	2.323	0.020	Significant
X2→Z→Y	0.155	0.058	2.674	0.007	Significant

Source: Processed Data (2025)

The results of the Sobel test indicate that Organizational Culture has an indirect effect on Lecturer Performance through spiritual OCB, with a calculated t-value of 2.323 and a significance level (p) of 0.020. This t-value exceeds the critical value of 1.96 at a 5% significance level, with a

sample size of 200. Based on these results, it can be concluded that, statistically, there is evidence that OCB serves as an intervening variable in the relationship between organizational culture and lecturer performance. Thus, the hypothesis stating that organizational culture has a positive and significant effect on lecturer performance through OCB is supported, and H6 is accepted. This finding suggests that the stronger the organizational culture implemented, the greater the increase in spiritual OCB, which in turn contributes to improved lecturer performance.

Furthermore, the Sobel test results for the indirect effect of Organizational Climate on Lecturer Performance through spiritual OCB show a calculated t-value of 2.674 with a p-value of 0.007. This result also exceeds the critical value of 1.96 at the 5% significance level with $n = 200$. Based on these findings, it can be concluded that spiritual OCB is statistically proven to mediate the relationship between organizational climate and lecturer performance. Therefore, the hypothesis stating that organizational climate has a positive and significant effect on lecturer performance through OCB is accepted (H7). This implies that the more conducive the organizational climate, the stronger the spiritual OCB, which ultimately leads to improved lecturer performance.

5. Discussion

5.1 The Effect of Organizational Culture on Lecturer Performance

The analysis reveals that organizational culture has a positive but statistically insignificant effect on lecturer performance. This indicates that the first hypothesis, which posits a significant positive influence of organizational culture on lecturer performance, is not supported. In this study, the influence of organizational culture on lecturer performance is considered minimal or negligible. This insignificant result implies that the organizational culture within private universities in Jember Regency has not yet developed into a strong culture that is reflected in members' work behavior.

5.2 The Effect of Organizational Climate on Lecturer Performance

The results show that organizational climate has a significant positive effect on lecturer performance. Thus, the second hypothesis is supported. This finding implies that a more favorable organizational climate leads to improved lecturer performance. Descriptive analysis of respondent answers regarding organizational climate indicates that:

1. Lecturers feel comfortable and satisfied with the facilities and the work environment;
2. There is open and fair communication and mutual support among colleagues, administrative staff, and leadership, with opportunities for discussion and collaboration;
3. Lecturers are actively involved in activities both within and outside the campus that support organizational goals;
4. Lecturers are trusted and supported in enhancing their skills and competencies through workshops and training;
5. There is institutional support for both academic and non-academic career development.

5.3 The Effect of Organizational Culture on OCB

The analysis confirms that organizational culture has a significant positive effect on Organizational Citizenship Behavior (OCB), supporting the third hypothesis. This implies that the better the organizational culture, the higher the level of OCB exhibited by lecturers.

5.4 The Effect of Organizational Climate on OCB

The analysis also indicates a significant positive relationship between organizational climate and OCB, confirming the fourth hypothesis. This suggests that a better organizational climate fosters stronger OCB among lecturers.

5.5 The Effect of OCB on Lecturer Performance

The findings indicate that OCB has a significant positive effect on lecturer performance. Therefore, the fifth hypothesis is supported. This means that an increase in OCB contributes to improved performance among lecturers.

5.6 The Effect of Organizational Culture on Lecturer Performance through OCB

The analysis shows that organizational culture significantly influences lecturer performance through OCB, confirming the sixth hypothesis. This suggests that OCB acts as a mediating variable between organizational culture and lecturer performance. In other words, improved organizational culture enhances OCB, which in turn leads to better lecturer performance.

5.7 The Effect of Organizational Climate on Lecturer Performance through OCB

The analysis further confirms that organizational climate has a significant positive effect on lecturer performance through OCB, validating the seventh hypothesis. This implies that a better organizational climate strengthens OCB, which subsequently improves lecturer performance.

6. Conclusion

Based on the results of data analysis and discussion, the following conclusions can be drawn: (1) Organizational culture has a positive but not significant effect on lecturer performance. (2) Organizational climate has a positive and significant effect on lecturer performance. (3) Organizational culture has a positive and significant effect on Organizational Citizenship Behavior (OCB). (4) Organizational climate has a positive and significant effect on lecturers' OCB. (5) Organizational culture has a positive and significant effect on performance through lecturers' OCB, indicating that OCB is able to influence the role of organizational culture on performance. This occurs because the role of OCB is stronger than that of organizational culture in mediating performance; in other words, OCB plays a key role in improving lecturer performance. (6) Organizational climate has a positive and significant effect on performance through OCB, indicating that OCB partially mediates the effect of organizational climate on lecturer performance.

7. Recommendation

For future research, this study offers several suggestions:

Future researchers may conduct further verification studies on the influence of organizational culture on performance, as the current findings show no significant direct effect. Additionally, further investigation into the mediating role of OCB in the relationship between organizational culture and performance is recommended. Another promising area is the exploration of the spirituality aspect within OCB, particularly since the majority of lecturers in Jember Regency are Muslim, and the region is known as a religious center (Santri city). This spiritual dimension, while relevant, has not yet been thoroughly examined in this study.

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