

The Mediating Role of Internal Quality Assurance Systems in Linking Work Culture, Job Satisfaction, and Lecturer Performance Behavior

Puput Puspito Rini^{1*}, Sudadio¹, Asep Muhyidin¹

¹Universitas Sultan Ageng Tirtayasa, Serang, Banten, Indonesia

¹Doctoral Education (Puput Puspito Rini) | Email: ariniecilegon@gmail.com

¹Email: dr.dio@untirta.ac.id | Email: muhyidin21@gmail.com

***Corresponding Author:** Puput Puspito Rini | Email: ariniecilegon@gmail.com

Abstract

This study aims to analyze the influence of work culture and job satisfaction in shaping the work performance of lecturers through the mediating role of the Internal Quality Assurance System in private universities in Banten Province, amid demands for social transformation, innovation, and improvements in the increasingly competitive quality of higher education. The background of this research is the government's strong policies for implementing the Internal Quality Assurance System and lecturers' limited awareness of performance and work achievements, which impact institutional performance. This study uses a quantitative approach and a survey of private universities in Banten Province that have a minimum accreditation of Good or Very Good in 2025, involving 355 respondents. The research variables include work culture and job satisfaction as independent variables, the Internal Quality Assurance System as a mediating variable, and

lecturers' performance-oriented work behavior as a dependent variable. Data analysis was performed using Structural Equation Modeling (SEM) with SmartPLS version 4. The results of the PLS bootstrapping analysis showed that work culture and job satisfaction did not have a significant direct effect on lecturers' performance-oriented work behavior. Still, work culture had a positive and significant impact on the Internal Quality Assurance System, whereas job satisfaction had a substantial adverse effect on it. Furthermore, the Internal Quality Assurance System was found to have a positive and significant impact on lecturers' performance-oriented work behavior and to positively mediate the relationship between work culture and performance-oriented work behavior, but to negatively mediate the relationship between job satisfaction and performance-oriented work behavior. These findings confirm that the Internal Quality Assurance System acts as a strong mediating variable, with work culture as the dominant factor in strengthening the quality system and improving lecturers' work performance at private universities in Banten Province.

Keywords: work culture, job satisfaction, Internal Quality Assurance System, lecturers' productive work behavior, private universities

INTRODUCTION

Higher education institutions are scientific institutions that play a key role in shaping a nation's character and civilization. Their main objective is to educate the community and develop an innovative, responsive, creative, skilled, competitive, and cooperative academic community by implementing the three pillars of higher education. In addition, universities are committed to advancing science and technology by instilling and applying human values. To optimize these functions, university administrators apply the principles of academic governance, rather than bureaucracy, politics, or mere management efficiency. Relationships between elements are prioritized over vertical hierarchical structures (power dynamics within a unit). The Academic Senate, as a normative body in higher education institutions, has the authority to consider aspects of policy-making by higher education leaders.

Private Higher Education Institutions (PTS) are a manifestation of the community's concern in

supporting the state's initiative to improve the nation's intelligence. The community's commitment to establishing higher education institutions with various types of education is guaranteed by applicable regulations and laws. The establishment of private higher education institutions by the community is intended to provide the broadest possible opportunities for students to pursue higher education and encourage active community participation in education. Recognizing the significance of educational institutions, particularly private universities, in national development to achieve community welfare, the government, through the Ministry of Education and Culture, strives to encourage and facilitate the continuous improvement of the quality and independence of universities, both in terms of quality, quantity, learning processes, educational outcomes, and alumni produced.

The quality of higher education implementation and management is also an essential aspect because it is an indicator that a higher education institution meets the required quality standards. The quality of implementation is reflected in the accreditation of both study programs and higher education institutions. Accreditation is the determination of quality standards and evaluation of a higher education institution by an independent external party. The evaluation and assessment process is carried out comprehensively, in line with the university's commitment to quality and capacity in implementing the three pillars of higher education.

De Boer et al. (2007:138-149) explain that university system governance can be conceptualized as a typology of five basic dimensions in this sub-sector of society: state regulation, stakeholders, independent academic governance, independent managerial governance, and competition. In terms of governance, Bleiklie & Kogan (2007:481-482) explain that several broad developments influence modern higher education systems in their conception of knowledge, encompassing theoretical and practical aspects, with a stronger emphasis on utility and social demand.

In implementing higher education governance, institutions face difficulties, as Salvioni et al. (2017:1-2) state: higher education institutions play an essential role in social responsibility and stakeholder relationship management. Still, universities are more focused on expanding research topics and adding educational programs. However, there is insufficient attention to the orientation of sustainable governance and the development of a strong institutional culture, both of which are key factors in improving the quality and image of higher education institutions.

This argument is further reinforced by the findings of Sukirno & Siengthai (2011:494), which urge the Indonesian government to immediately establish a participatory decision-making system to facilitate the realization of higher-quality Indonesian higher education. Participatory decision-making is a tool for aligning the organization's vision with lecturers' goals.

This view of lecturers' goals is then elaborated in more detail by Sukirno & Siengthai (2011:505), who state that the higher the level of lecturer participation in decision-making, the higher the performance of those lecturers. In addition to the strategic role of lecturers in improving the quality of education, the quality of higher education is also determined by several factors, including the internal quality assurance system, work culture, job satisfaction, and lecturers' performance in fulfilling their duties.

The Internal Quality Assurance System in higher education institutions is designed to ensure that all aspects of education, including teaching, research, and community service, are carried out in accordance with established quality standards. The Internal Quality Assurance provides a foundation for higher education institutions to strive for better-quality education continuously. In this case, lecturers, as the primary implementers of the educational process, will

continue to be evaluated based on existing quality standards. This evaluation provides valuable feedback, helping lecturers identify the strengths and weaknesses of their teaching methods. With constructive feedback, lecturers can improve and enhance the quality of their teaching, which will ultimately have an impact on the quality of education received by students. Effective implementation of The Internal Quality Assurance can improve lecturers' performance and enhance the quality of education. In addition, The Internal Quality Assurance can also increase the satisfaction of stakeholders and interested parties (Warta et al., 2023:229).

Then, the work culture in higher education is an academic culture that primarily shapes lecturers to understand academic values and to behave professionally, where they are professional educators in developing and transforming knowledge. This is in accordance with the Teacher and Lecturer Law, which states that lecturers are experienced educators and scientists with the main task of transforming, developing, and disseminating knowledge, technology, and arts through the three pillars of higher education (teaching, research, and community service), based on Law Number 14 of 2015 concerning Teachers and Lecturers.

The higher education quality assurance system (SPM-DIKTI) in Indonesia is the main instrument in maintaining and improving the quality of education in higher education. In recent years, government policies have continued to be refined to ensure that the national higher education system can compete and adapt to changes in the global environment. One of the critical regulations that serves as a milestone in strengthening quality is Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education Quality Assurance. This regulation emphasizes that quality assurance is a systemic activity that is carried out in a planned, sustainable, and integrated manner to achieve the National Higher Education Standards (SN-Dikti).

Permen 53 of 2023 introduces an approach that integrates the Internal Quality Assurance System and the External Quality Assurance System (SPME) into a single system, the Higher Education Quality Assurance System (SPM Dikti). The Internal Quality Assurance is the responsibility of each higher education institution. At the same time, SPME is implemented by external institutions such as the National Accreditation Agency for Higher Education (BAN-PT) or independent accreditation institutions. In its implementation, SPM Dikti covers five primary activity cycles, namely the establishment, implementation, evaluation, control, and improvement of higher education standards (PPEPP). Through this mechanism, higher education institutions are expected to internalize a culture of quality and implement continuous quality improvement.

However, global dynamics and changes in the education sector's needs have necessitated an update to these regulations. As a follow-up, the government issued Minister of Higher Education, Science, and Technology Regulation No. 39 of 2025 concerning Quality Assurance in Higher Education, which replaced Regulation No. 53 of 2023. This regulatory change reflects a new policy direction that is more adaptive, competitive, and internationally oriented. While Permen 53 focused on meeting national standards, Permen 39 of 2025 shifts the orientation toward exceeding national standards by referring to global quality standards and international best practices.

Permen 39 of 2025 reinforces the principles of transparency, accountability, and effectiveness in the implementation of quality assurance in every higher education institution. This regulation also adapts to the development of modern learning systems by integrating prior learning recognition (RPL), micro-credentials, and flexibility in learning outcomes-based curricula. Higher education institutions are encouraged to develop internal quality innovations, expand international collaboration networks, and ensure that academic and managerial processes are carried out in

accordance with global standards. Therefore, the quality assurance system not only functions as a control mechanism but also as a tool for institutional transformation towards higher education institutions that are superior and globally competitive.

The regulatory change from Ministerial Regulation 53 of 2023 to Ministerial Regulation 39 of 2025 shows an evolution in the paradigm of higher education quality assurance in Indonesia. Higher education institutions are now required not only to meet administrative accreditation requirements but also to foster a culture of quality that is oriented towards performance, innovation, and sustainable excellence. In this context, private universities in Banten Province need to strengthen the implementation of the Internal Quality Assurance System to be in line with the latest national policy direction. The Internal Quality Assurance acts as a control system and driver of quality improvement, with an impact on lecturer performance, job satisfaction, and productive work behavior in the higher education environment.

The change in quality assurance policy from Permen 53 of 2023 to Permen 39 of 2025 is not only administrative in nature but also has strategic implications for human resource management and quality governance in higher education. The latest regulation requires every higher education institution to not only implement a quality assurance system as a formal obligation, but also to make it a living organizational culture in all academic and non-academic activities. In this context, the existence of an Internal Quality Assurance System is essential because it serves as a mechanism that bridges the gap between the work culture values applied by lecturers and their level of job satisfaction with the institutional environment.

Furthermore, with dynamic changes in the higher education quality assurance system, organizational behavior must also change, whereby the work behavior of lecturers in higher education plays a vital role in supporting the performance of lecturers and the achievement of overall institutional goals. In an academic environment, work behavior refers to how individuals behave and interact, and to how the institution is managed to achieve the objectives of education, research, and community service. Higher education institutions, especially private universities (PTS), must develop strong work behaviors that are responsive to the challenges of the times to improve lecturer performance in the three pillars of higher education.

In the context of higher education governance, work behavior is crucial because it involves factors such as leadership, internal communication, motivation, organizational structure, and stakeholder relationships. The success of good governance depends not only on policies and regulations, but also on the extent to which organizational behavior and culture within higher education institutions support collaboration and productivity. As stated, positive work behavior can encourage institutional performance improvement because employees feel more valued, motivated, and given room to grow.

Implementing good work behavior in higher education institutions must create a work environment that supports the achievement of institutional goals, whether in teaching, research, or community service. A study found that the work environment, leadership support, and opportunities for professional development strongly influence lecturers' job satisfaction in higher education institutions. A participatory work environment, in which lecturers are involved in decision-making, has also been shown to increase lecturer motivation and performance.

On the other hand, research conducted in Indonesia also emphasizes that participatory decision-making in an academic environment directly improves lecturer performance. The higher the level of lecturer participation in decision-making, the higher their performance level. Recognition and appreciation of performance, whether in teaching, research, or community

service, are essential factors to consider in building a healthy organizational culture in higher education institutions.

Furthermore, the quality of higher education institutions, especially private ones, is primarily determined by good governance. Higher education governance is defined as an internal quality assurance system, better known as The Internal Quality Assurance, which guarantees the implementation and management of higher education institutions in accordance with the principles of credibility, transparency, accountability, responsibility, and fairness. Governance is developed based on moral and ethical values, as well as academic norms and values. In the external environment, good governance can foster mutually beneficial relationships between higher education institutions and stakeholders. The discussion of The Internal Quality Assurance is the realm of internal management to improve lecturer performance and higher education performance. PTS that are quality-oriented will always focus on and be consistent in producing high-quality higher education graduates.

In addition, it is also important to create a conducive work environment, where the lecturer's job satisfaction is a key factor in supporting productivity and the quality of higher education, especially in private universities (PTS). For consideration, it has been noted that the best universities have a management approach guided by the vision of university leaders for sustainable development. Good university governance, or Good University Governance (GUG), is an important foundation for effective management and sustainable development of higher education institutions. This concept emphasizes the importance of implementing governance principles that are transparent, accountable, participatory, fair, efficient, and oriented towards visionary leadership that is responsive to change. Through the implementation of GUG, universities are expected to be able to build adaptive and competitive management systems, while ensuring academic quality and public trust in their institutions.

Furthermore, improved work performance can also be built on job satisfaction. Job satisfaction is defined as a positive attitude that a person has towards their work. A survey conducted by the Ministry of Education, Culture, Research, and Technology in 2022 found that only 56% of lecturers at private universities were satisfied with their institution's reward system and internal policies. This data shows that there are significant challenges in efforts to improve lecturer job satisfaction, especially regarding performance rewards and career development opportunities. Lecturers who feel underappreciated or have limited opportunities for development often show lower performance levels, especially in the fields of research and community service. The performance of lecturers at private universities is a crucial factor that affects the overall quality and sustainability of universities. In the context of private universities in Banten Province, several elements play an important role in shaping lecturers' work behavior, including internal quality assurance systems, work culture, and job satisfaction. Internal quality assurance systems are essential for identifying problems, managing risks, and ensuring ethical practices in higher education institutions. These systems help higher education institutions serve their students better and improve the overall quality of education.

The phenomenon that has occurred is that the Indonesian government has regulated educational institutions in Indonesia through Law Number 20 of 2003 concerning the Indonesian Education System, which was reinforced by Government Regulation Number 19 of 2005 to regulate National Education Standards, which was then translated into Minister of Education and Culture Regulation Number 05 of 2020 concerning Study Program and Higher Education Accreditation as stated in Article 2, which reads that Accreditation is to ensure the quality of Study

Programs and Higher Education externally, both in academic and non-academic fields, to protect the interests of students and the community.

In addition, the fact that more than 95% of higher education institutions are private explains the substantial public interest in actively participating in higher education. The high number of private higher education institutions indicates that public participation remains high despite the limited capacity of public higher education institutions. Several factors driving this increased participation are the improved quality of education services provided by private universities, the limited capacity of state universities, growing public awareness of the importance of education, and the public's ability to afford education costs.

In addition, 38 universities (9.0%) are not yet accredited, and 35 universities (8.3%) are still ranked "B" in the previous accreditation system. The existence of institutions with unaccredited status indicates that there are still serious challenges in implementing the internal quality assurance system, especially in planning and continuous quality evaluation. In general, this graph shows that the quality structure of higher education in the LLDIKTI IV region remains dominated by the "Good" category, with a small portion showing superior performance. This indicates that the quality assurance policy, as stipulated in Permen 53 of 2023 and updated by Permen 39 of 2025, still needs to be strengthened at the implementation level, especially in private universities. Higher education institutions need to enhance their Internal Quality Assurance System to improve their accreditation to the "Very Good" and "Excellent" levels. Thus, this graph not only provides a quantitative picture of the accreditation status but also reflects the level of readiness and effectiveness of the quality system implementation in the higher education environment, which is directly related to research variables such as work culture, job satisfaction, and lecturers' productive work behavior.

Furthermore, the quality of higher education in Indonesia has improved. This is evident in the accreditation rankings, which have shown an upward trend. There has been an increase in the number of universities that have achieved Excellent institutional accreditation. Along with improvements in the quality of higher education, university management has undergone changes that are leading to a more modern approach. This shift to modern management has been accompanied by changes in the governance of higher education institutions to improve service quality further. A paradigm shift in the governance of higher education institutions is key to their management. On the one hand, higher education institutions can be viewed as a unique and profitable industry; on the other hand, they can help create an educated society.

The government's efforts to encourage and facilitate the role of lecturers to continuously improve their performance are realized through regulatory instruments, including Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 37 of 2009 concerning lecturers, Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 concerning National Standards for Higher Education, Decree of the Coordinating Minister for Political, Legal and Security Affairs No. 38 of 1999 concerning Functional Positions of Lecturers and Credit Points, and Decree of the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia No. 49/D3/Kep/1983 concerning the Workload of Teaching Staff at Higher Education Institutions. As well as the Guidelines for Lecturer Workload and Evaluation of the Implementation of the Tridharma of Higher Education by the Director General of Higher Education 2010.

Meanwhile, the regulations governing lecturer workload are contained in the Decree of the Director General of Higher Education Number: 12/E/KPT/2021, concerning Operational

Guidelines for Lecturer Workload, which covers the main activities of planning learning, implementing the learning process, evaluating learning, guiding and training, conducting research, performing additional tasks, and providing community service. all of which are equivalent to a minimum of 12 semester credit units (SKS) and a maximum of 16 semester credit units (SKS).

Although The Internal Quality Assurance implementation is growing, empirical evidence of its effectiveness remains inconclusive. There are no comprehensive studies that provide clear guidelines on the most effective strategies for implementing The Internal Quality Assurance in higher education institutions. This lack of conclusive data hinders the identification of good practices, making it difficult for institutions to determine the most appropriate methods for quality assurance. In addition, many institutions lack adequate tools to assess the maturity of their The Internal Quality Assurance, making it challenging to prioritize improvements and investments to build a more effective system.

Initial observations indicate that each lecturer is capable of conducting educational and teaching activities effectively. Still, the amount of research produced by lecturers is minimal, as are the results published in national and international journals. Lecturers' community service activities are also relatively low, so that overall, lecturer performance can still be considered low. The Internal Quality Assurance encourages the creation of clear and measurable performance standards, work procedures, and evaluation systems, so that lecturers have uniform guidelines and quality expectations in carrying out their three pillars of higher education. By consistently applying the system, lecturers are encouraged to behave in a productive, innovative, and results-oriented manner. Thus, the Internal Quality Assurance System acts as a mediating variable, channeling the influence of work culture and job satisfaction on lecturers' productive work behavior. This means that a strong work culture and high job satisfaction will be more effective in shaping productive lecturer behavior when supported by a well-planned, continuously running internal quality system. In the context of private universities in Banten Province, the urgency of implementing The Internal Quality Assurance is increasing in line with the paradigm shift in quality mandated by Permen 39 of 2025. Higher education institutions are not only required to meet national standards but also to develop adaptive quality systems oriented towards global excellence.

Based on this, this phenomenon has attracted attention and become an interesting topic for scientific analysis. The focus of this scientific study is on the role of internal quality assurance systems, work culture, work behavior, and job satisfaction in the achievement of PTS lecturers. Researchers suspect that other factors or advantages could make them more competitive in encouraging improvements in these lecturers' accomplishments.

METHOD

This study uses a quantitative approach with an explanatory survey design to test causal relationships among variables. This approach was chosen because it is suitable for measuring the extent to which work culture and job satisfaction influence lecturers' performance behavior, both directly and indirectly through the internal quality assurance system as an intervening variable.

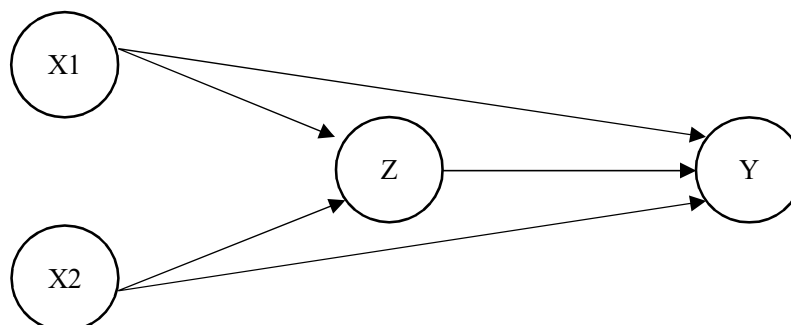


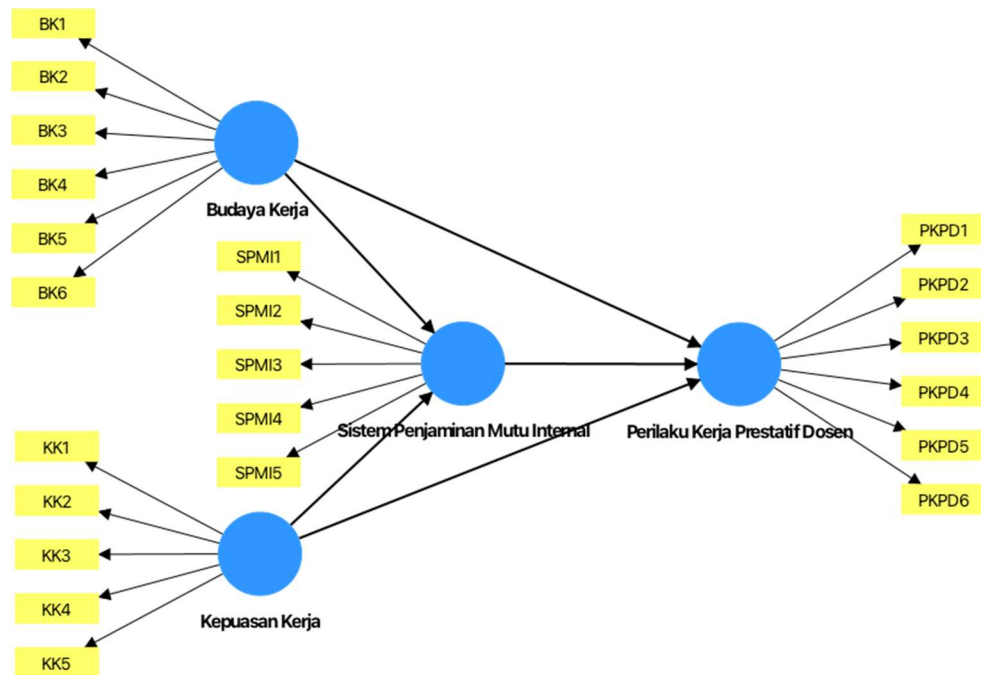
Figure 1. Research Model Constellation

The research design is as follows: this study uses a quantitative, causal research design to empirically examine the influence of variables, based on data collected from respondents. Causal research was chosen because the primary focus of this study was to determine the extent to which work culture and job satisfaction influence lecturers' performance, both directly and indirectly through the internal quality assurance system as an intervening variable.

In this design, the researcher acts as an observer who collects data using a research instrument in the form of a questionnaire that has been validated by experts. This research is non-experimental because no treatment is applied to the respondents; instead, it analyzes the relationships among variables as they exist in the lecturers' work environment. This research design also falls under an explanatory survey, which is a survey that aims to explain the causal relationship between variables based on data collection from a specific population sample. The survey was conducted by distributing questionnaires to permanent lecturers at private universities spread across the Banten Province. The data obtained will be processed statistically to test the formulated hypotheses.

RESULTS AND DISCUSSION

The following is a structural model designed based on the variables and indicators used in this study:

**Figure 2. Initial Structural Model**

The model shown in this figure is a Structural Equation Model (SEM), which describes the relationships among the variables in this study. This model aims to explain the role of each variable in shaping Lecturers' Productive Work Behavior (PKPD) through three factors: the Internal Quality Assurance System, Work Culture (BK), and Job Satisfaction (KK). This model is designed to test the direct and indirect relationships between Work Culture (BK), Job Satisfaction (KK), Internal Quality Assurance System (SPMI) and Lecturer Performance Behavior (PKPD). The study aims to demonstrate the mediating role of The Internal Quality Assurance in linking Work Culture (BK) and Job Satisfaction (KK) to Lecturers' Productive Work Behavior (PKPD). It also tests the strength of the relationships between variables, both direct and indirect.

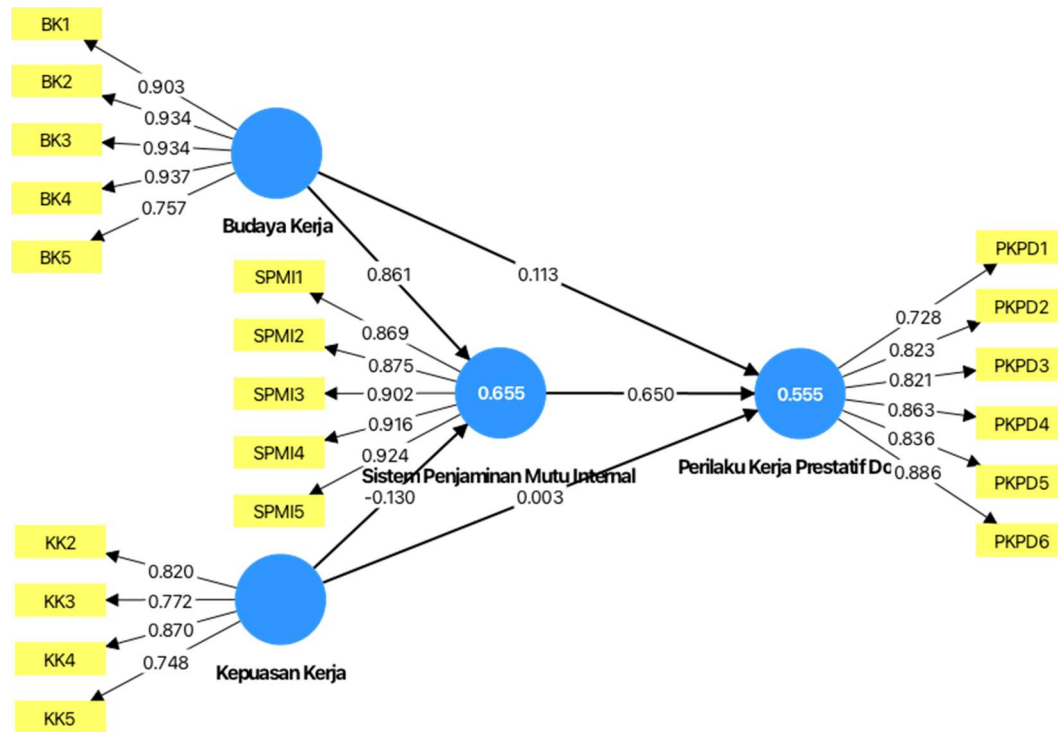


Figure 3. Final PLS algorithm model

The results of the outer model test using SmartPLS indicate that the model output describes a more realistic relationship between variables based on the analyzed data. The analysis results show that indicators such as BK1, BK2, and SPMI1 have very high loading factors (over 0.9), indicating that these indicators are highly valid in measuring the latent variables in question. However, there are indicators with low loading factors (< 0.7), namely BK6 and KK1, so they are dropped from the structural model, indicating that they are less relevant and should be removed to make the model more valid and reliable.

Furthermore, after the outer model test, the next stage is the inner model test. In PLS, bootstrapping is used for testing. The following image shows the results of the inner model test.:

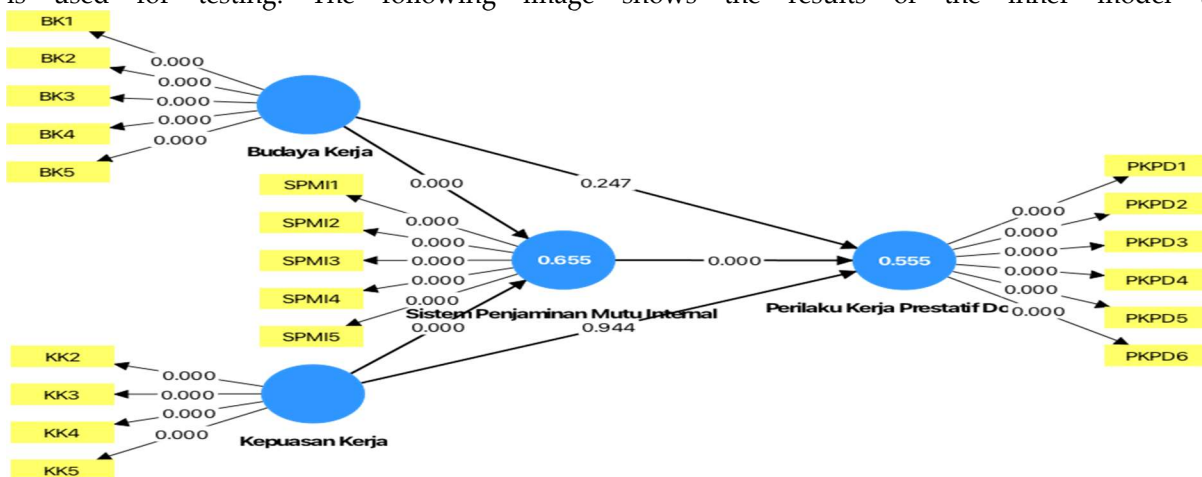


Figure 4. PLS Bootstrapping Model

The results of the PLS Bootstrapping Model indicate that the relationships among the variables in this study provide important insights into the effects in the structural model. In particular, the Internal Quality Assurance System has a strong influence on Lecturer Performance Behavior (PKPD), with a coefficient of 0.944 and a P-value of 0.000, indicating that The Internal Quality Assurance plays a significant

role in improving the quality of PKPD. On the other hand, Work Culture (BK) shows a weak relationship with The Internal Quality Assurance, with a coefficient of 0.247 and a P-value greater than 0.05, indicating that Work Culture does not have a significant effect on The Internal Quality Assurance implementation in this model. Meanwhile, the relationship between Job Satisfaction (KK) and The Internal Quality Assurance and PKPD shows disappointing results, as the coefficient is close to 0 and the P-value is high (0.944), indicating that Job Satisfaction does not have a significant effect on Lecturers' Prestative Work Behavior through The Internal Quality Assurance. Based on these results, it can be concluded that although Job Satisfaction is essential, The Internal Quality Assurance is a more dominant factor in shaping Lecturers' Performance Behavior. To improve the quality of lecturers' work, universities should focus more on managing and strengthening The Internal Quality Assurance rather than relying on Job Satisfaction as the main factor.

Based on the PLS results, Work Culture (WC) does not significantly affect the Performance-Oriented Work Behavior of Lecturers (PKPD) at private universities in Banten Province. Although there is a positive relationship between the two, it is not statistically significant. The Work Culture variable may not adequately capture all factors that influence Lecturers' Performance-Oriented Work Behavior, and other, more relevant factors may need to be included in the model. These results indicate that the Work Culture factor does not have a significant influence on Lecturers' Performance-Oriented Work Behavior. Other factors that may play a greater role and have a more significant influence in shaping performance-oriented work behavior need to be considered. Job Satisfaction (JS) does not have a significant effect on Lecturer Performance Behavior (LPB) at private universities in Banten Province. Although there is a minimal positive relationship, the effect is not statistically strong enough to be relied upon as a significant factor in shaping Lecturer Performance Behavior. These results may indicate that although Job Satisfaction (JS) is essential in improving the quality of lecturers' work, its effect on Lecturers' Performance Behavior (PKPD) is not strong enough when compared to other more dominant factors (e.g., Work Culture or Internal Quality Assurance System in influencing Lecturers' Performance Behavior. Therefore, it is necessary to evaluate other more relevant variables that can influence Lecturers' Prestative Work Behavior. It could be that other factors, such as Leadership, Organizational Policy, or Professional Development, play a more significant role in shaping Lecturers' Prestative Work Behavior than relying solely on Job Satisfaction as a single variable. The Internal Quality Assurance System has a very significant positive effect on Lecturer Performance Behavior (PKPD) at private universities in Banten Province. This means that implementing a better quality assurance system will encourage lecturers to exhibit more productive work behavior, such as improving academic performance, involvement in teaching activities, and contributing to institutional development. These results show the importance of IQAS in creating an environment that supports lecturers' work. Therefore, private universities must focus on strengthening The Internal Quality Assurance, such as improving the evaluation process, teaching quality policies, and accreditation, to enhance Lecturers' Performance Behavior. With the significant influence of The Internal Quality Assurance on Lecturers' Performance Behavior, universities need to involve lecturers in the development and improvement of The Internal Quality Assurance to ensure that the policies and standards applied are in line with the needs and expectations of lecturers. Focusing on an The Internal Quality Assurance that is more inclusive and based on lecturer input can further improve its effectiveness. Work Culture (BK) has a significant positive influence on Lecturer Performance Behavior (PKPD) through the Internal Quality Assurance System at private universities in Banten Province. A good Work Culture will improve the quality of The Internal Quality Assurance, which in turn will improve the Performance Behavior of Lecturers. These results show the importance of Work Culture in shaping the quality of The Internal Quality Assurance, which can ultimately improve Lecturers' Performance Behavior. Private universities in Banten Province need to focus more on developing a Work Culture that supports collaboration, innovation, and commitment to improving the quality of teaching and the performance of lecturers. To improve Lecturers' performance, universities need to foster a work culture that supports professionalism, openness, and collaboration between lecturers and management. In addition, strengthening The Internal Quality Assurance in line with the needs of lecturers and teaching can be a strategic step to improve performance

and the quality

of education. Job Satisfaction (JS) has a significant adverse effect on Lecturer Performance Behavior (LPB) through the Internal Quality Assurance System (IQAS). Although Job Satisfaction is related to the Internal Quality Assurance System, this relationship does not seem to encourage Lecturer Performance Behavior (LPB), but instead tends to reduce LPB. This could happen if lecturers feel that the existing IQAS is adequate, so they do not feel compelled to improve the quality of their work behavior further. These results indicate that excessive Job Satisfaction, in the context of IQAS implementation, may lead to a lack of motivation to make further improvements in Lecturer Performance Behavior (PKPD).

CONCLUSION

The results of the study indicate that Work Culture and Job Satisfaction do not have a significant direct effect on the Performance Behavior of Lecturers at private universities in Banten Province. Conversely, the Internal Quality Assurance System has been shown to have a positive, significant effect on the Performance Behavior of Lecturers. In addition, Work Culture has an indirect positive impact on Lecturers' Performance-Oriented Work Behavior through The Internal Quality Assurance, thereby confirming The Internal Quality Assurance crucial mediating role. However, Job Satisfaction shows an indirect adverse effect on Lecturers' Performance-Oriented Work Behavior through The Internal Quality Assurance, suggesting the need to adjust The Internal Quality Assurance policies to ensure that increased job satisfaction does not weaken motivation for performance-oriented work behavior.

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