

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON LECTURERS' PERFORMANCE WITH ORGANIZATIONAL COMMITMENT AS A MEDIATION VARIABLE

Rendi Dwi Apriansa^{1*}, Endang Suswati², Tri Cicik Wijayanti³

^{1,2,3}Universitas Gajayana Malang

*Email: aprianrendi02@gmail.com

ABSTRACT

This study aims to analyze the influence of transformational leadership and organizational culture on lecturer performance, with organizational commitment as a mediating variable at a new private university, Universitas PGRI Mpu Sindok, Nganjuk. This university is the result of a merger of two institutions, STKIP PGRI Nganjuk and STIE Nganjuk, which was established in 2024. This merger presents unique challenges, particularly related to differences in leadership styles and organizational culture, which have implications for lecturer performance. The additional burden arising from the accreditation requirements of new study programs, as well as the mismatch between leadership practices and transformational leadership indicators, has resulted in suboptimal lecturer performance in learning, research, and community service.

This study used a quantitative approach with a survey method. The study population was all 64 permanent lecturers at Universitas PGRI Mpu Sindok, using a total sampling technique. Data analysis was conducted using Partial Least Squares – Structural Equation Modeling (PLS-SEM) using the SmartPLS 4 application.

The results of the study indicate that: (1) transformational leadership has a significant negative effect on lecturer performance, but a significant positive effect on organizational commitment; (2) organizational culture has a significant positive effect on both lecturer performance and organizational commitment; (3) organizational commitment has a significant positive effect on lecturer performance; (4) organizational commitment mediates the effect of transformational leadership on lecturer performance; and (5) organizational commitment mediates the effect of organizational culture on lecturer performance. The implications of this study are that theoretically, the research strengthens theories of leadership and organizational behavior, which emphasize the importance of organizational commitment as a mediating variable. Managerially, the results provide recommendations for new private university leaders to optimize more applicable transformational leadership and strengthen an inclusive and collaborative organizational culture.

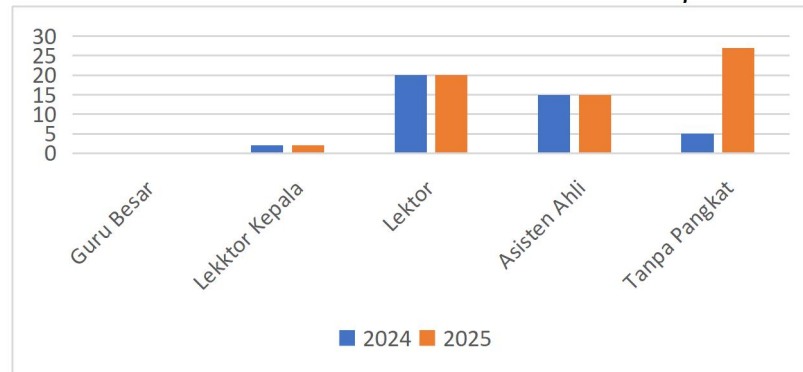
Keywords: transformational leadership, organizational culture, organizational commitment, lecturer performance, PLS-SEM.

INTRODUCTION

Mpu Sindok PGRI University is a private university in Nganjuk Regency that was newly established in September 2024. Mpu Sindok PGRI University is the result of a merger of two universities, namely STKIP PGRI Nganjuk and the Nganjuk College of Economics. Some positive values of this merger include the merger of institutions allows for the integration of resources, such as campus facilities, teaching staff, and curriculum. This can improve operational efficiency and academic competitiveness. The merger opens opportunities for more study programs, which are attractive to prospective students from various backgrounds. The new institution can develop a new brand image that combines the

strengths of the two previous institutions. However, many challenges must be faced, including two institutions with different work cultures, values, and habits that can face friction in the integration process.

Figure 1. Detailed Data on Functional Positions of University Lecturers



Source: Author's compilation

As part of the Tri Dharma of Higher Education, lecturers are expected to actively participate in research, community service, and teaching. One form of support for these activities is through grant funding provided by the Ministry of Higher Education. These activities not only reflect lecturers' commitment to scientific development and social service but also serve as indicators of institutional performance in terms of academic productivity.

Based on the facts found in the field and responses from the lecturers. One of the main challenges that emerged after the merger was the suboptimal performance of lecturers, especially in the implementation of the Tri Dharma of Higher Education, namely teaching, research, and community service. As a newly formed university, Universitas PGRI Mpu Sindok faces complex structural and administrative dynamics. According to Muhammad Shohiburrida, a lecturer in Management, explained that one of the triggering factors was the addition of new study programs, which directly impacted the increase in administrative workload of lecturers, especially in fulfilling the accreditation requirements of new study programs. According to regulations, for a university to obtain accredited status, all study programs under its auspices must also be accredited, so this process is a collective responsibility of the academic community, including lecturers. In practice, lecturers are not only required to carry out their main duties of teaching and research, but also must be actively involved in collecting accreditation data, preparing form documents, and the field assessment process which requires a lot of time and energy.

The problems faced by universities today are inseparable from the less than optimal implementation of transformational leadership which should be the foundation for managing higher education institutions. Besides leadership, other issues emerging at the university are related to an organizational culture that does not fully support improved lecturer performance. In terms of innovation and risk-taking, lecturers still tend to work conventionally and are less encouraged to develop new ideas, both in teaching and research, due to limited institutional support. Another problem faced by the University is also related to the weak organizational commitment of lecturers, which is reflected in several dimensions.

This study offers a novel contribution by using organizational commitment as a mediating variable, but with independent variables that differ from most previous studies, namely

transformational leadership and organizational culture. This allows for a deeper understanding of how organizational commitment works as a link in its indirect influence on lecturer performance.

Furthermore, there are inconsistencies in findings in previous literature. Some studies show that transformational leadership has a positive influence on lecturer performance (Septyandini, 2022; Apriyani, 2023), while others find an insignificant or even negative effect in certain contexts (Affandi, 2021; Zahra, 2024). A similar finding applies to organizational culture, which in some studies has been shown to significantly influence organizational commitment (Sukmawati, 2021), but in others, no significant effect was found (Pamungkas, 2023). Furthermore, the role of organizational commitment as a mediating variable is not always consistent; some have found a significant mediating effect (Budiman, 2022) and others have not (Pamungkas, 2023).

Given the phenomenon of institutional mergers and the inconsistency of previous empirical findings, this research is relevant to fill the gap in the literature and generate new insights into the dynamics of organizations and human resources in private universities undergoing transformation.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Transformational Leadership

Transformational leadership theory, by definition, refers to a leadership model that emphasizes a leader's ability to motivate, inspire, and stimulate subordinates, enabling them to transcend personal interests to achieve higher organizational goals (Bass & Avolio, 1994). The primary focus of this approach is the process of changing individual values, beliefs, and needs, directed toward the common good of an organization. The existence of transformational leaders is characterized by their ability to raise awareness of the importance of collective achievement and facilitate individual development within the organizational framework. The emphasis on motivation and inspiration is a key differentiator compared to other leadership styles, as transformational leaders encourage deeper loyalty and commitment. Furthermore, this definition demonstrates the essence of transformational leadership, namely the occurrence of significant change triggered by the power and influence of a leader over his or her followers. Thus, the main foundation of this theory is rooted in efforts to improve and enhance organizational effectiveness through the optimal development of member potential.

Organizational Culture

Organizational culture can fundamentally be defined as a set of values, beliefs, deep-seated assumptions, and norms developed collectively by members of an organization, which subsequently influence their mindset and behavior in the work environment (Schein, 2010). The existence of this organizational culture not only serves as a foundation for the formation of work behavior, but also determines the system of interactions between individuals and groups within the organization, which ultimately impacts the organization's overall effectiveness. These embedded values and norms grow collectively and are passed on to new members through various socialization processes, thus forming the unique identity and character of each organization. Furthermore, organizational culture acts as a social control mechanism that indirectly directs members to act in harmony with the

organization's vision, mission, and goals. In line with Schein's thinking, Robbins & Judge (2017) added that organizational culture can provide meaning and stability in daily activities in the organization, thereby creating stability and clarity of direction for every work activity. The process of internalizing these values is achieved through communication and symbolism that explicitly or implicitly become behavioral guidelines. In a dynamic work environment, the existence of organizational culture is very important to ensure the realization of synergy and cohesion between organizational members in carrying out their duties (Schein, 2010; Robbins & Judge, 2017).

Organizational Commitment

According to Meyer and Allen (1993), organizational commitment is a state in which an employee is highly dedicated to their work and has a desire to contribute more energy and responsibility to promote the well-being and success of the organization. Furthermore, organizational commitment is broadly divided into three: affective commitment, normative commitment, and continuance commitment.

Lecturer Performance

The definition of performance theory, also known as job performance theory, in the context of industrial and organizational psychology was explicitly put forward by Campbell, McCloy, Oppler, and Sager (1993). This theory explains that performance is essentially the result of individual behavior oriented towards specific goals within an organization and can be measured based on the level of effectiveness of its achievement (Campbell et al., 1993). Within this framework, performance refers not only to the final result but also involves a series of work behavior processes that consistently demonstrate an individual's contribution to the achievement of organizational goals. Thus, performance is viewed as a multidimensional function that encompasses various aspects of work behavior, both quantitative and qualitative, each of which can be systematically evaluated based on agreed-upon standards. This understanding emphasizes that performance measurement must be based on role expectations, goal achievement, and objective parameters, thereby reducing subjectivity in the assessment process (Campbell et al., 1993).

Conceptual Framework

Through this conceptual framework, the researcher aims to empirically test a relationship model involving four main variables: transformational leadership (X1), organizational culture (X2), organizational commitment (Z), and lecturer performance (Y), to gain a deeper understanding of managerial dynamics in new private universities.

Based on the conceptual framework above, the framework for this research can be described as follows:

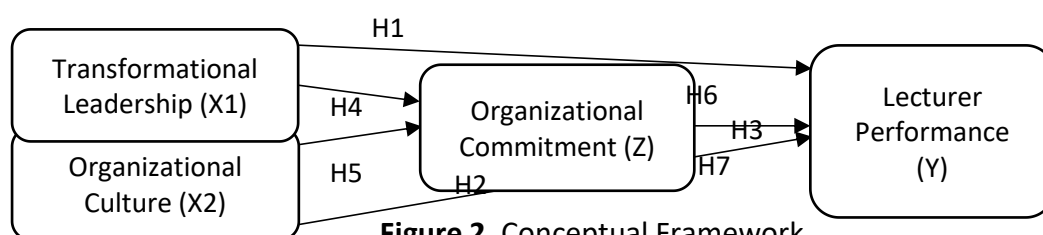


Figure 2. Conceptual Framework

METHODS

In this study, the researcher chose a quantitative research method as the primary approach. This method was chosen based on the research characteristics, which emphasize testing the influence between several theoretically formulated variables, namely transformational leadership, organizational culture, lecturer performance, and organizational commitment. As stated by Sugiyono (2018), quantitative research is based on a positivistic paradigm, which formulates problems clearly and focuses on a broad population with the primary goal of testing hypotheses. Data collected in quantitative research are in numerical form and analyzed using statistical procedures, so the results obtained are objective and measurable. Furthermore, in this study, each variable has measurable indicators, allowing for accurate relationship testing through developed instruments, such as Likert-scale questionnaires.

The data source in this study is primary data. According to Sugiyono (2015), primary data is a data source whose information is provided directly to researchers through research subjects, making it relevant for obtaining authentic data according to research needs. In this study, primary data was obtained through the distribution of questionnaires designed using a Likert scale of 1–5, which were systematically arranged based on standardized indicators for each variable. The questionnaire indicators for the transformational leadership variable refer to the concept developed by Bass and Avolio (1994), while the organizational culture indicators are referred to by Robbins and Judge (2017). In addition, organizational commitment is measured based on indicators from Allen and Meyer (1990), and the lecturer performance variable is adapted from the provisions contained in Permenristekdikti No. 44 of 2015. All questionnaires were designed to capture data directly from respondents who meet the research criteria, so that the results obtained are expected to be able to represent the reality in the field. Thus, the primary data sources used in this study serve as the main foundation in the data collection process and analysis that will be carried out in the next stage.

Data Analysis Methods

According to Hair et al. (2020), SEM-PLS is recommended for exploratory research, complex models, and data with relatively small sample sizes. This approach also focuses on maximizing the explained variance (R^2), rather than on overall model accuracy as in covariance-based SEM. The steps for SEM-PLS analysis are as follows:

a. Outer Model Evaluation (Measurement Model)

The outer model aims to test the validity and reliability of the indicators against their constructs, including:

- Convergent Validity: Measured through factor loading values (>0.7) and Average Variance Extracted (AVE) values (>0.5).
- Discriminant Validity: Measured using Fornell-Larcker and Cross-Loading values.
- Construct Reliability: Measured through Composite Reliability (CR) and Cronbach's Alpha (>0.7).

b. Inner Model Evaluation (Structural Model)

The inner model aims to test the relationship between latent variables through:

- Coefficient of Determination (R^2): Shows how much the independent variable explains the dependent variable.
- f^2 Value: Measures the effect size between variables.

- Path Coefficient Significance Test: Uses bootstrapping to obtain the t-statistic and p-value for the hypothesis. A t-value > 1.96 and p < 0.05 indicate a significant relationship.
 - Mediation Effect Test: Uses the indirect effect approach and bootstrapping to assess whether variable Z (organizational commitment) mediates the effect of variable X on Y.
- c. Mediation Test
- To assess the role of organizational commitment as a mediating variable:
- The test was conducted using the bootstrapping method using SmartPLS.
 - The indirect effect between variable X and Y through M was tested.
 - The significance of mediation was tested based on the p-value and confidence interval.
 - Data analysis was conducted using SmartPLS 3.0 software to test the structural and measurement (PLS) models.

RESULTS

This research involved permanent lecturers at a new private university. This university is still in its early stages of development, making human resource development a strategic factor for the institution's sustainability. Understanding the characteristics of the respondents is important because it can provide insight into the profile of the lecturers being studied.

Table 1. Distribution of Respondents

Identitas Responden	Klasifikasi	Frekuensi	Persentase (%)
Jenis Kelamin	Laki-laki	28	44%
	Perempuan	36	56%
	Total	64	100%
Usia	< 30 tahun	9	14%
	31–40 tahun	35	55%
	41–50 tahun	12	19%
	> 50 tahun	8	13%
	Total	64	100%
Masa Kerja	< 3 tahun	23	36%
	3–5 tahun	4	6%
	6–10 tahun	16	25%
	> 10 tahun	21	33%
	Total	64	100%
Program Studi	PPKn	5	8%
	Pendidikan Matematika	6	9%
	Pendidikan IPA	6	9%
	Pendidikan Ekonomi	5	8%
	Pendidikan Bahasa Inggris	6	9%
	Manajemen	5	8%
	Akuntansi	6	9%
	Bisnis Digital	5	8%
	Teknik Industri	5	8%

	Teknologi Informasi	5	8%
	Hukum	5	8%
	Agribisnis	5	8%
Total		64	100%

Source: Author's compilation

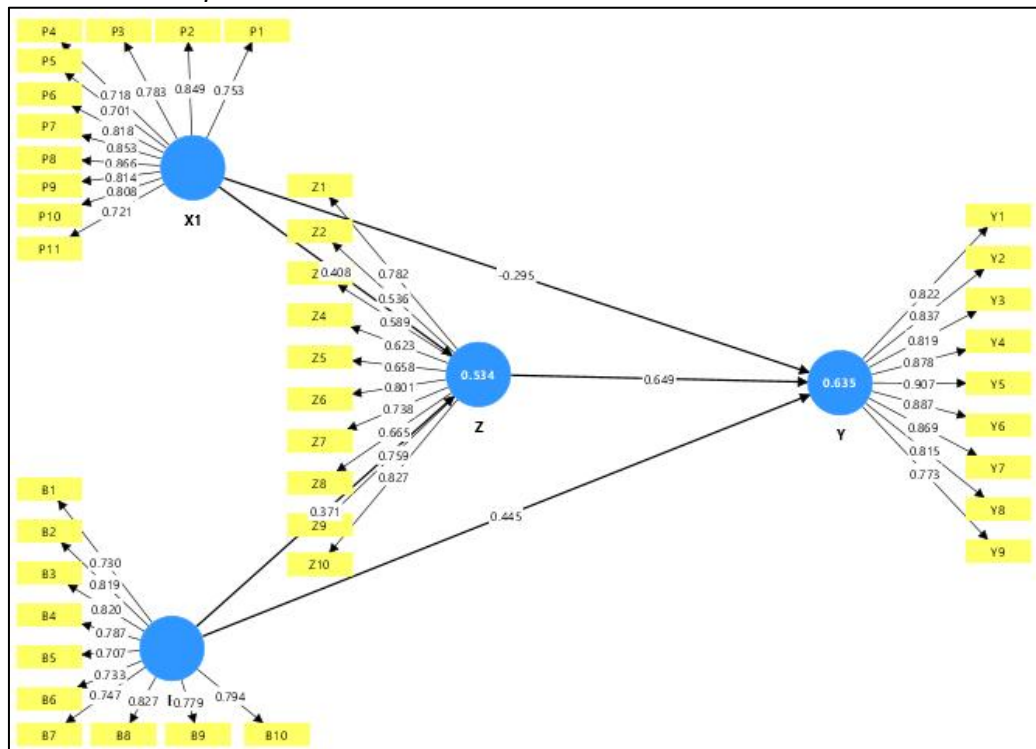


Figure 3. Data Processing Results

Outer Model

Convergent Validity

Table 2. Loading Factor

Konstruk	Indikator	Loading Factor	Titik Kritis	Conclutioon
X1	X1	0.768	0.7	valid
	X2	0.860	0.7	valid
	X3	0.767	0.7	valid
	X4	0.701	0.7	valid
	X6	0.797	0.7	valid
	X7	0.856	0.7	valid
	X8	0.868	0.7	valid
	X9	0.829	0.7	valid
	X10	0.823	0.7	valid
	X11	0.732	0.7	valid
X2	X1	0.733	0.7	valid
	X2	0.820	0.7	valid
	X3	0.820	0.7	valid
	X4	0.782	0.7	valid
	X5	0.702	0.7	valid

	X6	0.728	0.7	valid
	X7	0.744	0.7	valid
	X8	0.827	0.7	valid
	X9	0.781	0.7	valid
	X10	0.798	0.7	valid
Z	Z1	0.777	0.7	valid
	Z6	0.775	0.7	valid
	Z7	0.808	0.7	valid
	Z9	0.826	0.7	valid
	Z10	0.816	0.7	valid
Y	Y1	0.827	0.7	valid
	Y2	0.840	0.7	valid
	Y3	0.821	0.7	valid
	Y4	0.879	0.7	valid
	Y5	0.909	0.7	valid
	Y6	0.885	0.7	valid
	Y7	0.869	0.7	valid
	Y8	0.810	0.7	valid
	Y9	0.767	0.7	valid

Source: *Author's compilation*

Based on the table above, it can be concluded that the highest loading factor value is 0.909 (indicator Y5) and the lowest loading factor value is 0.701 (indicator X1.4). Because all indicators have loading factor values higher than 0.7, it is concluded that all indicators in variables X1, X2, Z, and Y are valid.

Dicsriminan Validity

Table 3. Cross Loading

	X1	X2	Y	Z	Max	Conclution
X1.1	0.768	0.575	0.405	0.564	0.768	Good
X1.10	0.823	0.664	0.349	0.476	0.823	Good
X1.11	0.732	0.578	0.282	0.465	0.732	Good
X1.2	0.860	0.664	0.480	0.628	0.860	Good
X1.3	0.767	0.529	0.216	0.394	0.767	Good
X1.4	0.701	0.471	0.407	0.450	0.701	Good
X1.6	0.797	0.586	0.414	0.525	0.797	Good
X1.7	0.856	0.685	0.463	0.536	0.856	Good
X1.8	0.868	0.745	0.516	0.659	0.868	Good
X1.9	0.829	0.647	0.365	0.517	0.829	Good
X2.1	0.594	0.733	0.534	0.670	0.733	Good
X2.10	0.757	0.798	0.672	0.694	0.798	Good
X2.2	0.548	0.820	0.623	0.598	0.820	Good
X2.3	0.569	0.820	0.578	0.612	0.820	Good
X2.4	0.510	0.782	0.401	0.422	0.782	Good

X2.5	0.478	0.702	0.260	0.267	0.702	Good
X2.6	0.531	0.728	0.367	0.332	0.728	Good
X2.7	0.592	0.744	0.356	0.379	0.744	Good
X2.8	0.592	0.827	0.521	0.531	0.827	Good
X2.9	0.723	0.781	0.557	0.532	0.781	Good
Y1	0.407	0.592	0.827	0.707	0.827	Good
Y2	0.425	0.572	0.840	0.641	0.840	Good
Y3	0.394	0.517	0.821	0.545	0.821	Good
Y4	0.445	0.574	0.879	0.803	0.879	Good
Y5	0.464	0.608	0.909	0.708	0.909	Good
Y6	0.460	0.564	0.885	0.679	0.885	Good
Y7	0.371	0.559	0.869	0.672	0.869	Good
Y8	0.369	0.551	0.810	0.636	0.810	Good
Y9	0.484	0.523	0.767	0.606	0.767	Good
Z1	0.638	0.493	0.381	0.777	0.777	Good
Z10	0.705	0.552	0.433	0.816	0.816	Good
Z3	0.475	0.475	0.505	0.775	0.775	Good
Z6	0.439	0.571	0.835	0.808	0.808	Good
Z7	0.464	0.638	0.857	0.826	0.826	Good
Z9	0.638	0.493	0.381	0.777	0.777	Good

Source: Author's compilation

The gray boxes in the table above show the correlation between each indicator and its construct. Based on the table above, it can be concluded that all values listed in the gray boxes are equal to the maximum value listed in the Max column. This indicates that each indicator has a higher correlation with its construct than with other constructs. Therefore, it can be concluded that all indicators have good discriminant validity.

Table 4. Cronbachs Alpha dan Composite Reliability

	Cronbach's alpha	Composite reliability (rho_c)	Titik Kitis	Conclusion
X1	0.938	0.947	0.6	Reliabel
X2	0.928	0.940	0.6	Reliabel
Y	0.950	0.954	0.6	Reliabel
Z	0.863	0.878	0.6	Reliabel

Source: Author's compilation

Based on the table above, it can be concluded that each construct has a Cronbach's Alpha and Composite reliability value greater than 0.6, meaning that each construct and dimension is reliable.

Inner Model

After conducting a model evaluation and finding that each construct meets the requirements of Convergent Validity, Discriminant Validity, and Composite Reliability, the

next step is to evaluate the structural model, which includes testing the model fit, Path Coefficient, and R^2 . Model fit testing is used to determine whether a model fits the data.

Table 5. Uji Path coefficient

	Original sample	Sample mean	Standard deviation	T statistics	P values
X1 -> Y	-0.257	-0.265	0.109	2.369	0.018
X1 -> Z	0.318	0.317	0.135	2.351	0.019
X2 -> Y	0.379	0.376	0.110	3.444	0.001
X2 -> Z	0.446	0.457	0.127	3.503	0.000
Z -> Y	0.702	0.716	0.079	8.831	0.000
X1 -> Z -> Y	0.223	0.229	0.104	2.148	0.032
X2 -> Z -> Y	0.313	0.328	0.099	3.168	0.002

Source: Author's compilation

- Original sample (O): path coefficient estimates from the PLS model (the β values generated by the model).
- Sample mean (M): the average estimate from bootstrap results (a series of resamples). Indicates the stability of the estimate.
- Standard deviation (STDEV): the standard deviation of the bootstrap estimate → a measure of uncertainty (how wide the bootstrap distribution is).
- T statistics ($|O/STDEV|$): the absolute ratio between the coefficient and the error (significance test). Practically, $T > 1.96$ indicates significance at $\alpha = 0.05$ (two-sided).
- P values: the probability of obtaining an equivalent or more extreme value if H_0 is true. $P < 0.05$ → significant.

R Square

Table 6. R-square

	R-square	R-square adjusted
Y	0.680	0.664
Z	0.519	0.503

Source: Author's compilation

The structural model was evaluated using R-square for the dependent construct. Based on the table above, the following conclusions can be drawn:

- The R^2 for construct Y is 0.680, indicating that the model is in the substantial category.
- The R^2 for construct Z is 0.519, indicating that the model is in the moderate category.

Pembahasan

Based on the results of data analysis using the Partial Least Square (PLS) method, path coefficients, t-statistics, and p-values were obtained for each influence path between research variables. The p-values serve as the basis for decision-making in testing the hypothesis, where the hypothesis is accepted if the p-value is less than 0.05 ($\alpha = 5\%$), and conversely, the hypothesis is rejected if the p-value is greater than 0.05.

Table 7. Hypothesis Test Results

Kode	Hipotesis	Hasil Uji Statistik	Kesimpulan	Arah Hubungan
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		(t/p)		
H1	Kepemimpinan transformasional berpengaruh terhadap kinerja dosen	t = 2,369; p = 0,018	Diterima	Negatif
H2	Budaya organisasi berpengaruh terhadap kinerja dosen	t = 3,444; p = 0,001	Diterima	Positif
H3	Komitmen organisasional berpengaruh terhadap kinerja dosen	t = 8,831; p = 0,000	Diterima	Positif (kuat)
H4	Kepemimpinan transformasional berpengaruh terhadap komitmen organisasional	t = 2,351; p = 0,019	Diterima	Positif
H5	Budaya organisasi berpengaruh terhadap komitmen organisasional	t = 3,503; p = 0,000	Diterima	Positif
H6	Komitmen organisasional memediasi pengaruh kepemimpinan transformasional terhadap kinerja dosen	t = 2,148; p = 0,032	Diterima	Positif (mediasi parsial)
H7	Komitmen organisasional memediasi pengaruh budaya organisasi terhadap kinerja dosen	t = 3,168; p = 0,002	Diterima	Positif (mediasi parsial)

Source: *Author's compilation*

Of the seven hypotheses tested, all were accepted (significantly influential). However, it should be noted that the direct effect of transformational leadership on lecturer performance was negative, meaning its positive effect was only apparent through the mediation of organizational commitment. Meanwhile, organizational culture consistently demonstrated a positive impact, both directly and indirectly, on lecturer performance.

DISCUSSION

Hypothesis 1 (H1): The Effect of Transformational Leadership (X1) on Lecturer Performance (Y)

The results of the study indicate that the influence of transformational leadership on lecturer performance is significant but negative. This means that the higher the intensity of transformational leadership implementation by university leaders, the lower the lecturer performance tends to be. This finding is interesting because theoretically, transformational leadership should be able to increase individual motivation, creativity, and commitment to achieve better performance (Bass & Avolio, 1994). Theoretically, transformational leadership should encourage improved performance through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. However, this negative result indicates that in the context of merged universities, transformational values have not yet fully translated into effective performance behavior.

Hypothesis 2 (H2): The Effect of Transformational Leadership (X1) on Organizational Commitment (Z)

The results of the study indicate that transformational leadership has a significant effect on commitment. This means that the higher the implementation of transformational leadership, the higher the level of lecturers' commitment to the organization. This finding is consistent with the theory proposed by Meyer & Allen (1997) that leaders who are able to provide inspiration, individual attention, and intellectual stimulation can strengthen

emotional attachment, a sense of belonging, and individual loyalty to the organization. Leadership indicators such as individualized consideration ("leaders understand lecturers' personal needs" and "provide support in career development") have been shown to foster lecturers' affective commitment to the institution. Lecturers who feel personally cared for will have stronger emotional bonds and tend to stay longer. This is in line with Yukl's (2013) transformational motivation theory, which emphasizes the importance of personal attention as a means of building loyalty and dedication. In the context of a newly merged university, personal support from leaders is crucial for reducing uncertainty and strengthening a sense of belonging to the organization.

Hypothesis 3 (H3): The Influence of Organizational Culture (X2) on Lecturer Performance (Y)

The research findings demonstrate that organizational culture significantly influences lecturer performance. This means that the stronger the organizational culture at a university, the better the lecturer performance. This aligns with Robbins & Judge's (2017) view that a healthy organizational culture serves as a social control mechanism that directs the behavior of organizational members toward achieving shared goals. Indicators such as "the organization emphasizes accuracy in work," "good collaboration among lecturers," and "the organization encourages innovation" illustrate that a stable and collaborative work environment has become a significant driver of academic performance. A healthy organizational culture reflects positive values, norms, and habits embedded in daily activities. In the context of merged universities, the creation of a clear work structure and strong team relationships are key pillars for lecturers in carrying out the Tridharma (Three Pillars of Excellence). These findings align with Luthans' (2011) theory of organizational culture, which asserts that a strong culture can enhance behavioral consistency and individual work effectiveness.

Hypothesis 4 (H4): The Effect of Organizational Culture (X2) on Organizational Commitment (Z)

Research findings indicate that organizational culture has a significant influence on organizational commitment. These results indicate that the stronger the organizational culture, the higher the lecturer's commitment to the institution. Consistent with research by Lok & Crawford (2001), a positive organizational culture strengthens emotional attachment, loyalty, and individual intentions to remain with the organization. Indicators such as "the organization has a clear work structure," "emphasizes thoroughness in work," and "encourages innovation" demonstrate a balance between stability and flexibility, providing a sense of security for lecturers' commitment.

A cultural environment that supports innovation and collaboration also strengthens normative commitment, where lecturers feel a moral obligation to continue contributing to the institution's development. According to Lok and Crawford (2001), a positive organizational culture can increase members' sense of pride and loyalty to the organization. These findings suggest that merged universities that successfully build an inclusive and results-oriented academic culture can strengthen lecturers' commitment to remaining and growing within the institution.

Hypothesis 5 (H5): The Effect of Organizational Commitment (Z) on Lecturer Performance (Y)

The results of the study indicate that organizational commitment has a very significant effect on lecturer performance. This means that the higher the lecturer's commitment, the better their performance. This finding is consistent with Luthans' (2011) view that employees with high levels of commitment tend to be more enthusiastic, loyal, and strive to achieve organizational targets. Indicators of affective commitment ("I am proud to be part of this university") and continuance commitment ("I continue to work at this university because of the benefits I receive") indicate that emotional and rational attachments drive improved performance in the tridharma. Lecturers with high commitment tend to demonstrate loyalty, active participation, and productivity in learning activities, research, and community service. This supports Luthans' (2011) theory that strong commitment can be a significant predictor of organizational performance.

Hypothesis 6 (H6): Organizational Commitment (Z) mediates the relationship between Transformational Leadership (X1) and Lecturer Performance (Y).

The research results show that organizational commitment significantly mediates the relationship between transformational leadership and lecturer performance. This means that although transformational leadership has a direct negative effect on performance, its influence is positively impacted through organizational commitment. Individualized consideration and inspirational motivation are key factors in building lecturers' emotional attachment to the institution.

When leaders provide personal inspiration and support, lecturers feel valued and motivated to perform at their best. The commitment mediator explains that the influence of leadership does not operate directly, but rather through psychological mechanisms such as a sense of belonging and responsibility to the organization.

Hypothesis 7 (H7): Organizational Commitment (Z) mediates the relationship between Organizational Culture (X2) and Lecturer Performance (Y).

This study demonstrates that organizational commitment significantly mediates the relationship between organizational culture and lecturer performance. This means that a strong organizational culture not only directly impacts performance but also strengthens lecturers' commitment, which in turn leads to optimal performance. Indicators such as "teamwork," "organizational stability," and "results orientation" strengthen lecturers' emotional attachment to the institution, which in turn drives academic performance.

A work environment that supports collaboration, transparency, and clear organizational direction creates a sense of security and loyalty, thus encouraging lecturers to perform at a higher level. This aligns with Luthans' (2011) theory of organizational culture, which states that shared values can foster a sense of belonging and social responsibility.

CONCLUSION

Based on the results of the data analysis and discussion that have been presented, the following conclusions can be drawn:

1. Transformational leadership has a negative but significant effect on lecturer performance. This means that the implementation of transformational leadership in the context of a new university has not yet fully driven performance improvements, likely due to the adaptation process of a leadership style that is still oriented towards a long-term vision, while lecturers demand more practical and structural direction.

2. Transformational leadership has a significant positive effect on organizational commitment. This indicates that an inspirational, motivational, and individualized leadership style can strengthen lecturers' loyalty to the institution.
3. Organizational culture has a significant positive effect on lecturer performance. A conducive work environment, with shared values and norms, has been shown to increase lecturers' productivity and professionalism in implementing the Tri Dharma of Higher Education.
4. Organizational culture has a significant positive effect on organizational commitment. A strong system of values and habits strengthens lecturers' sense of identity with the institution, fostering emotional and moral bonds.
5. Organizational commitment has a significant positive effect on lecturer performance. Lecturers who feel emotionally attached, loyal, and have a sense of moral responsibility to their university demonstrate greater dedication to carrying out their Tri Dharma roles.
6. Organizational commitment mediates the effect of transformational leadership on lecturer performance. This means that while transformational leadership does not directly drive performance, through increased organizational commitment, lecturer performance can be improved.
7. Organizational commitment also mediates the effect of organizational culture on lecturer performance. A strong organizational culture fosters lecturer commitment, which in turn results in better performance.

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