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Organizational Culture, Transformational Leadership and Work Achievement as Predictors of Lecturer Performance: An Islamic Human Resource Management Interpretation

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Abstract

Evidence on how organizational and individual factors jointly relate to lecturer performance is inconsistent, work achievement, understood here as appraised work conduct rather than work outcomes, is rarely examined alongside culture and leadership, and Islamic human resource management (HRM) perspectives have seldom been applied to academic work. This study examines whether organizational culture, transformational leadership, and work achievement predict lecturer performance in three private higher education institutions in Kendal Regency, Indonesia, and interprets the results through an Islamic HRM framework. A cross-sectional survey of permanent lecturers (population = 242) used proportionate random sampling, and 156 usable responses were analyzed with multiple linear regression. Organizational culture (standardized $\beta = 0.272$), transformational leadership ($\beta = 0.286$), and work achievement ($\beta = 0.362$) were each positively associated with lecturer performance ($p < 0.001$), jointly accounting for 47.5% of its variance ($R^2 = 0.475$; adjusted $R^2 = 0.465$). Work achievement had the largest standardized coefficient, although differences between coefficients were not tested formally; because the residuals were non-normal and no robust estimation was performed, the p-values warrant caution. Read through the Islamic HRM framework, in which honesty, discipline, creativity, cooperation, and leadership are conceptually aligned with amanah, itqan, *and* ta'awun, *the results suggest that performance management should attend explicitly to lecturers' work conduct alongside leadership and culture. These values served as an interpretive lens and were not measured.*

Keywords: *Islamic Human Resource Management; Lecturer Performance; Organizational Culture; Transformational Leadership; Work Achievement.*

Introduction

Higher education shapes a nation's human capital, and lecturers sit at the center of that system. In Indonesia they carry the *Tri Dharma Perguruan Tinggi*, the threefold mandate of teaching, research, and community service stipulated in Law Number 14 of 2005 on Teachers and Lecturers and Law Number 12 of 2012 on Higher Education (Republic of Indonesia, 2005, 2012). Because these duties feed into graduate quality, accreditation, and institutional reputation, lecturer performance is a recurring concern in quality assurance (Handayani & Hidayat, 2024; Usman & Naim, 2025). HRM research adds that culture, leadership, and the management of individual work conduct operate as a mutually reinforcing bundle rather than as isolated levers (Armstrong & Taylor, 2020; Jiang et al., 2012).

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For Muslim-majority societies, the debate about employee performance has a further layer. Islamic teaching treats work as a form of worship (*'ibadah*) and as a trust (*amanah*) for which every person will be held accountable. The Qur'an commands believers to work because "Allah will see your deeds" (QS. At-Taubah [9]: 105), and a well-known prophetic tradition states that God loves a person who, when doing a task, does it with excellence (*itqan*). These principles underpin what the literature calls the Islamic work ethic (IWE), a value orientation that stresses dedication, honesty, cooperation, fairness, and creativity (Ali & Al-Owaihan, 2008; Yousef, 2001). A growing body of research links IWE to job satisfaction, commitment, knowledge sharing, and performance (Aflah et al., 2021; Gheitani et al., 2019; Murtaza et al., 2016; Rokhman, 2010; Wijiharta, 2023). Yet most of this evidence comes from banks, Islamic microfinance institutions, and manufacturing firms. Universities, where the "product" is knowledge and the "worker" is a professional with considerable autonomy, have received far less attention through this lens.

Lecturer performance is commonly understood as the quality and quantity of work outcomes that a lecturer achieves in carrying out assigned responsibilities (Mangkunegara, 2017). Sadewa et al. (2025) describe it as the totality of academic and non-academic outputs, whereas Usman and Naim (2025) emphasize the degree to which professional targets are met. Following Mitchell as cited in Sedarmayanti (2009), the present study captures performance through work quality, timeliness, initiative, capability, and communication, supplemented by the balanced fulfilment of the *Tri Dharma* as a context-specific indicator. This operationalization is consistent with the distinction between task performance and contextual performance in the wider literature (Borman & Motowidlo, 1997; Motowidlo et al., 1997).

Kendal Regency in Central Java offers an analytically useful setting rather than merely a new location. Its three active private institutions are small, and two are young, founded in 2016 and 2022 (PDDikti, 2026), so appraisal systems, academic traditions, and leadership routines are still being built and the relative weight of organizational and individual factors is an open question. One is a Muhammadiyah university, which makes an Islamic HRM reading directly relevant. The PDDikti and Higher Education Service Agency (LLDIKTI) Region VI dashboard, accessed in June 2026 and covering all 242 permanent lecturers at the three institutions, shows that 99 (40.9%) had no academic rank, only two (0.8%) were *Lektor Kepala* (associate professor), and 56 (23.1%) held a lecturer certification (LLDIKTI Region VI, 2026). These are indicators of career development, not of performance. They matter because promotion and certification depend on documented Tri Dharma credit, so slow advancement points to the conditions under which recognized outputs are produced; it does not imply that unranked or uncertified lecturers perform poorly.

In Muslim-majority societies, Islamic teaching treats work as worship (*'ibadah*) and as a trust (*amanah*) for which each person is accountable (QS. At-Taubah [9]: 105), and a prophetic tradition holds that God loves those who work with excellence (*itqan*). Islamic HRM builds on these principles to frame how organizations lead, appraise, and develop people (Branine & Pollard, 2010; Hashim, 2010); its individual-level expression, the Islamic work ethic (IWE), stresses dedication, honesty, cooperation, fairness, and creativity (Ali &

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Al-Owaihan, 2008; Yousef, 2001). The IWE has been linked to commitment, knowledge sharing, and performance (Aflah et al., 2021; Gheitani et al., 2019; Murtaza et al., 2016; Wijiharta, 2023), but mostly in banks, microfinance institutions, and businesses (Kurniawan et al., 2024). Universities, where work is knowledge-intensive and autonomous, have received far less attention.

The evidence on the antecedents of lecturer performance is inconsistent, and the inconsistencies are informative. Most Indonesian studies report positive associations of organizational culture and transformational leadership with lecturer performance (Prabowo et al., 2024; Rumengan & Nuratisyah, 2026; Sutisnawati et al., 2026), but Purba et al. (2024) found neither culture nor servant leadership significant among 32 lecturers at a state Christian institute. That study had limited statistical power, examined servant rather than transformational leadership, and was set in a state institution with standardized career structures, which suggests that the link depends on leadership type, context, and design rather than being absent. A second problem is conceptual: work achievement is seldom tested alongside culture and leadership, and its boundary with performance is rarely specified (Ginting, 2021). Third, the relevance of the IWE to academic work is often assumed but seldom examined.

A joint model addresses these problems by showing whether individual work conduct carries explanatory weight once the organizational context is considered and by allowing the three associations to be compared within one sample. The study therefore aims (1) to estimate the associations of organizational culture, transformational leadership, and work achievement with lecturer performance; (2) to test their joint explanatory power; and (3) to compare their relative size. Its contribution is deliberately bounded: empirical evidence from small, young private institutions; a conceptual specification of work achievement as appraised conduct distinct from performance outcomes; and an explicit Islamic HRM framework that links each predictor to Islamic principles, offered as a basis for future studies that measure these values directly rather than as a test of them.

Literature Review

Lecturer Performance and Work Achievement: Conceptual Boundaries

Performance is multidimensional. Borman and Motowidlo (1997) distinguish task from contextual performance, and Campbell et al. (1993) define performance as goal-relevant behavior and results determined by knowledge, skill, and motivation. Here, lecturer performance refers to results: the quality, timeliness, and initiative with which Tri Dharma duties are performed, the capability and communication they require, and the balance achieved across teaching, research, and community service (Mitchell, as cited in Sedarmayanti, 2009). The Tri Dharma is thus not a separate dimension but is embedded in two performance items, the quality of Tri Dharma outputs (Y1) and their balanced fulfilment (Y6).

Work achievement (*prestasi kerja*), following Hasibuan (2019), is the work conduct appraised when a lecturer carries out assigned duties: honesty, discipline, creativity, cooperation, and leadership. Performance concerns what is produced and how well; work achievement concerns how a lecturer habitually works. In the terms of Motowidlo et al.

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(1997) and Campbell et al. (1993), stable work habits and the choice to expend effort, its level, and its persistence are antecedents of performance rather than components of it. A lecturer who reports truthfully, keeps schedules, seeks new methods, cooperates, and guides colleagues is more likely to turn knowledge and effort into high-quality, timely outputs. Some overlap is unavoidable, particularly between creativity and initiative, but the item wording differs in referent: work-achievement items describe conduct (e.g., compliance with rules and schedules), whereas performance items describe results (e.g., timely completion of tasks).

Islamic HRM as the Interpretive Framework

Islamic HRM is grounded in *tawhid*: work is an act of worship and every position a trust (*amanah*) carrying accountability (Ali & Al-Owaihan, 2008). Branine and Pollard (2010) identify justice (*'adl*), consultation (*shura*), excellence (*ihsan*, *itqan*), and mutual help (*ta'awun*) as principles of HRM in Islamic organizations, and Hashim (2010) finds that HRM practices consistent with Islamic principles are associated with stronger organizational commitment. This study applies these principles at three levels: a culture of fairness and cooperation, the leader as steward (*ra'in*) and exemplar (*uswah hasanah*) (Beekun & Badawi, 2005; Egel & Fry, 2017), and individual IWE values such as truthfulness (*sidq*) and excellence (Table 1). The framework guides hypothesis development and interpretation; the Islamic values were not measured and are therefore not tested.

Table 1. Islamic HRM interpretive framework for the research model

Model element	Islamic HRM principle	Normative source	Expected lecturer behavior
Organizational culture (X_1)	'Adl (justice), ta'awun (mutual help), and shura (consultation) embedded in shared norms	QS. An-Nahl [16]: 90; QS. Asy-Syura [42]: 38; QS. Al-Ma'idah [5]: 2	Fair policies, teamwork, and consultative decision-making
Transformational leadership (X_2)	Ri'ayah (stewardship) and uswah hasanah (exemplary conduct)	QS. Al-Ahzab [33]: 21; hadith "each of you is a shepherd" (al-Bukhari and Muslim)	Leaders who model integrity, inspire, consult, and develop lecturers
Work achievement (X_3): honesty	Sidq (truthfulness) and amanah (trustworthiness)	QS. An-Nisa' [4]: 58; QS. At-Taubah [9]: 119	Reporting research and teaching activities truthfully; academic integrity
X_3: discipline	Commitment to time and agreements	QS. Al-'Asr [103]: 1–3; QS. Al-Ma'idah [5]: 1	Punctuality in classes, deadlines, and administrative duties
X_3: creativity	Itqan (excellence) and ijtihad (intellectual effort)	Hadith on itqan narrated by al-Bayhaqi; QS. Ar-Ra'd [13]: 11	Developing new teaching methods, research ideas, and solutions
X_3: cooperation	Ta'awun (mutual help) and ukhuwwah	QS. Al-Ma'idah [5]: 2	Collaborating with colleagues and staff across units
X_3: leadership	Ri'ayah (stewardship) in relations with colleagues and students	Hadith "each of you is a shepherd" (al-Bukhari and Muslim)	Guiding junior colleagues and students by example

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Model element	Islamic HRM principle	Normative source	Expected lecturer behavior
Lecturer performance (Y)	Ihsan (excellence in results) oriented toward falah	QS. Al-Kahf [18]: 30; QS. At-Taubah [9]: 105	High-quality, timely, and balanced Tri Dharma outputs

Source: developed by the author from Ali and Al-Owaihan (2008), Beekun and Badawi (2005), Branine and Pollard (2010), and Hasibuan (2019). The framework is interpretive; the Islamic values were not measured.

Hypothesis Development

Organizational culture shapes behavior by defining what is valued, rewarded, and considered appropriate (Schein, 2017). Denison and Mishra (1995) show that cultural traits such as involvement, consistency, adaptability, and mission are associated with organizational effectiveness, and the meta-analysis by Hartnell et al. (2011) confirms that clan, adhocracy, and market cultures each relate positively to different effectiveness criteria. In universities, Tierney (1988) argues that culture is expressed through the institution's environment, mission, socialization processes, information flows, strategy, and leadership. Wika (2025) translates this into the values, norms, and beliefs that guide the academic community in pursuing its mission.

H_1: Organizational culture is positively associated with lecturer performance.

Leadership is the process through which an individual influences a group to achieve a shared goal (Northouse, 2021). Transformational leaders go beyond the exchange of rewards for effort; they articulate a compelling vision, act as role models, challenge followers to think in new ways, and attend to each follower's development (Bass & Avolio, 1994). Antonakis et al. (2003) confirm the factor structure of this model across contexts, and the meta-analyses of Judge and Piccolo (2004) and Wang et al. (2011) show that transformational leadership is positively related to individual, team, and organizational performance. Yousef (2000) further demonstrates in a non-Western Muslim-majority setting that leadership behavior affects performance partly through organizational commitment.

Higher education places particular demands on leaders. Bryman (2007) finds that effective academic leaders provide direction, create a collegial atmosphere, act with integrity, and protect the time and autonomy that scholarship requires, which are behaviors closely aligned with the transformational model. Indonesian studies report that transformational leadership is positively related to lecturer performance (Rumengan & Nuratisyah, 2026), that organizational engagement partly mediates this effect (Angela et al., 2025), and that the overall association is robust across 35 studies (Sulistiasih & Widodo, 2025). Leadership also acts as a catalyst for culture and commitment in educational organizations (Rahmah et al., 2025), and knowledge management carries part of the leadership effect on teacher performance (Awan & Ather, 2024). Islamic leadership theory frames the leader as a servant and guardian (*ra'in*) who is accountable for those under his or her care. This idea, expressed in the hadith "each of you is a shepherd and each of you is responsible for his flock", resonates strongly with individualized consideration and idealized influence (Beekun & Badawi, 2005; Egel & Fry, 2017).

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H_2: Transformational leadership is positively associated with lecturer performance.

Evidence for lecturers is limited but consistent: work-achievement appraisal relates positively to lecturer performance (Ginting, 2021), discipline mediates the effect of rewards and punishments (Setiarini et al., 2025), and discipline and competence predict performance (Sadewa et al., 2025). Outside academia, discipline and loyalty jointly explain a substantial share of employee performance (Azwir et al., 2026). Through the Islamic HRM framework, the indicators of work achievement correspond to IWE values (Table 1), which have been linked to commitment and performance (Aflah et al., 2021; Murtaza et al., 2016).

H_3: Work achievement is positively associated with lecturer performance.

Work achievement captures the behavioral qualities that an individual brings to the job. Hasibuan (2019) measures it through honesty, discipline, creativity, cooperation, and leadership, while Mangkunegara (2017) emphasizes the quality and quantity of work outcomes. These qualities map closely onto the IWE. Honesty and responsibility correspond to *sidq* and *amanah*; discipline reflects punctuality and adherence to rules; creativity echoes the pursuit of *itqan* and innovation (Kumar & Rose, 2010); cooperation embodies *ta'awun*; and the ability to guide colleagues reflects the responsibility of every Muslim as a *ra'in*. Employees who hold these values tend to show greater commitment, more citizenship behavior, and higher performance (Aflah et al., 2021; Khan et al., 2015; Murtaza et al., 2016). Table 1 sets out this correspondence, together with the normative sources from which each value is derived and the behavior it implies for lecturers. The mapping is conceptual: it is used to interpret the findings, not as a separate measurement model.

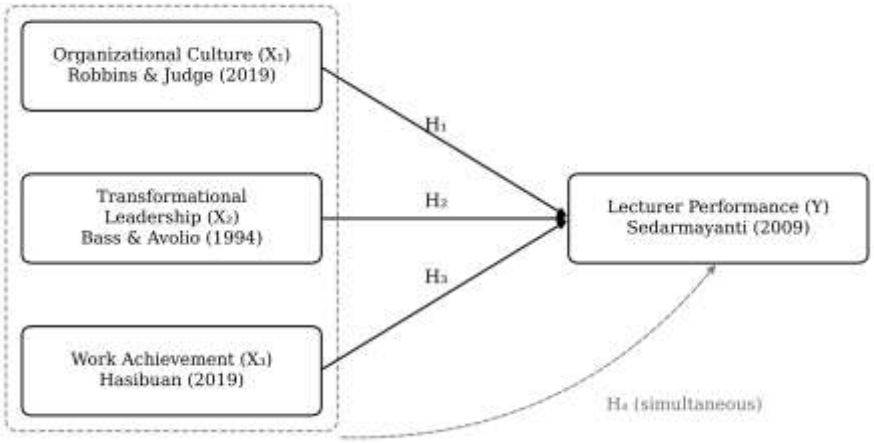
Direct evidence for lecturers is limited but encouraging. Ginting (2021) finds that work-achievement appraisal, together with organizational culture, has a positive and significant effect on lecturer performance. Setiarini et al. (2025) show that rewards and punishments influence lecturer performance partly through work discipline, and Sadewa et al. (2025) report that discipline and competence improve lecturer performance. Outside academia, Azwir et al. (2026) confirm that work discipline and loyalty jointly explain a substantial share of employee performance. Engagement research further suggests that individual dispositions are among the most proximal antecedents of performance (Anitha, 2014).

H_4: Organizational culture, transformational leadership, and work achievement jointly explain a significant proportion of the variance in lecturer performance.

Figure 1 presents the research model. The relative size of the three associations is assessed by comparing standardized coefficients and is not formulated as a hypothesis.

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Figure 1. Research Model



Source: Developed by the author from the literature review (2026).

Research Methodology

This study used a quantitative, explanatory, cross-sectional survey design in which data were collected once from each respondent between April and July 2026 (Sugiyono, 2022). The sites were the three active private higher education institutions in Kendal Regency, all registered in PDDikti and accredited *Baik*: Universitas Selamat Sri (established 2016; 138 permanent lecturers), STIKES Kendal (2003; 39), and Universitas Muhammadiyah Kendal Batang (2022; 65). The population thus comprised 242 permanent lecturers, and the sampling frame was the list of permanent lecturers registered in PDDikti (PDDikti, 2026). The minimum sample was set at 151 using the Slovin formula with a 5% margin of error, which exceeds the 77 respondents required by an a priori power analysis to detect a medium effect ($f^2 = 0.15$) with three predictors, $\alpha = 0.05$, and power of 0.80 (Cohen, 1988). The sample was allocated proportionally across institutions (minimum targets of 86, 24, and 41), and respondents were selected at random within each institution (proportionate random sampling). To anticipate non-response, 220 questionnaires were distributed in person and online, and 156 (70.9%) were returned complete and usable. The instrument comprised 22 five-point Likert items (1 = strongly disagree; 5 = strongly agree) adapted from established indicators: organizational culture, seven items on innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability (Robbins & Judge, 2019); transformational leadership, four items on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994); work achievement, five items on appraised work conduct, namely honesty, discipline, creativity, cooperation, and leadership (Hasibuan, 2019); and lecturer performance, six items on work results, namely quality, timeliness, initiative, capability, communication, and balanced fulfilment of the Tri Dharma (Sedarmayanti, 2009). Item wording is shown in Table 3. Item validity was examined through the Pearson correlation between each item and its construct total, with an item retained when the correlation was significant at $\alpha = 0.05$ (two-tailed; df = 154; r-critical = 0.157), and reliability through Cronbach's alpha with a threshold of 0.70 (Ghozali, 2021).

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These procedures were chosen because the scales were short, adapted from established indicators, and analyzed as composite scores; they screen item consistency but do not establish convergent or discriminant validity, a limitation addressed later. Classical assumptions were checked for residual normality (one-sample Kolmogorov–Smirnov test and normal Q–Q plot), multicollinearity (tolerance > 0.10; VIF < 10), and heteroscedasticity (Glejser test). The hypotheses were tested by ordinary least squares (OLS) regression, $\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3$, where X_1, X_2, and X_3 denote organizational culture, transformational leadership, and work achievement and $\hat{Y}$ denotes predicted lecturer performance, using t-tests for H_1–H_3 and the F-test for H_4 ($\alpha = 0.05$). Effect sizes were reported as partial $\eta^2 = t^2/(t^2 + df)$ and local $f^2 = t^2/df$ for each predictor and as Cohen's $f^2 = R^2/(1 - R^2)$ for the full model (Cohen, 1988). Because the composite scores have different ranges, the relative size of the associations was compared through standardized coefficients (β).

Results and Discussion

Respondent Profile

The 156 respondents were permanent lecturers (Table 2); most were female (55.1%), aged 40–50 years (43.6%), held a master's degree (89.7%), and had served 5–10 years (29.5%). Academic rank is the only characteristic for which population data are available. The share without an academic rank was 39.7% in the sample and 40.9% in the population, a non-significant difference (one-sample proportion test with finite population correction, $z = -0.50$; $p = 0.620$), and associate professors made up 1.3% and 0.8%, respectively. The sample is therefore comparable to the population on academic rank, but its representativeness on other characteristics cannot be verified.

Table 2. Respondent profile (N = 156)

Characteristic	Category: n (%)
Gender	Male: 70 (44.9); Female: 86 (55.1)
Age	26–30 years: 25 (16.0); 30–40 years: 45 (28.8); 40–50 years: 68 (43.6); > 50 years: 18 (11.5)
Highest education	No graduate degree: 8 (5.1); Master's (S2): 140 (89.7); Doctorate (S3): 8 (5.1)
Academic rank	No academic rank yet: 62 (39.7); *Asisten Ahli*: 49 (31.4); *Lektor*: 43 (27.6); *Lektor Kepala*: 2 (1.3)
Length of service	< 2 years: 18 (11.5); 2–5 years: 35 (22.4); 5–10 years: 46 (29.5); 10–15 years: 37 (23.7); > 15 years: 20 (12.8)

Source: primary data, processed (July 2026). Percentages may not sum to 100 because of rounding.

Descriptive Statistics and Measurement Quality

Responses leaned toward agreement, with item means of 3.60–3.79 (Table 3). Teamwork was the most strongly endorsed cultural item (65.4% agree or strongly agree), whereas innovation despite the risk of failure drew a large neutral share (38.5%); role modelling (35.3%) and encouragement to voice new ideas (34.6%) drew more neutral responses than the other leadership items, as did honesty and professional ethics (39.1%) among the work-achievement items. These patterns are descriptive: a neutral response may reflect ambivalence, limited information, or reluctance to rate oneself or one's leaders, and

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is not evidence that a practice is deficient. All item–total correlations (0.658–0.816) exceeded the critical value of 0.157 and the conventional benchmark of 0.30, and all Cronbach's alpha values exceeded 0.70 (0.775–0.862). The item–total correlations were not corrected for item overlap and are therefore somewhat inflated, but the wide margin makes a different screening conclusion unlikely.

Table 3. Item wording, response distribution, and reliability

Item	N (%)	A + SA (%)	Mean
Organizational culture (X_1); α = 0.860; item–total r = 0.676–0.769			
X1.1 Opportunity to innovate despite risk of failure	38.46	54.49	3.64
X1.2 Encouragement to work carefully and attend to detail	30.77	60.25	3.65
X1.3 Emphasis on optimal work outcomes	35.26	55.13	3.62
X1.4 Lecturer welfare considered in policy	34.62	57.69	3.65
X1.5 Encouragement of teamwork	28.85	65.39	3.78
X1.6 Encouragement to work actively and competitively	35.26	58.97	3.67
X1.7 Policy consistency and conducive work environment	37.18	55.77	3.65
Transformational leadership (X_2); α = 0.775; item–total r = 0.737–0.791			
X2.1 Leader as role model	35.26	55.77	3.60
X2.2 Motivation from leaders	27.56	60.89	3.64
X2.3 Encouragement to voice new ideas	34.62	58.33	3.69
X2.4 Attention to individual needs and development	30.13	60.89	3.65
Work achievement (X_3); α = 0.804; item–total r = 0.658–0.786			
X3.1 Honesty, responsibility, and professional ethics	39.10	54.49	3.60
X3.2 Compliance with rules and schedules	30.13	60.26	3.63
X3.3 Developing new methods or ideas	32.69	58.34	3.65
X3.4 Cooperation with colleagues and staff	33.33	56.41	3.60
X3.5 Ability to guide and influence colleagues	34.62	59.62	3.63
Lecturer performance (Y); α = 0.862; item–total r = 0.704–0.816			
Y1 High-quality Tri Dharma outputs	23.72	64.11	3.67
Y2 Timely completion of tasks	21.79	69.87	3.79
Y3 Proactive in seeking solutions and new ideas	32.69	59.61	3.70
Y4 Adequate competence	25.00	64.75	3.77
Y5 Good communication	32.69	58.34	3.65
Y6 Balanced fulfillment of Tri Dharma	30.13	59.62	3.65

Note: N = neutral; A + SA = agree plus strongly agree. Item–total r is the Pearson correlation between each item and its uncorrected construct total (r-critical = 0.157; df = 154). Item means are taken from the item statistics of the underlying thesis. Source: primary data, processed (July 2026).

Classical Assumption Tests

The Kolmogorov–Smirnov test on the residuals (N = 156) yielded a statistic of 0.082 with p = 0.011, so the normality assumption is not satisfied. The normal Q–Q plot shows that most residual points lie close to the diagonal, which suggests a modest departure; its consequences for inference are considered in the Discussion. Multicollinearity was not a concern (tolerance = 0.753–0.850; VIF = 1.177–1.327), and the Glejser test did not indicate heteroscedasticity (p = 0.256, 0.484, and 0.528 for X_1, X_2, and X_3, respectively).

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Regression Results and Hypothesis Testing

Table 4 presents the estimates. The unstandardized equation is $\hat{Y} = -0.061 + 0.268X_1 + 0.449X_2 + 0.490X_3$; the unstandardized coefficients (B) are used for hypothesis testing, whereas the standardized coefficients ($\beta_1 = 0.272$, $\beta_2 = 0.286$, $\beta_3 = 0.362$) are used only to compare relative size. All three coefficients are positive and significant ($p < 0.001$), and their 95% confidence intervals exclude zero, so H_1–H_3 are supported; the constant is not significant ($p = 0.975$). Partial η^2, the squared partial correlation, shows that each predictor uniquely accounts for 10.4–17.5% of the variance not explained by the other two, and local f^2 values of 0.116–0.212 indicate small-to-medium to medium effects (Cohen, 1988).

Table 4. Multiple linear regression results (dependent variable: lecturer performance)

Variable	B	SE	β	t	Sig.	95% CI for B	Partial η^2	Local f^2
Constant	−0.061	1.936	–	−0.031	0.975	[−3.886; 3.764]	–	–
Organizational culture (X_1)	0.268	0.064	0.272	4.205	< 0.001	[0.142; 0.394]	0.104	0.116
Transformational leadership (X_2)	0.449	0.106	0.286	4.231	< 0.001	[0.240; 0.658]	0.105	0.118
Work achievement (X_3)	0.490	0.086	0.362	5.677	< 0.001	[0.320; 0.660]	0.175	0.212

Source: primary data, processed (July 2026). B = unstandardized coefficient; β = standardized coefficient. Confidence intervals, partial $\eta^2 = t^2/(t^2 + df)$, and local $f^2 = t^2/df$ are derived from the reported B, SE, and t (df = 152; t-critical = 1.976).

At the model level (Table 5), $F = 45.882$ exceeds the critical value of 2.66 ($df_1 = 3$; $df_2 = 152$; $p < 0.001$), supporting H_4. The predictors account for 47.5% of the variance in this sample ($R^2 = 0.475$), or 46.5% after adjustment for the number of predictors (adjusted $R^2 = 0.465$); the remaining variance is unexplained and may reflect omitted predictors, measurement error, and random variation. The overall effect size, $f^2 = R^2/(1 - R^2) = 0.905$, is computed from the unadjusted R^2 (Cohen, 1988) and exceeds the 0.35 benchmark for a large effect (0.869 with the adjusted R^2). Whereas partial η^2 describes the unique contribution of each predictor, f^2 describes the explanatory power of the whole model, so the two measures are not interchangeable.

Table 5. Model summary and simultaneous test (F-test)

R	R^2	Adjusted R^2	SE of estimate	F	df (reg.; res.)	Sig. F	Cohen's f^2
0.689	0.475	0.465	3.082	45.882	3; 152	< 0.001	0.905

Source: primary data, processed (July 2026). Critical F = 2.66 (α = 0.05). Cohen's $f^2 = R^2/(1 - R^2)$, computed from the unadjusted R^2.

Discussion of Findings

Organizational Culture and Lecturer Performance

Organizational culture is positively associated with lecturer performance (B = 0.268; β = 0.272), supporting H_1 and the view that culture supplies norms that direct effort toward

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institutional goals (Schein, 2017; Tierney, 1988). The closest comparison is Sutisnawati et al. (2026), who found among 100 private-university lecturers in West Java that culture relates to performance directly and through tacit knowledge sharing; the similar institutional type supports the comparison, although their structural model separated direct and mediated paths whereas the regression here yields net associations only. The contrast with Purba et al. (2024) is more instructive. Their null result came from 32 lecturers at a state institute, where civil-service career rules may leave less room for culture to shape work, and from a sample too small to detect associations of the present size. Mechanisms such as job satisfaction (Triyono & Rahayu, 2025) were not modelled here.

In Islamic HRM terms, the most strongly endorsed cultural item, teamwork, corresponds to *ta'awun* (QS. Al-Ma'idah [5]: 2), and the hesitant response to innovation can be read against the ideal of *ijtihad*, which Kumar and Rose (2010) link to innovation capability. Both readings are interpretive, since composite scores were used and the Islamic values were not measured.

Transformational Leadership and Lecturer Performance

Transformational leadership is positively associated with lecturer performance (B = 0.449; β = 0.286), supporting H_2 and consistent with theory and meta-analytic evidence (Bass & Avolio, 1994; Judge & Piccolo, 2004; Wang et al., 2011). The implied partial correlation (about 0.32) is close to the pooled correlation of 0.380 reported by Sulistiasih and Widodo (2025) for Indonesian lecturer studies; a slightly smaller value is expected because the partial correlation controls for the other predictors, whereas a pooled zero-order correlation does not. Angela et al. (2025) show for 210 lecturers at state Islamic institutions that engagement partly mediates this link, so part of the present association may run through engagement. The null result for servant leadership in Purba et al. (2024) is not contradictory, because the constructs and instruments differ.

Role modelling and encouragement to voice new ideas drew more neutral responses than the other leadership items. Without item-level tests this does not show that these dimensions are weaker, but it is consistent with Bryman's (2007) finding that academics value leaders who act with integrity and consult colleagues, qualities that Islamic HRM expresses as *uswah hasanah* and *shura* (Beekun & Badawi, 2005).

Work Achievement and Lecturer Performance

Work achievement is positively associated with lecturer performance (B = 0.490; β = 0.362), supporting H_3, and has the largest standardized coefficient. This fits the view that stable work habits and motivational choices are determinants of performance (Campbell et al., 1993; Motowidlo et al., 1997). The result agrees with Ginting (2021), although that study examined appraisal as an institutional system rather than lecturers' own conduct, and with evidence on discipline among lecturers (Sadewa et al., 2025; Setiarini et al., 2025). Azwir et al. (2026) report a higher explained variance (59.6%) for discipline and loyalty, which partly reflects a small, homogeneous sample of 36 employees in one firm.

The Islamic HRM framework, honesty corresponds to *sidq* and *amanah*, discipline to commitment to time and agreements, creativity to *itqan*, cooperation to *ta'awun*, and guiding colleagues to the stewardship of a *ra'in* (Table 1; Ali & Al-Owaihan, 2008), which makes

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the result consistent with studies in which the IWE improves performance through intrinsic motivation (Gheitani et al., 2019). The inference runs one way only. Conduct described by these indicators is associated with performance, but the study does not show that Islamic values explain performance, because those values were not measured and the same conduct may have non-religious sources.

Two measurement issues qualify this coefficient. First, the constructs are adjacent, and some items, notably creativity (X3.3) and proactive problem-solving (Y3), share content; the implied partial correlation (about 0.42) is well below levels that would suggest redundant measures, but this is not a formal discriminant-validity test. Second, both constructs were self-reported in one questionnaire, so common method variance may have inflated the association (Podsakoff et al., 2003), although it does not inflate every relationship (Spector, 2006). The coefficient may therefore overstate the true association.

Joint Explanatory Power and Relative Size of the Associations

Jointly, the predictors explain 47.5% of the variance (adjusted $R^2 = 0.465$), supporting H_4 and the bundle logic of strategic HRM (Jiang et al., 2012; Ogbonna & Harris, 2000). About half of the variance remains unexplained, which may reflect omitted predictors such as motivation, workload, and compensation, as well as measurement error and random variation.

Work achievement has the largest standardized coefficient ($\beta = 0.362$), followed by transformational leadership ($\beta = 0.286$) and organizational culture ($\beta = 0.272$). This ordering is descriptive: the differences were not tested formally and the confidence intervals overlap, so work achievement is the strongest predictor in this sample, not a statistically superior one. Because the design is cross-sectional, the coefficients denote associations whose direction cannot be established; lecturers who perform well, for instance, may come to rate their own conduct more favorably.

Robustness of Statistical Inference

Non-normal residuals ($p = 0.011$) do not bias OLS coefficients but can affect standard errors and p-values. With 156 observations the sampling distribution of the coefficients is likely to be approximately normal (Lumley et al., 2002; Schmidt & Finan, 2018), and all t-statistics exceed 4.2, so a moderate distortion is unlikely to reverse the significance decisions. Because heteroscedasticity-consistent standard errors and bootstrap intervals (Hayes & Cai, 2007) were not estimated, however, the reported p-values and confidence intervals should be interpreted with caution.

Theoretical Implications

Three theoretical implications follow, each bounded by the design. First, work achievement, specified as appraised conduct, is associated with performance after culture and leadership are considered, which supports treating it as a distinct antecedent in HRM models of academic work (Campbell et al., 1993), subject to the measurement caveats above. Second, organizational and individual predictors operate together, so neither level alone accounts for lecturer performance (Jiang et al., 2012). Third, the explicit Islamic HRM framework (Table 1) links each predictor to principles such as *amanah*, *itqan*, *ta'awun*, and

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shura. This contribution is interpretive: it extends the discussion of the IWE to universities by proposing testable correspondences, not by testing the IWE itself.

Practical Implications

Recommendations grounded in the regression results are that institutions should treat culture, leadership, and work conduct as an integrated package and, given the largest standardized coefficient for work achievement, prioritize objective and transparent appraisal of discipline, creativity, cooperation, and integrity with regular feedback, which Islamic and Muhammadiyah institutions can frame in terms of *amanah* and *itqan*. Recommendations based only on descriptive patterns and theory, such as small internal grants that tolerate failure and stronger role modelling and *shura*-based leadership, are suggestions for further inquiry. No measure can be assumed to raise performance without evaluation.

Limitations and Future Research

The study covered three private institutions in one regency, used three predictors, and relied on self-reported perceptions, including performance, which invites social desirability and common method bias (Podsakoff et al., 2003). The cross-sectional design cannot establish causal order; convergent and discriminant validity were not examined; residual normality was not met and no robust estimation was performed; and the Islamic values were not measured. Future research should test whether work achievement and lecturer performance are empirically distinct (e.g., through confirmatory factor analysis and the heterotrait–monotrait ratio), measure the IWE directly (Ali & Al-Owaihan, 2008) as an antecedent, mediator, or moderator, use objective Tri Dharma indicators and multi-source ratings, report robust or bootstrap estimates and formal comparisons of coefficients, and adopt longitudinal, multi-region designs.

Conclusion

Organizational culture, transformational leadership, and work achievement are each positively and significantly associated with lecturer performance in three private higher education institutions in Kendal Regency, supporting H_1–H_3, and jointly account for 47.5% of its variance ($R^2 = 0.475$; adjusted $R^2 = 0.465$), supporting H_4; the remaining variance is unexplained and may reflect omitted variables, measurement error, and other sources of variation. Work achievement is the strongest predictor by standardized coefficient ($\beta = 0.362$), followed by transformational leadership ($\beta = 0.286$) and organizational culture ($\beta = 0.272$), although the differences were not tested formally.

The study contributes evidence from small, young private institutions, clarifies the boundary between work achievement as appraised conduct and lecturer performance as work results, and estimates both alongside organizational predictors in one model. Its Islamic HRM framework offers a grounded but interpretive reading in which honesty, discipline, creativity, cooperation, and leadership correspond to *amanah*, *itqan*, and *ta'awun*; this correspondence was not tested empirically. In practice, the results support integrated attention to work conduct, leadership, and culture, whereas recommendations on innovation and consultative leadership remain suggestions derived from descriptive patterns.

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These conclusions are limited by the cross-sectional design, self-reported data, non-normal residuals without robust estimation, and unmeasured Islamic values. Future studies should test whether work achievement and lecturer performance are empirically distinct, measure the Islamic work ethic directly, and use objective performance indicators across broader institutional settings.

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