The Influence of Organizational Culture and Leadership on Student Organizational Performance through Work Commitment

Aditya Sugeng Rinaldhi [1), Dian Pratiwi [2), Abdul Kholiq[3)

[1,2,3) Faculty of Teacher Training and Education, Ponorogo State Islamic Institute, Indonesia
Corresponding Author: Aditya Sugeng Rinaldhi, Email: aditya.sugeng.rinaldhi@iainponorogo.ac.id

Abstract. Organizational work commitment can be the main driver of organizational performance. Through this commitment, organizational members will be more motivated to achieve common goals and contribute optimally. This research aims to analyze the role of work commitment as a mediator in influencing organizational culture and organizational leadership on the performance of student organizations. The survey method was used to collect data based on purposive sampling from 55 members of DEMA FTIK at IAIN Ponorogo who were involved in the organizational leadership program. Data collection was carried out using a questionnaire consisting of a 5-point Likert scale. PLS-SEM analysis was used to analyze data and test the conceptual model. Data analysis techniques include statistical tests to test relationships and mediation. The research results show that organizational performance is significantly influenced by organizational culture (β=0.426; ρ=0.002) and organizational leadership (β=0.264; ρ=0.037). However, work commitment does not mediate a significant influence on organizational culture and organizational leadership on organizational performance. The implication of these findings is the need for special attention to the development of organizational culture and leadership that supports work commitment to improve organizational performance. Recommendations are given to implement cultural development strategies and leadership training to strengthen the work commitment of student organization members in higher education.

INTRODUCTION

Organizational performance is performance with the concept of evaluating managers and organizations which can be measured through efficiency and effectiveness (Ding et al., 2023; Hermanto & Srimulyani, 2022). Both material energy and time as well as other capabilities by minimizing human resource costs from the initial concept or input which is carried out in the right way so that the desired output can be achieved from this achievement. An organization can achieve success if the leader can carry out the work or responsibilities entrusted to him by carrying out organizational goals well (Lee et al., 2023; Salim & Rajput, 2021).

Organizational policy in this research is intended as organizational policy in the field of human resource management which includes policies, practices, and systems that influence the behavior, attitudes, and performance of members (Beaupre, 2022; Prince et al., 2018). Activities in organizational policy in this case are analyzing and designing work, planning human resources (determining human resource needs), recruiting or attracting potential members, and selecting members. The absence of organizational leadership for some or perhaps most of the DEMA FTIK members at IAIN Ponorogo has had negative consequences for achieving work targets. Leadership is the ability to influence a group

toward achieving goals. Leadership is the process of influencing organized group activities to achieve common goals (Longman et al., 2018; Tate et al., 2023; Wu & Xu, 2022).

Based on the definitions stated above, it can be concluded that leadership is the ability to influence other people to cooperate in achieving set goals. Based on the results of observations made at DEMA FTIK IAIN Ponorogo, it was found that policies and organizational leadership have a positive influence on organizational performance. A good policy will provide clear direction and goals for the organization so that organizational members can work with more focus and direction. Effective organizational leadership will create a conducive work environment and support the performance of organizational members. Work commitment was also found to have a positive influence on organizational performance (Nguyen & Le, 2023; Young, 2023). Organization members who have high work commitment will be more enthusiastic and motivated to work. They will be more willing to work hard and make sacrifices for the benefit of the organization.

Empirical data from observations in this research reveals the influence of organizational culture and leadership on the performance of student organizations. The results of the first pre-survey identified the frequency of meetings and interactions between student organization members. On average, student organization members meet and interact in organizational activities 3 times a week in one month. Apart from that, the results of the preliminary study in this research revealed that interactions between members looked active and communicative, with lots of discussion and collaboration in implementing organizational activities. By identifying, analyzing, and resolving problems as they arise, organizations can run more smoothly and achieve goals more efficiently. A good problem-solving process can help build a positive organizational culture. When student organization members learn to work together to solve problems, this can strengthen the sense of togetherness, cooperation, and mutual support within the organization.

Policies and organizational leadership will increase the work commitment of organizational members, which in turn will improve organizational performance. Commitment is a person's willingness to commit themselves and their ability to provide proof of loyalty to the organization because they feel involved in its activities. The sense of identification expressed by employees towards the company is a form of commitment. Individuals will show a strong desire to become a member of a group, a high willingness to work for the organization, and a certain belief and acceptance of the organization's values and goals.

RESEARCH METHODS

This type of research uses quantitative analysis with data collection techniques using

questionnaires (Apriliani et al., 2023; Novita et al., 2022; Nurdianah et al., 2022; Waffak et al., 2022; Widayanto et al., 2021). This research design uses an explanatory and correlational approach using Partial Least Squares Structural Equation Modeling (PLS-SEM) which is an approach used to explore the relationship between variables in a conceptual model. PLS-SEM is a multivariate statistical method used to analyze the relationship between latent or measured variables in a structural model. By using this approach, this research combines explanatory and correlational elements to better understand the complexity of the relationships between variables in a conceptual model. PLS-SEM allows researchers to test models holistically, including identifying cause-and-effect relationships and correlation relationships

between variables, thereby providing a deeper understanding of the observed phenomena.

Research design with an explanatory and correlational approach to determine the relationship between independent variables (Organizational Culture and Organizational Leadership), mediation (Work Commitment), and dependent variables (Organizational Performance). The research method used a survey through purposive sampling. The sample in this study was 55 members of DEMA FTIK at IAIN Ponorogo. Data collection was carried out using a survey method via Google Forms. The measurement uses a 4-point Likert scale from 1 = disagree, to 4 = strongly agree (Daryono et al., 2020; Widyastuti et al., 2023). Research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

Variable	Indicators	Construct	References
Organizational Culture (X1)	Providing Opportunities	OC1	(Acevedo & Stodolska, 2019; Beaupre, 2022; Fanggidae, 2018; Prince et al., 2018; Wolstencroft & Lloyd, 2019)
	Able to Tolerate	OC2	
	Provide Directions	OC3	
	Running Programs	OC4	
	Give support	OC5	
	Controlling Work	OC6	
	Maintaining Organizational Identity	OC7	
	Provide Rewards	OC8	
	Conflict Tolerance	OC9	
	Two Way Communication	OC10	
Organizational Leadership (X2)	Complies with Standards	OL1	(Fürst et al., 2022; Gebretsadik, 2022; Matthews & Jones, 2021; Wu & Xu, 2022; Yaghi & Yaghi, 2021)
	Running Tasks	OL2	
	Executed According to Schedule	OL3	
	Maintaining Standards	OL4	
	Executing Work	OL5	
	Make decisions	OL6	

Variable	Indicators	Construct	References
	Directions from the Chair of DEMA	OL7	
Work Commitment (Z)	Proud to Organize	WC1	(McCambly, 2023; Nguyen & Le, 2023; Ueda et al., 2023; Young, 2023; Zhou & Kodama Muscente, 2023)
	Tied to Organization	WC2	
	Organization Matters a Lot	WC3	
	Part of the Organization	WC4	
	Organizational Issues	WC5	
	Making the Organization Successful	WC6	
	Commitment to the Organization	WC7	
	Loyalty to the Organization	WC8	
	Commitment and Responsibility	WC9	
Organizational Performance (Y)	Achieve the target	OP1	(Adlof et al., 2023; Al-Mahdy & Emam, 2022; Dachyar et al., 2023; Ding et al., 2023; Hu & Zhang, 2024)
	According to the Program	OP2	
	Make decisions	OP3	
	Improving Quality	OP4	
	Emphasizing Vision and Mission	OP5	
	Giving Appreciation	OP6	
	Solving Problems	OP7	

Statistical analysis of this research uses the PLS-SEM measurement technique ((Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70, and the reflective construct AVE >0.50. Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70 (Daryono et al., 2023; Hariyanto et al., 2022). The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. The inner model testing stage is to test the significance of the direct (H-DIR_{1-5}) and indirect effects (H-IND_{1-2}).

RESULTS

Evaluation of Measurement Models

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research objectives and have good quality. Examining construct validity is the primary goal of measuring model evaluation. Analyzing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analyzing factor loadings, reliability, and discriminant

validity, researchers can decide which indicators should be included in the analysis and which should be omitted.
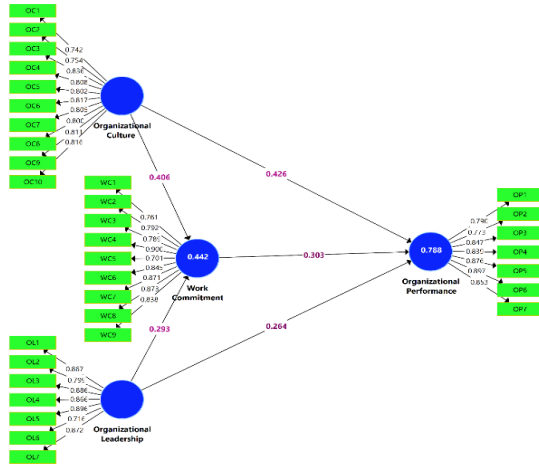

Figure 1. Evaluation of the Measurement Model

The convergent validity measurement uses a factor loading value limit of 0.70. The overall loading factor value for each sub-variable is >0.70 (0.701-Organizational Problems 0.900-Part of the Organization). This can be interpreted as meaning that the level of correlation between sub-variables and variables that can be explained is 70.10% to 90.00%. The Average Extracted Variance (AVE) value for each variable has a value of >0.50 (0.639-Organizational Culture (X1) to 0.714-Organizational Performance (Y). So, it can be concluded that each sub-variable and

variable in the instrument in the research model has supported the requirements for convergent validity. Based on the factor loading coefficient value, the most dominant statement item in measuring organizational performance is the Part of the Organization construct of 0.900 (KOMK4). This can be interpreted that the Guidance construct can measure organizational performance by 90.00%. Meanwhile, the items weakest is the organizational problem construct of 0.701 (KOMK5 or 70.10%). A variable is declared reliable if it has CA, Rho_A, and CR values >0.70. All variables have CA values (0.930 to 0.939), rho_A (0.932 to 0.943), and CR (0.944 to 0.949). Thus, it can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70, so it has good reliability in measuring organizational performance. The PLS-Algorithm test results in Table 2 reveal that the HTMT value for all dimensions has a value of <0.90 (0.672 to 0.891). So, it can be concluded that HTMT on the correlation of all variables in this research data instrument meets the discriminant validity test in measuring improvements in organizational performance.

Table 2. Discriminant Validity: The HTMT

Variable	X1	X2	Y	Z
Organizational Culture (X1)				
Organizational Leadership (X2)	0.868			
Organizational Performance (Y)	0.891	0.847		
Work Commitment (Z)	0.672	0.641	0.787	

Evaluation of Structural Models

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analyzing the relationships between variables, researchers can identify the factors that contribute to the phenomenon and develop deeper insight into the dynamics involved,

Table 3. Measurement of Structural Model: R^2, f^2, Q^2.

Variable	R^2		f^2		Construct Cross-validated (Q^2)				
					Redundancy		Communality		Predictive
	Value	Decision	Value	Decision	SSE	Q^2	SSE	Q^2	Power
OP	0.788	Strong	-	-	178.001	0.538	155.079	0.597	Strong
OL	-	-	0.109	Small	385.000	-	148.127	0.615	Strong
OC	-	-	0.270	Medium	550.000	-	253.784	0.539	Strong
WC	0.442	Strong	0.241	Medium	359.337	0.274	202.812	0.590	Strong

R^2 allows comparison between different PLS-SEM models. Researchers can use R^2 values to compare the effectiveness of different models in explaining variation in observed constructs (Putri & Daryono, 2024; Saifudin et al., 2024). Based on Table 3, the R^2 coefficient on the organizational performance competency variable obtained a value of 0.788. f^2 (effect size) is one of the measures in PLS-SEM to evaluate the strength of the effect of latent variables on the observed construct (Atoulloh et al., 2024; Mukaromah et al., 2024). So, the output effect size shows that the most dominant variable in influencing organizational performance is Work Commitment ($f^2 = 0.241$ in the strong category and the weakest variable is organizational leadership ($f^2 = 0.109$) in the small category.

Based on the Table 3, all Q^2 values exceed the cut point (greater than zero). The results of calculating the predictive relevance of Q^2 obtained values of 0.274 to 0.538 on the cross-validated redundancy construct and 0.539 to 0.615 on the cross-validated communality construct. So, the model in measuring work commitment as a whole can explain the model analysis by 27.40% to 53.80% of the phenomenon studied (Faidah et al., 2024; Khoiriyah et al., 2023).

Measurement of Direct Effects

The purpose of hypothesis testing is to examine the relationships between variables in a proposed model. This is done by analyzing the strength and significance of the relationship between the variables identified in the model.
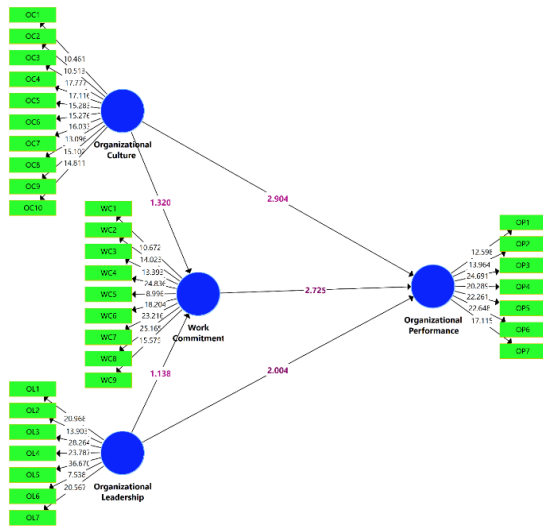
Figure 2. Evaluation of Path Analysis

The hypothesis can be accepted with significant criteria if it has a T-statistic value > 1.96. Meanwhile, the hypothesis can be accepted with a positive or negative influence if the β-value coefficient results indicate a positive or negative direction of influence. Based on Table 4, the H-DIR1 hypothesis (organizational culture (X1) → organizational performance (Y) obtained β-values = 0.426 and ρ-values = 0.002 (0.05). This shows that the organizational culture variable (X1) has a positive, significant effect on organizational performance (Y). This can be interpreted that when the organizational culture variable (X1) increases, the organizational performance variable will also increase and vice versa. In the H-DIR2 hypothesis (organizational culture (X1) → organizational performance (Z) obtained β-values = 0.099 and ρ-values = 0.180 (0.05). This shows that the organizational culture variable (X1) has a positive but not significant effect on organizational performance (Z). This can be interpreted that when the organizational culture variable (X1) increases, the work commitment variable will also increase, but not significantly.

Table 4. Results of Path Coefficients: Direct Effects.

Hyp.	Path Analysis	β-Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	ρ-Values (<0,05)	Decision
H-DIR₁	OC → OP	0.426	0.413	0.137	3.103	0.002	Accepted
H-DIR₂	OC → WC	0.406	0.390	0.302	1.342	0.180	Rejected
H-DIR₃	OL → OP	0.264	0.273	0.126	2.089	0.037	Accepted
H-DIR₄	OL → WC	0.293	0.318	0.244	1.202	0.230	Rejected
H-DIR₅	WC → OP	0.303	0.306	0.113	2.682	0.008	Accepted

The Mediating Role of Work Commitment on the Influence of Organizational Culture and Organizational Leadership on Organizational Performance.

Based on Table 5, in the H-IND1 hypothesis, the results of testing the mediating effect of the work commitment variable (Z) can be concluded that there is a positive influence (β-values = 0.123) and is not significant (T-stat 1.061 < 1.96 and ρ-values 0.289 > 0.05) between organizational culture factors (X1) and organizational performance (Y). So, H-IND1 which states "there is a positive and significant influence on the role of work commitment in mediating organizational culture on organizational performance" is

rejected. In the H-IND2 hypothesis, the results of testing the mediating effect of the work commitment variable (Z) can be concluded that there is a positive influence (β-values = 0.089) and is not significant (T-stat 1.082 < 1.96 and ρ-values 0.280 > 0, 05) between organizational leadership (X2) and organizational performance (Y). So, H-IND2 which states "there is a positive and significant influence on the role of work commitment in influencing organizational leadership on organizational performance" is rejected.

Table 5. Results of Path Coefficient: Indirect Effects

Hyp.	Path Analysis	β-Values (+/-)	SDV	T-Statistics (>1,96)	P-values	Decision	Mediating Role
H-IND$_1$	OC → WC → OP	0.123	0.116	1.061	0,289	Rejected	No mediation
H-IND$_2$	OL → WC → OP	0.089	0.082	1.082	0,280	Rejected	No mediation

DISCUSSION

The results of testing the H-DIR1 hypothesis show that the T-statistic value is 3.103, which means it is significant because the T-statistic value is >1.96, so the first hypothesis is accepted. Organizational culture has a positive influence on improving organizational performance. This research is in line with research Tate et al. (2023) which states that organizational culture has a significant influence because it can improve organizational performance. This is because an organizational culture based on ethics and integrity creates a positive reputation for the organization. This statement is supported by research by Longman et al. (2018) which states that a positive organizational culture can also create a harmonious and collaborative work environment. However, this is not in line with research conducted by Muhith et al. (2023), which states that a strong organizational culture does not guarantee organizational success if it is not supported by an effective management system. This statement is supported by Makole et al. (2023) which states that an organizational culture that is too rigid and too focused on tradition can hinder innovation and adaptation to environmental changes.

Organizational Leadership has a positive influence on organizational performance. This research is in line with Yaghi & Yaghi (2021) which states that a good leader is also able to identify the potential and needs of his team members, as well as provide the necessary support and development. However, contrary to research conducted, external factors such as market changes or uncontrolled economic conditions can also influence organizational performance more than internal leadership. The influence of organizational leadership on organizational performance is a very important issue in the study of management and organizational development (Ueda et al., 2023; Wu & Xu, 2022). The first contribution of this research is to reveal the benefits of encouraging change and innovation. A visionary and courageous

leader can stimulate an organization to adapt to changes in the external environment and develop new solutions to face the challenges it faces. In addition, effective leadership has an impact on the development of organizational culture. A good organizational culture can improve organizational performance by creating a positive, collaborative, and innovative work environment (Ahad et al., 2021; Lee et al., 2023; Sciarelli et al., 2020).

Organizational leadership helps in shaping the vision, mission, and direction of the organization. An effective leader can clearly articulate organizational goals and inspire team members to work toward achieving those goals (Ding et al., 2023; Hermanto & Srimulyani, 2022). In addition, good leaders can build strong teams and increase collaboration among organizational members. Effective collaboration between team members can increase productivity and creativity, and strengthen overall organizational performance (Ahad et al., 2021; Nguyen & Le, 2023; Yaghi & Yaghi, 2021). Strong leadership can increase the motivation and involvement of organizational members. Leaders who understand individual needs and can provide appropriate support and direction will encourage organizational members to work more effectively and enthusiastically.

Organizational performance is also influenced by work commitment because, with high work commitment, organizational members can work more effectively and efficiently. This statement is supported by research Salim & Rajput (2021) that states that work commitment can also increase members' motivation to work better and harder. Bashir & Gani (2020) also reveals that work commitment shows the extent to which members feel bound and dedicated to their work and the organization where they work. Based on the research results above, it can be concluded that a strong and positive organizational culture can provide a solid foundation for organizational leadership in directing employees toward common goals. With high work commitment from employees, driven by effective leadership, organizational performance can increase significantly through collaboration, innovation, and achieving optimal targets (Ding et al., 2023; Fanggidae, 2018; Lee et al., 2023).

This research provides the view that the mediating role of organizational work commitment to organizational culture and leadership on the performance of student organizations does have significant urgency. The first thing is related to exploring the factors that influence the performance of student organizations. In the context of student organizations, performance is influenced by many factors, including organizational culture and leadership style (Longman et al., 2018; Muhith et al., 2023). Understanding how these factors relate and interact can provide valuable insights for improving the performance of student organizations. Apart from the

mediating impact of work commitment, this research reveals that commitment has an important role in organizational work (Al-Mahdy & Emam, 2022; Demissie & Egziabher, 2022; Makole et al., 2023). Organizational work commitment can be the main driver of organizational performance. Through this commitment, organizational members will be more motivated to achieve common goals and contribute optimally.

Additionally, commitment mediators impact organizational culture and leadership. This research provides the view that organizational culture and leadership have a crucial role in shaping the attitudes and behavior of organizational members. This research studies the relationship between organizational culture, leadership, work commitment, and performance providing a better understanding of the internal dynamics of student organizations. So, it has an impact on the relevance of the development of student organizations. The findings from this research have direct implications for the development of student organizations. By understanding the factors that influence organizational performance, organizational leaders and administrators can take steps to strengthen positive aspects and overcome challenges that may arise (Nguyen & Le, 2023; Ueda et al., 2023; Yolanda & Said, 2022).

CONCLUSION

This research emphasizes the importance of student work commitment as a mediator in improving university organizational performance, with a focus on increasing student involvement which can benefit productivity, service quality, and achievement of institutional goals. For this reason, universities need to prioritize building an inclusive, transparent and achievement-oriented organizational culture through policies, management practices and communications that support these values. Awards such as awards, certificates, or other forms of recognition can also be given to students who demonstrate extraordinary commitment and contribution. To support student engagement in campus life, colleges need to provide mental, physical, and emotional well-being support programs that help students manage stress, improve their health, and create an environment that supports their learning and growth.

REFERENCES

[1] Acevedo, J. C., & Stodolska, M. (2019). Empowerment, Resistance, and Leisure among Latino Student Organizations. *Leisure Sciences*, *41*(6), 460–476. https://doi.org/10.1080/01490400.2017.1378141

[2] Adlof, L., Kim, M., & Crawley, W. (2023). Comprehensive Performance Analysis of Student Retention Outcomes in a Higher Education Institution. *TechTrends*, *67*(1), 42–53. https://doi.org/10.1007/s11528-022-00771-4

[3] Ahad, R., Mustafa, M. Z., Mohamad, S., Abdullah, N. H. S., & Nordin, M. N. (2021). Work Attitude, Organizational Commitment and Emotional Intelligence of Malaysian Vocational College Teachers. *Journal of Technical Education and Training*, *13*(1), Article 1.

[4] Al-Mahdy, Y. F. H., & Emam, M. (2022). Program accreditation for enterprise change:

How organizational support and commitment impact citizenship behaviour in Oman. *Quality Assurance in Education*, *31*(3), 402–418. https://doi.org/10.1108/QAE-04-2022-0089

[5] Apriliani, F. D., Widihastuti, Daryono, R. W., Jaya, D. J., & Rizbudiani, A. D. (2023). The Influence of Fashion Knowledge, Fashion Selection Factor, and Dress Etiquette on Dress Look. *Jurnal Pendidikan Dan Pengajaran*, *56*(1), Article 1. https://doi.org/10.23887/jpp.v56i1.53677

[6] Atoulloh, A., Fitriani, A., & Daryono, R. W. (2024). Exploring the Influence of Game-Based Learning and School Environment on Learning Achievement: Does the Mediation of Self-Intention Matter? *IJORER : International Journal of Recent Educational Research*, *5*(3), Article 3. https://doi.org/10.46245/ijorer.v5i3.597

[7] Bashir, B., & Gani, A. (2020). Testing the effects of job satisfaction on organizational commitment. *Journal of Management Development*, *39*(4), 525–542. https://doi.org/10.1108/JMD-07-2018-0210

[8] Beaupre, J. G. (2022). To lead or not to lead: Exploring how young women's early career experiences impact their leadership ambition. *Gender in Management: An International Journal*, *37*(8), 1064–1079. https://doi.org/10.1108/GM-11-2021-0344

[9] Dachyar, M., Salman, M., & Nurcahyo, R. (2023). Strategies to Improve the Education and Research Scholarship Program at the Universities. *TEM Journal*, *12*(2), 389–395. https://doi.org/10.18421/TEM121-48

[10] Daryono, R. W., Hariyanto, V. L., Usman, H., & Sutarto, S. (2020). Factor analysis: Competency framework for measuring student achievements of architectural engineering education in Indonesia. *REID (Research and Evaluation in Education)*, *6*(2), Article 2. https://doi.org/10.21831/reid.v6i2.32743

[11] Daryono, R. W., Hidayat, N., Nurtanto, M., & Fu'adi, A. (2024). The development of a competency framework for architectural engineering graduates: Perspectives by the construction industry in Indonesia. *Journal of Technology and Science Education*, *14*(2), Article 2. https://doi.org/10.3926/jotse.1986

[12] Daryono, R. W., Ramadhan, M. A., Kholifah, N., Isnantyo, F. D., & Nurtanto, M. (2023). An empirical study to evaluate the student competency of vocational education. *International Journal of Evaluation and Research in Education (IJERE)*, *12*(2), Article 2. https://doi.org/10.11591/ijere.v12i2.22805

[13] Demissie, D., & Egziabher, F. G. (2022). An Investigation of Organizational Culture of Higher Education: The Case of Hawassa University. *Education Research International*, *12*(2), 1–12. https://doi.org/10.1155/2022/1222779

[14] Ding, T., Qi, Z., & Yang, J. (2023). Effects of Performance Pressure of Junior Faculty in Universities on Organizational Socialization: The Moderating Role of Organizational Support and Job Autonomy. *Psychology Research and Behavior Management*, *16*(1), 841–856. https://doi.org/10.2147/PRBM.S399334

[15] Faidah, N., Ratnawati, S. R., & Daryono, R. W. (2024). Self-Control Mediation: The Influence Of Islamic Learning And Parent's Support On Student's Religious Character. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, *8*(1), Article 1. https://doi.org/10.33650/edureligia.v8i1.8472

[16] Fanggidae, R. E. (2018). Organizational Culture and Spirituality Workplace: Empirical Study of Influence of Organizational Culture and Spirituality Workplace. *E3S Web of Conferences*, *73*(4), 1–11. https://doi.org/10.1051/e3sconf/20187311017

[17] Fauzan, A., Triyono, M. B., Hardiyanta, R. A. P., Daryono, R. W., & Arifah, S. (2023). The Effect of Internship and Work Motivation on Students' Work Readiness in Vocational Education: PLS-SEM Approach. *Journal of Innovation in Educational and Cultural Research*, *4*(1), Article 1. https://doi.org/10.46843/jiecr.v4i1.413

[18] Fürst, S., Volk, S. C., Schäfer, M. S., Vogler, D., & Sörensen, I. (2022). Assessing changes in the public communication of higher education institutions: A survey of leaders of Swiss universities and colleges. *Studies in Communication Sciences*, *22*(3), Article 3. https://doi.org/10.24434/j.scoms.2022.03.3489

[19] Gebretsadik, D. M. (2022). An Exploration of Change Leadership at Public Higher Education Institutions in Ethiopia. *Sage Open*, *12*(2), 1–21. https://doi.org/10.1177/21582440221091256

[20] Hariyanto, V. L., Daryono, R. W., Hidayat, N., Prayitno, S. H., & Nurtanto, M. (2022). A framework for measuring the level of achievement of vocational students

competency of architecture education. *Journal of Technology and Science Education*, *12*(1), Article 1. https://doi.org/10.3926/jotse.1188

[21] Hermanto, Y. B., & Srimulyani, V. A. (2022). The Effects of Organizational Justice on Employee Performance Using Dimension of Organizational Citizenship Behavior as Mediation. *Sustainability*, *14*(20), Article 20. https://doi.org/10.3390/su142013322

[22] Hu, L., & Zhang, Y. (2024). Optimisation Path of Human Resource Performance Management in Universities Based on Big Data in the Era of Digital Economy. *Applied Mathematics and Nonlinear Sciences*, *9*(1), 1–18.

[23] Khoiriyah, N., Mizani, Z. M., & Daryono, R. W. (2023). The Influence of Islamic Learning and Parental Support on Students' Religious Moral through Emotional Intelligence. *Southeast Asian Journal of Islamic Education*, *6*(1), Article 1. https://doi.org/10.21093/sajie.v6i1.8403

[24] Lee, S., Kang, H., Kim, J., & Baek, W. (2023). Effects of College Faculty Members' Entrepreneurial Orientation on Organizational Performance: Case of South Korea. *Sustainability*, *15*(5), Article 5. https://doi.org/10.3390/su15054283

[25] Longman, K., Daniels, J., Bray, D. L., & Liddell, W. (2018). How Organizational Culture Shapes Women's Leadership Experiences. *Administrative Sciences*, *8*(2), Article 2. https://doi.org/10.3390/admsci8020008

[26] Makole, K. R., Ntshangase, B. A., & Msosa, S. K. (2023). Organizational culture and management practices at technical vocational education and training colleges. *International Journal of Evaluation and Research in Education (IJERE)*, *12*(4), Article 4. https://doi.org/10.11591/ijere.v12i4.25340

[27] Matthews, D. Y., & Jones, T. B. (2021). HBCUs: The Foundation and Future of Social Justice, Leadership, and Leadership Development. In G. B. Crosby, K. A. White, M. A. Chanay, & A. A. Hilton (Eds.), *Reimagining Historically Black Colleges and Universities* (pp. 41–51). Emerald Publishing Limited. https://doi.org/10.1108/978-1-80043-664-020211005

[28] McCambly, H. N. (2023). Rising Tides Don't Create Racialized Change: Analyzing Institutional Change Projects in Postsecondary Philanthropy's College Completion Agenda. *The Journal of Higher Education*, *12*(3), 1–31.

https://doi.org/10.1080/00221546.2023.2203631

[29] Muhith, A., Dwiyono, Y., Munawati, S., Mustofa, A., & Haryanto, S. (2023). Challenges of Islamic Boarding School Organizational Culture in The Millennial Generation and The Digital Era 4.0. *Nazhruna: Jurnal Pendidikan Islam*, *6*(3), Article 3. https://doi.org/10.31538/nzh.v6i3.4231

[30] Mukaromah, N. H., Fuadi, A., & Daryono, R. W. (2024). Assessing the Impact of Principal Leadership and Teacher Performance on Educational Quality: The Role of TQM as a Mediator. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, *10*(01), Article 01. https://doi.org/10.32678/tarbawi.v10i01.9991

[31] Nguyen, P. N. D., & Le, D. N. T. (2023). Understanding Organizational Citizenship Behaviour through Organizational Justice and its Consequences among Vietnamese's Universities Employees. *Emerging Science Journal*, *7*(4), Article 0. https://doi.org/10.28991/ESJ-2023-SIED2-08

[32] Novita, R. D., Aminatun, T., & Daryono, R. W. (2022). E-Modules Through Flipped Classroom and PBL Models on Environmental Pollution Material to Increase Problem-Solving Ability. *Journal of Education Technology*, *6*(4), Article 4. https://doi.org/10.23887/jet.v6i4.51656

[33] Nurdianah, E., Sudira, P., & Daryono, R. W. (2022). Mobile-Based Application to Integrate Vocational Learning and Career Learning in Mechatronics Engineering Vocational High School. *Journal of Education Technology*, *6*(3), 431–441.

[34] Prince, L. Y., Schmidtke, C., Beck, J. K., & Hadden, K. B. (2018). An Assessment of Organizational Health Literacy Practices at an Academic Health Center. *Quality Management in Healthcare*, *27*(2), 93–119. https://doi.org/10.1097/QMH.0000000000000162

[35] Putri, L. M., & Daryono, R. W. (2024). Factor Analysis of Militant Attitudes with Prophetic Intellectual Principles in Muhammadiyah Organizations in Higher Education. *JED (Jurnal Etika Demokrasi)*, *9*(2), Article 2. https://doi.org/10.26618/jed.v9i2.14505

[36] Saifudin, I., Basuki, B., & Daryono, R. W. (2024). Exploring The Influence Of Learning Intention And Usmani Methods On Reciting Al-Qur'an In Higher Education: Does The Mediation Of Peer Teaching Matter?

Abjadia : International Journal of Education, *9*(1), Article 1. https://doi.org/10.18860/abj.v9i1.26607

[37] Salim, A., & Rajput, N. A. R. (2021). The Relationship Between Transformational Leadership, Prosocial Behavioral Intentions, and Organizational Performance. *The Journal of Asian Finance, Economics and Business*, *8*(1), 487–493. https://doi.org/10.13106/jafeb.2021.vol8.no1.487

[38] Sciarelli, M., Gheith, M. H., & Tani, M. (2020). The relationship between quality management practices, organizational innovation, and technical innovation in higher education. *Quality Assurance in Education*, *28*(3), 137–150. https://doi.org/10.1108/QAE-10-2019-0102

[39] Supriyanto, S., Munadi, S., Daryono, R. W., Tuah, Y. A. E., Nurtanto, M., & Arifah, S. (2022). The Influence of Internship Experience and Work Motivation on Work Readiness in Vocational Students: PLS-SEM Analysis. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, *5*(1), Article 1. https://doi.org/10.23917/ijolae.v5i1.20033

[40] Tate, K., Penconek, T., Dias, B. M., Cummings, G. G., & Bernardes, A. (2023). Authentic leadership, organizational culture and the effects of hospital quality management practices on quality of care and patient satisfaction. *Journal of Advanced Nursing*, *79*(8), 3102–3114. https://doi.org/10.1111/jan.15663

[41] Ueda, N., Kezar, A., & Holcombe, E. (2023). Shared Equity Leadership: A New Model for Making Inclusion and Equity Part of Organizational Culture. In J. Barnes, M. J. Stevens, B. Zakarias Ekelund, & K. Perham-Lippman (Eds.), *Inclusive Leadership: Equity and Belonging in Our Communities* (Vol. 9, pp. 3–13). Emerald Publishing Limited. https://doi.org/10.1108/S2058-880120230000009001

[42] Waffak, M. N., Sukoco, P., Sugiyanto, F., Arifianti, E., Setiawan, J., & Daryono, R. W. (2022). Developing a Basketball Learning Model Using the Teaching Game for Understanding (TGfU) Approach to Improve the Effectiveness of HOTS in Elementary Schools. *Physical Education Theory and Methodology*, *22*(3s), Article 3s. https://doi.org/10.17309/tmfv.2022.3s.03

[43] Widayanto, L. D., Soeharto, S., Sudira, P., Daryono, R. W., & Nurtanto, M. (2021). Implementation of the Education and Training Program seen from the CIPPO Perspective. *Journal of Education Research and Evaluation*, *5*(4), Article 4. https://doi.org/10.23887/jere.v5i4.36826

[44] Widyastuti, P., Hadi, S., Daryono, R. W., & Samad, N. B. A. (2023). The Mediation Role of University Environment in the Relationship between Self-Efficacy and Family Environment on Entrepreneurial Education Interest: A PLS-SEM Approach. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, *5*(3), Article 3. https://doi.org/10.23917/ijolae.v5i3.22015

[45] Wolstencroft, P., & Lloyd, C. (2019). Process to practice: The evolving role of the academic middle manager in English further education colleges. *Management in Education*, *33*(3), 118–125. https://doi.org/10.1177/0892020619840074

[46] Wu, Y., & Xu, L. (2022). The effect of authentic leadership and organizational climate on the volunteering behavior of college students: A moderated mediation model. *PsyCh Journal*, *11*(6), 852–862. https://doi.org/10.1002/pchj.555

[47] Yaghi, A., & Yaghi, M. (2021). Evaluating Organizational Hypocrisy within Universities as Toxic Leadership Behavior. *Public Integrity*, *23*(4), 385–400. https://doi.org/10.1080/10999922.2021.1888536

[48] Yolanda, E., & Said, L. R. (2022). Perceived organisational support to increase teachers' commitment and performance through work engagement: A case study of an Indonesian vocational school. *International Journal of Management in Education*, *16*(5), 485–506. https://doi.org/10.1504/IJMIE.2022.125482

[49] Young, L. M. (2023). Christian Worldview as a Critical Information Literacy Lens: A Synthesis of the CCCU Commitments and the ACRL Framework. *Christian Higher Education*, *22*(2), 152–165. https://doi.org/10.1080/15363759.2022.2138635

[50] Zhou, S., & Kodama Muscente, K. (2023). Meta-analysis of Volunteer Motives Using the Volunteer Functions Inventory to Predict Volunteer Satisfaction, Commitment, and Behavior. *Nonprofit and Voluntary Sector Quarterly*, *52*(5), 1331–1356. https://doi.org/10.1177/08997640221129540