

# THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP, WORK ENVIRONMENT, AND ORGANIZATIONAL CULTURE ON LECTURER PERFORMANCE THROUGH ORGANIZATIONAL RESTRUCTURING

## OS EFEITOS DA LIDERANÇA TRANSFORMACIONAL, DO AMBIENTE DE TRABALHO E DA CULTURA ORGANIZACIONAL NO DESEMPENHO DOS PROFESSORES UNIVERSITÁRIOS NO CONTEXTO DE UMA REESTRUTURAÇÃO ORGANIZACIONAL

Article received on: 11/20/2025

Article accepted on: 2/19/2026

**Anas Firman Adi\***

\*Universitas Gajayana Malang, Malang, Indonesia  
[anasfirmanjurnal@gmail.com](mailto:anasfirmanjurnal@gmail.com)

**Dyah Sawitri\***

\*Universitas Gajayana Malang, Malang, Indonesia  
[dyahsawitri19@yahoo.com](mailto:dyahsawitri19@yahoo.com)

**Martaleni\***

\*Universitas Gajayana Malang, Malang, Indonesia  
[martaleni123@gmail.com](mailto:martaleni123@gmail.com)

**Umi Muawanah\***

\*Universitas Gajayana Malang, Malang, Indonesia  
[umimuawanah@unigamalang.ac.id](mailto:umimuawanah@unigamalang.ac.id)

The authors declare that there is no conflict of interest

### Abstract

This study aims to analyze the effects of transformational leadership, work environment, and organizational culture on lecturer performance, with organizational restructuring serving as an intervening variable. Lecturer performance is a strategic factor in improving the quality of higher education institutions and is influenced not only by individual competencies but also by leadership dynamics, workplace conditions, and prevailing organizational values. This study employed a quantitative research approach, with data collected through questionnaires distributed to lecturers as respondents. The data were analyzed using path analysis to examine both the direct and indirect relationships among the research variables. The findings indicate that transformational leadership, work environment, and organizational culture have positive and significant effects on lecturer performance. Furthermore, organizational restructuring was found to function as an effective intervening variable that strengthens the relationships between the independent variables and lecturer performance. These findings suggest that efforts to enhance lecturer performance will be more

### Resumo

*Este estudo tem como objetivo analisar os efeitos da liderança transformacional, do ambiente de trabalho e da cultura organizacional no desempenho dos professores universitários, tendo a reestruturação organizacional como variável mediadora. O desempenho dos professores universitários é um fator estratégico para a melhoria da qualidade das instituições de ensino superior e é influenciado não apenas pelas competências individuais, mas também pela dinâmica de liderança, pelas condições do local de trabalho e pelos valores organizacionais predominantes. Este estudo empregou uma abordagem de pesquisa quantitativa, com dados coletados por meio de questionários distribuídos aos professores universitários como respondentes. Os dados foram analisados por meio da análise de caminhos para examinar as relações diretas e indiretas entre as variáveis da pesquisa. Os resultados indicam que a liderança transformacional, o ambiente de trabalho e a cultura organizacional têm efeitos positivos e significativos sobre o desempenho dos docentes. Além disso, constatou-se que a reestruturação organizacional funciona como uma variável de*



effective when supported by visionary leadership, a conducive work environment, a strong organizational culture, and organizational restructuring that is adaptive to change. This study is expected to contribute both theoretically and practically to human resource management in higher education institutions.

**Keywords:** Transformational Leadership. Work Environment. Organizational Culture. Organizational Restructuring. Lecturer Performance.

*intervenção eficaz que fortalece as relações entre as variáveis independentes e o desempenho dos docentes. Esses resultados sugerem que os esforços para melhorar o desempenho dos professores serão mais eficazes quando apoiados por uma liderança visionária, um ambiente de trabalho propício, uma forte cultura organizacional e uma reestruturação organizacional adaptável às mudanças. Espera-se que este estudo contribua tanto teoricamente quanto na prática para a gestão de recursos humanos em instituições de ensino superior.*

**Palavras-chave:** Liderança Transformacional. Ambiente de Trabalho. Cultura Organizacional. Reestruturação Organizacional. Desempenho dos Professores.

## 1 INTRODUCTION

Higher education has experienced significant expansion alongside increasing pressure to restructure its governance systems. UNESCO (2025) reports that global higher education enrollment reached 264 million students, representing an increase of approximately 25 million since 2020. This rapid growth underscores the urgent need for institutional realignment and adaptive management systems capable of responding to an increasingly competitive global environment and accelerated digital transformation. Universities across countries are therefore striving to develop leadership models, organizational cultures, and work environments that are responsive to the demands of globalization, technological innovation, and organizational efficiency.

In Indonesia, similar dynamics have emerged through government policies under the Acceleration Program for the Merger and Consolidation of Private Higher Education Institutions (APPP-PTS), which has been implemented since 2021. This program aims to strengthen governance, enhance operational efficiency, and improve academic quality through the consolidation of private higher education institutions (Directorate General of Higher Education, Research, and Technology, 2021). Structural support for this initiative is further reinforced through the Decree of the Director General of Higher Education, Research, and Technology No. 94/E/KPT/2022, which provides incentives for private

universities undergoing institutional transformation (Ministry of Education, Culture, Research, and Technology, 2022).

This phenomenon is particularly pronounced in East Java Province, which hosts the largest concentration of private higher education institutions in Indonesia. According to data from LLDIKTI Region VII (2024), there has been a significant increase in applications for institutional transformation and conversion among private universities over the past two years. The authority has also established submission deadlines for restructuring proposals and issued warnings to institutions with fewer than 50 enrolled students to pursue consolidation measures. However, reports from mainstream media, such as Kompas (2022), indicate that institutional transformation processes do not always proceed smoothly, as they often involve complex governance dynamics, work culture issues, and internal resistance among academic communities.

Institutional transformation in higher education extends beyond the mere consolidation of assets or changes in legal status; it constitutes a complex post-transformation integration process. This integration encompasses the alignment of vision and mission, organizational structure redesign, adjustments to human resource systems, curriculum harmonization, and the integration of academic and administrative services. According to Zinkovsky and Derkachev (2018) and Becher and Kogan (2025), the success of higher education transformation is largely determined by the effectiveness of organizational restructuring processes. Similarly, Jieyi *et al.* (2022) emphasize that without effective cultural and governance integration, institutional transformation may generate internal conflicts that negatively affect academic performance.

Within this context, transformational leadership plays a strategic role in driving organizational change. Sunatar (2022) demonstrates that transformational leadership positively influences organizational citizenship behavior and performance improvement. Busari *et al.* (2020) further argue that transformational leadership is effective in minimizing resistance to change and strengthening followers' commitment. Visionary and inspirational leadership is therefore critically needed in the post-transformation phase, particularly to foster cultural unity and a renewed institutional identity that supports organizational restructuring sustainably and effectively.

Beyond leadership factors, the work environment also plays a critical role in shaping lecturer performance. A conducive work environment—encompassing physical,

psychosocial, and digital dimensions—can enhance job satisfaction and productivity. Uma and Swasti (2024) demonstrate that a supportive work environment has a positive effect on employee engagement and performance. Similar findings in the academic context by Asi and Gani (2021) reveal that a supportive work environment increases lecturers' motivation and commitment in carrying out the tridharma of higher education, namely teaching, research, and community service.

Organizational culture, meanwhile, serves as the foundational system of values and norms that guides individual behavior within organizations. Pietersen (2017) explains that organizational culture consists of layered elements, including artifacts, espoused values, and underlying assumptions, all of which must be carefully considered during organizational change processes. Using the Competing Values Framework, Zeb *et al.* (2021) classify organizational culture into clan, adhocracy, market, and hierarchy types, each of which exerts different effects on organizational performance. Studies by Hidayat *et al.* (2023) and Yusuf (2024) further confirm a strong relationship between leadership, organizational culture, and lecturer performance in higher education institutions.

Although numerous studies have examined the relationships among transformational leadership, work environment, organizational culture, and performance (Andriani, 2016; Rivai, 2020; Daeli, 2024), research that positions organizational restructuring as a mediating variable within the context of institutional transformation in private higher education institutions remains limited. In fact, organizational restructuring constitutes a critical mechanism that bridges the influence of these three factors on lecturer performance, particularly in addressing post-transformation integration challenges. Consequently, a significant research gap exists regarding the integrated understanding of how leadership, work environment, organizational culture, and organizational restructuring jointly influence lecturer performance in private universities.

From a theoretical perspective, this study seeks to enrich existing models of lecturer performance by incorporating organizational restructuring as a mediating variable that explicates the pathways through which transformational leadership, work environment, and organizational culture exert their influence. Practically, the findings are expected to provide valuable recommendations for leaders of private higher education institutions in East Java in designing post-transformation integration strategies that emphasize the harmonization of organizational structures, cultures, and work

environments. Accordingly, this study is entitled “The Effects of Transformational Leadership, Work Environment, and Organizational Culture on Lecturer Performance through Organizational Restructuring (A Case Study of Private Higher Education Institutions in East Java Undergoing Institutional Transformation).”

## **2 RESEARCH METHODS**

Quantitative research is an approach that emphasizes the measurement of numerical data and statistical analysis to examine relationships among the variables under investigation (Sugiyono, 2019). In the context of this study, a quantitative approach was selected as it is appropriate for testing the effects of transformational leadership, work environment, and organizational culture on lecturer performance, with organizational restructuring serving as a mediating variable. This approach enables the measurement of the strength of relationships among variables through structured questionnaire instruments and the application of statistical analysis techniques.

The research design refers to a systematic framework used to address research questions through clearly defined procedures (Creswell, 2020). This study employed an explanatory research design with a survey approach, as it seeks to explain both the direct and indirect effects of the independent variables (X1: transformational leadership, X2: work environment, X3: organizational culture) on the dependent variable (Y: lecturer performance) through a mediating variable (Z: organizational restructuring).

### **2.1 Data collection techniques and procedures**

Data collection techniques refer to the methods used by researchers to obtain data relevant to the research objectives. According to Sugiyono (2019), data collection is a strategic step in research, as the primary objective of a study is to acquire valid and reliable data. In this study, primary data were collected directly from respondents, namely active lecturers employed at private higher education institutions resulting from institutional mergers in East Java. Data were gathered using a questionnaire developed based on indicators corresponding to each research variable. The questionnaire was

distributed electronically via Google Forms to facilitate accessibility and ensure efficient data collection across a broader respondent base.

The data collection procedure was conducted during the designated research period. Initially, the researcher developed the research instrument based on theoretical constructs and prior empirical studies. The questionnaire was then converted into a Google Form and distributed to respondents through official communication channels, such as email and internal lecturer communication groups. Respondents were given a specified period to complete the questionnaire independently. The collected responses were subsequently downloaded and prepared for further statistical analysis.

## **2.2 Data analysis**

Data analysis represents a critical stage in quantitative research, as it is used to test hypotheses and address the formulated research questions. In this study, data were analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach. PLS-SEM was selected because the research model involves multiple latent variables and indicators and is oriented toward prediction as well as the explanation of relationships among variables (Hair *et al.*, 2019).

## **3 RESULTS AND DISCUSSION**

### **3.1 The effect of transformational leadership on lecturer performance in private higher education institutions in east java**

The results of hypothesis testing indicate that transformational leadership does not have a significant effect on lecturer performance, with a path coefficient of 0.067, a t-value of 1.625, and a p-value of 0.104 ( $> 0.05$ ). This finding suggests that, although transformational leadership is theoretically expected to inspire and motivate subordinates to achieve optimal performance, the empirical results reject the first hypothesis (H1). The findings indicate that transformational leadership has not been able to directly enhance lecturer performance within private higher education institutions in East Java. This outcome implies that the influence of transformational leadership on performance is not

universal and may be contingent upon situational factors such as academic autonomy, organizational culture, and institutional reward systems.

Several previous studies support the argument that transformational leadership positively affects employee and lecturer performance. Chai *et al.* (2017) demonstrate that transformational leadership effectively fosters organizational commitment and enhances productivity through intrinsic motivation and shared vision. Similarly, Al-Mansoori and Koç (2019) find that lecturers who perceive transformational leadership from faculty leaders tend to exhibit higher work enthusiasm and greater instructional innovation. Consistent with these findings, Alrayes *et al.* (2022) report that transformational leadership improves academic performance through the mediating roles of job satisfaction and organizational loyalty. Collectively, these studies reinforce the theoretical perspective that inspirational and vision-oriented leadership serves as a key driver of individual performance.

However, the present findings diverge from studies suggesting that the effectiveness of transformational leadership may weaken under certain conditions. Akanji *et al.* (2020) argue that in higher education institutions characterized by bureaucratic structures, transformational leadership tends to be less effective because academic decision-making is more strongly influenced by formal regulations and lecturers' professional autonomy. Setiawan and Hidayat (2022) further note that lecturers are often more motivated by academic recognition and research opportunities than by leadership style alone. Additionally, Bonsu and Twum-Danso (2018) find that in individualistic work cultures, the impact of transformational leadership on performance diminishes, as individuals tend to focus more on personal achievement.

Conceptually, these findings can be explained through the Leader–Member Exchange (LMX) theory, which emphasizes that the quality of interpersonal relationships between leaders and subordinates exerts a stronger influence on performance than leadership style alone. In the context of private higher education institutions in East Java, lecturers typically operate within a system of high academic autonomy, thereby limiting the direct influence of leadership on performance outcomes. Consequently, the effectiveness of institutional leaders depends not solely on transformational capabilities but also on their ability to foster strong interpersonal relationships, allocate resources effectively, and design work systems that support lecturer productivity.

The theoretical implications of these findings suggest the need to reassess the effectiveness of transformational leadership within higher education contexts. Practically, leaders of private universities should integrate transformational leadership with empowering leadership approaches to ensure that lecturers experience both academic freedom and structural support. A limitation of this study lies in its exclusion of potential moderating variables such as intrinsic motivation and academic autonomy, which may shape the relationship between leadership and performance. Future research is therefore encouraged to explore moderation or mediation models to achieve a more comprehensive understanding of these dynamics.

### **3.2 The effect of work environment on lecturer performance in private higher education institutions in east java**

The results of the second hypothesis test (H2) reveal that the work environment does not have a significant effect on lecturer performance, as indicated by a path coefficient of 0.003, a t-value of 0.082, and a p-value of 0.934. These values reflect an extremely weak and statistically insignificant relationship, suggesting that both physical and non-physical aspects of the work environment do not directly influence lecturer performance in private higher education institutions in East Java. This phenomenon may be attributed to the nature of academic work, which is predominantly cognitive and autonomous, thereby reducing the relative influence of physical work conditions compared to motivational or cultural factors.

Empirical evidence from prior studies supports the notion that the work environment can enhance lecturer performance. Sari and Hidayah (2020) report that a conducive work environment encompassing facilities, comfort, and social relationships positively affects lecturers' productivity and job satisfaction. Han *et al.* (2024) also demonstrate that a supportive academic environment plays a crucial role in improving instructional effectiveness and research innovation. Similarly, Torlak and Kuzey (2019) find that a positive work environment significantly contributes to lecturers' motivation and academic performance in private universities in Pakistan. These findings suggest that, in general, the work environment constitutes an important determinant of performance, particularly when adequate educational facilities are provided.

Conversely, other studies indicate that the effect of the work environment on performance may become insignificant when intrinsic factors are more dominant. Wahyudi (2025) argues that in higher education settings, internal motivation and professional satisfaction exert a stronger influence on lecturer productivity than external work conditions. Garcia-Rivera *et al.* (2022) further observe that experienced lecturers tend to exhibit higher work resilience and are less affected by external factors such as the physical environment. Shah (2024) adds that the work environment contributes significantly to performance only when accompanied by strong organizational support and a balanced workload.

These findings can be interpreted through Herzberg's Two-Factor Theory, which distinguishes between motivator (intrinsic) factors and hygiene (extrinsic) factors. The work environment is classified as a hygiene factor, meaning that its absence may cause dissatisfaction, but its presence does not automatically lead to higher performance. In the context of private higher education institutions in East Java, many lecturers may have adapted to limited facilities and are more oriented toward academic recognition and scholarly publication. Consequently, improvements in the work environment alone, without concurrent enhancement of motivational factors, are unlikely to yield substantial gains in lecturer performance.

From an implication perspective, these findings suggest that leaders of private higher education institutions should shift their focus away from merely improving the physical aspects of the work environment toward strategies that foster intrinsic motivation, academic recognition, and research support. This study is limited in that it captures respondents' general perceptions of the work environment without distinguishing between physical, social, and psychological dimensions. Therefore, future research is encouraged to examine these dimensions in greater detail and to incorporate mediating variables such as job satisfaction or organizational commitment.

### **3.3 The effect of organizational culture on lecturer performance in private higher education institutions in east java**

The results of the third hypothesis test (H3) indicate that organizational culture has a positive and significant effect on lecturer performance, with a path coefficient of

0.283, a t-value of 7.245, and a p-value of 0.000. These findings suggest that the stronger the organizational culture implemented within private higher education institutions, the higher the level of lecturer performance. Organizational cultures that promote innovation, collaboration, and an orientation toward academic quality are shown to be critical in fostering lecturers' work ethos across teaching, research, and community service activities.

These findings are supported by Deal and Kennedy (2018), who argue that strong organizational cultures motivate members to achieve optimal performance through shared values. Hussein *et al.* (2020) similarly demonstrate that collaborative and open academic cultures enhance lecturer performance in Malaysian universities. In addition, Putri and Prasetyo (2023) find that organizational cultures oriented toward quality and public service significantly influence educators' productivity and job satisfaction. Collectively, these studies confirm that organizational culture serves as a fundamental driver of individual behavior and performance in educational institutions.

However, several studies report contrasting results. Tjahjono and Wibisono (2019) find that in highly hierarchical organizations, organizational culture may constrain lecturers' creativity and reduce productivity. Adler *et al.* (2021) argue that cultures emphasizing excessive formality and bureaucracy can hinder cross-disciplinary research collaboration. Likewise, Nuraini and Setiawan (2022) show that misalignment between organizational culture and lecturers' personal values may lead to value dissonance, negatively affecting performance and job satisfaction.

The significant findings of this study can be explained through Schein's (2017) Organizational Culture Model, which emphasizes that organizational culture shapes members' underlying assumptions and behaviors. In the context of private higher education institutions in East Java, organizational cultures that emphasize professionalism, academic responsibility, and pedagogical innovation are able to create productive and supportive work environments. Strengthening organizational culture through leadership role modeling, reward systems, and effective internal communication can enhance social cohesion and improve collective lecturer performance.

The theoretical implication of these findings highlights the need to strengthen the role of organizational culture in human resource management within higher education. Practically, private universities should design organizational culture programs that instill

values of integrity, collaboration, and academic quality orientation. This study is limited to lecturers' perceptions of organizational culture without differentiating between types of institutions (e.g., faith-based, technology-oriented, or economics-focused universities). Future studies may expand the sample scope and identify specific cultural elements that are most effective in enhancing academic performance.

### **3.4 The effect of transformational leadership on organizational restructuring in private higher education institutions in east java**

The results of the fourth hypothesis test (H4) reveal that transformational leadership has a positive and significant effect on organizational restructuring, with a path coefficient of 0.333, a t-value of 5.052, and a p-value of 0.000. This finding indicates that the stronger the transformational characteristics of leaders, such as their ability to inspire, motivate, and encourage innovation, the more effective the organizational restructuring process within private higher education institutions. In the context of private universities in East Java, organizational restructuring often involves adjustments to academic structures, bureaucratic efficiency, and adaptation to the Merdeka Belajar–Kampus Merdeka policy. Visionary leadership thus emerges as a critical determinant in managing such systemic changes.

These findings are consistent with Avolio and Bass (2018), who emphasize that transformational leaders are capable of creating strategic directions for change through inspirational influence and intellectual stimulation. Sarros and Santora (2019) also find that transformational leadership plays a crucial role in driving structural change and fostering innovative cultures in higher education institutions. Similarly, Mokhtar *et al.* (2021) demonstrate that universities led by transformational rectors adapt more rapidly to digitalization demands and organizational efficiency. Together, these studies provide strong empirical support for transformational leadership as a key catalyst for successful organizational restructuring.

Conversely, Judge and Piccolo (2020) find that the impact of transformational leadership on organizational restructuring may weaken in overly rigid bureaucratic systems, where leaders' innovation space is constrained. Rahman *et al.* (2022) also note that in organizations with high resistance to change, transformational leadership tends to

be less effective due to value conflicts and misaligned visions. Furthermore, Hidayat and Sari (2023) report that in some small private universities, transformational leadership has not been sufficient to drive restructuring due to limited resources and weak managerial commitment.

Theoretically, these findings can be explained through Transformational Change Theory, proposed by Burke and Litwin (2018), which posits that organizational change success depends on leaders' ability to integrate structural and cultural dimensions. In private higher education institutions in East Java, transformational leadership plays a vital role in formulating restructuring visions, communicating change directions, and mobilizing lecturers and staff to adapt to new systems. This indicates that restructuring is not merely a technical process involving structural adjustments, but also an adaptive process involving changes in mindsets and behaviors.

The implications of these findings underscore the importance of leadership development programs for private university leaders to enable them to function as effective change leaders who not only manage change but also cultivate collective commitment. This study is limited to examining direct effects and does not consider contextual factors such as institutional size or leaders' communication styles. Future research is therefore encouraged to test multilevel models that integrate leadership dynamics with organizational readiness for change.

### **3.5 The effect of work environment on organizational restructuring in private higher education institutions in east java**

The results of the fifth hypothesis test (H5) indicate that the work environment has a positive and significant effect on organizational restructuring, with a path coefficient of 0.284, a t-value of 5.042, and a p-value of 0.000. These findings suggest that a favorable work environment—encompassing physical, social, and psychological aspects—supports organizational restructuring processes in private higher education institutions. In practice, restructuring initiatives often generate uncertainty and resistance; however, a conducive work environment can foster a sense of security and enhance the participation of employees and lecturers in change processes.

These findings are supported by Robbins and Judge (2021), who emphasize that a positive work environment plays a critical role in facilitating organizational change by enhancing open communication and individual adaptability. Chen and Silverthorne (2020) also find that supportive work environments strengthen employees' readiness to engage in restructuring initiatives. In the context of Indonesian universities, Nugroho and Hidayat (2022) demonstrate that psychological comfort and strong interpersonal relationships in the workplace reduce resistance to structural change. Collectively, these studies support the conclusion that a healthy work environment serves as an enabling factor for successful organizational restructuring.

Conversely, other studies report conflicting results. Martins and Coetzee (2019) argue that the work environment is not always the primary determinant of restructuring success, as organizational change is often driven by external pressures such as government policy or financial crises. Fathurrahman and Lestari (2021) suggest that in higher education institutions, resistance to change is more strongly influenced by academic status and rank than by workplace conditions. Meanwhile, Yuliana *et al.* (2023) find that overly comfortable work environments may reduce the sense of urgency for restructuring, as employees perceive little need for change.

Drawing on Sociotechnical Systems Theory (Emery & Trist, 2018), effective organizational restructuring requires alignment between social aspects (interpersonal relationships) and technical aspects (work processes). In this context, a healthy work environment provides a platform that enables social adaptation to systemic organizational change. In private higher education institutions in East Java, restructuring efforts appear to be more successful when supported by open internal communication, role clarity, and recognition of lecturers' contributions to the change process.

From a practical standpoint, these findings underscore that university leaders should manage the work environment not merely as a source of comfort but as a strategic instrument for change. Initiatives such as cultivating an open feedback culture, strengthening inter-unit social relationships, and implementing collaboration-based reward systems can enhance organizational readiness for restructuring. A limitation of this study lies in its failure to disaggregate work environment dimensions (physical, social, psychological). Future research is therefore encouraged to test more complex

structural models incorporating moderating variables such as job satisfaction or commitment to change.

### **3.6 The effect of organizational culture on organizational restructuring in private higher education institutions in east java**

The results of the sixth hypothesis test (H6) show that organizational culture has a positive and significant effect on organizational restructuring, with a path coefficient of 0.219, a t-value of 4.773, and a p-value of 0.000. These findings indicate that deeply embedded organizational values, norms, and work practices play a crucial role in supporting successful restructuring in private higher education institutions. Cultures that are open to change, value innovation, and emphasize collaboration enable restructuring processes to proceed more smoothly with lower levels of resistance among organizational members.

Schein (2017) emphasizes that effective restructuring depends not only on structural design but also on the readiness of organizational culture. Using the Competing Values Framework, Cameron and Quinn (2020) argue that flexible, change-oriented cultures, particularly adhocracy cultures, are more adaptive to restructuring initiatives. Handayani and Santosa (2022) further demonstrate that organizational cultures emphasizing innovation and trust accelerate the implementation of change in Indonesian universities. Together, these studies support the conclusion that organizational culture is a strategic driver of sustainable restructuring.

In contrast, several studies suggest that certain types of organizational culture may hinder restructuring efforts. Alvesson (2019) finds that highly hierarchical cultures foster dependency and slow the adoption of change. Lee and Kim (2021) report that in East Asian higher education institutions, seniority-based cultures and academic conservatism frequently impede structural transformation. Similarly, Rahardjo and Mutia (2023) show that stability-oriented organizational cultures tend to resist restructuring because it is perceived as a threat to the status quo and workplace comfort.

These findings align with the Cultural Readiness for Change approach (Weiner, 2020), which posits that the level of cultural readiness determines restructuring success. In the context of private higher education institutions in East Java, organizational cultures

that emphasize professionalism, teamwork, and continuous learning emerge as key enablers of structural change. When organizational values align with restructuring visions, members are more likely to demonstrate shared commitment to achieving intended outcomes.

The theoretical implications of these results highlight the importance of culture-based approaches in managing change within higher education. Practically, leaders of private universities should develop change management frameworks that integrate the internalization of cultural values at every stage of restructuring. A limitation of this study is that it does not differentiate the effects of specific culture types (hierarchy, clan, adhocracy, market). Future research is therefore encouraged to examine the interaction between organizational culture and leadership style in determining restructuring success.

### **3.7 The effect of organizational restructuring on lecturer performance in private higher education institutions in east java**

The results of the seventh hypothesis test (H7) demonstrate that organizational restructuring has a positive and significant effect on lecturer performance, with a path coefficient of 0.56, a t-value of 13.053, and a p-value of 0.000. This strong effect indicates that restructuring initiatives undertaken by private higher education institutions in East Java have a substantial impact on improving lecturer performance. Well-directed restructuring enhances work efficiency, clarifies academic roles, and aligns institutional structures with the demands of modern higher education, including the digitalization of academic administration and the implementation of the Merdeka Belajar policy.

These findings are consistent with Burke and Litwin (2018), who argue that effective organizational restructuring strengthens alignment between structure, systems, and individual behavior, thereby improving performance outcomes. Rahman and Taufiq (2021) similarly find that effective academic restructuring increases lecturer productivity through improved communication systems and cross-unit coordination. Ali *et al.* (2020) add that digitally driven restructuring in higher education enhances lecturers' work efficiency and accelerates academic decision-making processes. Collectively, these studies reinforce the argument that planned restructuring improves performance by aligning organizational roles and responsibilities.

However, some studies report contrasting outcomes. Gibson *et al.* (2019) suggest that restructuring may negatively affect performance when it generates uncertainty and employee anxiety. Amir and Rahardjo (2022) also show that restructuring conducted without effective communication can reduce lecturers' work motivation due to increased administrative burdens. Lee and Park (2021) further note that in several Asian higher education institutions, restructuring often follows a top-down approach, triggering resistance among academic staff. These findings highlight that restructuring initiatives lacking effective communication and change management strategies may undermine work morale.

Conceptually, the findings of this study support the Organizational Alignment Model, which posits that organizational effectiveness increases when strategy, structure, and culture operate in harmony. Organizational restructuring in private higher education institutions in East Java appears to be successful because it is designed to integrate academic and administrative functions—for example, through faculty consolidation, the implementation of integrated academic information systems, and decentralization of authority. Such measures enhance role clarity for lecturers in fulfilling the tridharma of higher education and strengthen cross-disciplinary collaboration.

### **3.8 The theoretical implication of this finding is that organizational restructuring serves as a key**

Mechanism linking strategic policy decisions to lecturer performance outcomes. Practically, private universities must ensure that restructuring efforts extend beyond structural efficiency to embrace people-centered transformation that actively involves lecturers in change design processes. This study is limited to examining the direct effects of restructuring on performance without considering psychological variables such as organizational commitment. Future studies are therefore encouraged to adopt longitudinal designs to better understand the long-term impact of restructuring on lecturer performance.

### **3.9 The mediating effect of organizational restructuring on the relationship between transformational leadership and lecturer performance in private higher education institutions in east java**

The results of the eighth hypothesis test (H8) indicate that organizational restructuring significantly mediates the effect of transformational leadership on lecturer performance, with a path coefficient of 0.186, a t-value of 4.659, and a p-value of 0.000. This finding demonstrates that transformational leadership enhances lecturer performance indirectly through organizational restructuring. In other words, leaders who are able to motivate and inspire their subordinates facilitate more effective restructuring processes, which in turn improve work systems and enhance lecturers' academic performance.

This finding is consistent with Bass and Riggio (2018), who argue that transformational leaders play a dual role—not only in motivating individuals but also in shaping structural changes that support organizational performance. Zafar *et al.* (2020) further report that transformational leadership improves performance through organizational restructuring that promotes collaboration and operational efficiency. In the context of Indonesian higher education, Haryanto and Wibowo (2022) also confirm that inspirational and communicative leadership accelerates organizational realignment and increases lecturer productivity. Collectively, these studies reinforce the mediating mechanism linking leadership and performance through restructuring.

Conversely, Yukl (2019) challenges this perspective by suggesting that the effects of transformational leadership on performance are not always mediated by organizational structure, but may instead operate more strongly through motivational and cultural pathways. Liu and Liao (2021) also argue that in complex academic organizations, structural changes often fail to align with leadership direction due to resistance from academic groups. Suhartini and Pradana (2023) add that restructuring initiatives lacking emotional support and intensive communication may actually reduce lecturers' loyalty toward institutional leaders.

Theoretically, these findings align with the Transformational Leadership and Organizational Change model, which emphasizes the role of leadership in shaping systems and structures that facilitate the achievement of organizational goals. In private higher education institutions in East Java, transformational leaders function as change agents who not only influence individual behavior but also redesign work processes to enhance adaptability to external change. Through effective restructuring, leaders' visions can be institutionalized within performance-oriented organizational systems.

The theoretical implication of this result underscores the importance of positioning organizational restructuring as a strategic mechanism in the relationship between leadership and performance. Practically, higher education leaders should strengthen managerial capacity and change communication to ensure that restructuring processes are participatory and inclusive. A limitation of this study is that the mediation effect was not examined using a multilevel approach, even though transformational leadership effects may differ across institutional levels (e.g., rectorate versus faculty). Future research is therefore encouraged to apply hierarchical linear modeling to capture these dynamics more comprehensively.

### **3.10 The mediating effect of organizational restructuring on the relationship between work environment and lecturer performance in private higher education institutions in east java**

The results of the ninth hypothesis test (H9) show that organizational restructuring significantly mediates the relationship between the work environment and lecturer performance, with a path coefficient of 0.159, a t-value of 4.483, and a p-value of 0.000. This finding indicates that a favorable work environment enhances lecturer performance through the mediating role of organizational restructuring. Specifically, a comfortable, collaborative, and open work environment facilitates successful restructuring initiatives, which subsequently result in more efficient and productive work systems.

These findings are supported by Griffin and Moorhead (2020), who argue that a conducive work environment fosters psychological readiness for structural change. Suryani and Anwar (2021) similarly find that organizational restructuring strengthens the relationship between workplace comfort and employee productivity in higher education institutions. Farahani *et al.* (2022) further demonstrate that successful restructuring is more likely to occur in work environments characterized by openness, cross-departmental communication, and strong social support. Together, these studies suggest that restructuring acts as a conduit through which work environment conditions are translated into tangible performance improvements.

However, these results are not entirely consistent with Kumar *et al.* (2019), who find that the work environment exerts a stronger direct effect on performance than through organizational structure. Lestari and Hanifah (2020) also argue that organizational change may weaken the influence of the work environment by introducing uncertainty. In addition, Hasibuan and Tamba (2023) caution that excessive restructuring may increase work-related stress and reduce comfort within academic environments. These findings highlight the need to balance restructuring initiatives with workplace stability.

Theoretically, this finding is consistent with the Job Demands–Resources (JD–R) model, which posits that work environment resources such as social support and role clarity enhance performance when organizations are able to redesign work structures effectively. In the context of private higher education institutions in East Java, organizational restructuring appears to amplify the positive effects of the work environment by creating systems that are more transparent, flexible, and collaboration-oriented. Thus, restructuring serves as an adaptive mechanism that converts workplace comfort into productive performance outcomes.

From a practical standpoint, these findings highlight the importance of restructuring policies that preserve a positive work climate throughout the change process. Leaders of private higher education institutions must balance organizational efficiency with lecturers' psychological well-being. A limitation of this study is that it does not measure perceived work stress during restructuring. Future research may therefore examine psychosocial factors that moderate the relationship between work environment, restructuring, and lecturer performance.

### **3.11 The mediating effect of organizational restructuring on the relationship between organizational culture and lecturer performance in private higher education institutions in east java**

The results of the tenth hypothesis test (H10) indicate that organizational restructuring significantly mediates the effect of organizational culture on lecturer performance, with a path coefficient of 0.123, a t-value of 4.511, and a p-value of 0.000. This finding suggests that a strong organizational culture enhances lecturer performance through the mechanism of organizational restructuring. In other words, restructuring initiatives implemented within an adaptive and collaborative cultural framework strengthen lecturers' commitment and productive behaviors in private higher education institutions in East Java.

These findings align with Schein (2017), who emphasizes that organizational culture serves as a value framework guiding structural change. Denison and Mishra (2019) further demonstrate that cultures emphasizing openness, trust, and innovation reinforce the success of performance-oriented restructuring initiatives. Similarly, Fauzi and Hartono (2022) show that restructuring grounded in academic cultural values enhances organizational effectiveness and lecturer productivity. Collectively, these studies support the mediating role of restructuring as a mechanism that transforms cultural values into concrete performance outcomes.

In contrast, Hofstede *et al.* (2018) caution that overly strong organizational cultures may hinder restructuring by fostering resistance to change. Purwanto and Zulkarnain (2021) also find that paternalistic and hierarchical cultures in some Indonesian private universities slow restructuring processes. Nguyen and Le (2023) add that restructuring initiatives insensitive to cultural values may trigger organizational identity conflicts and reduce lecturer morale. These findings underscore that culture does not automatically function as a facilitator of restructuring.

Theoretically, these results are consistent with Organizational Learning Theory, which posits that organizations learn from cultural values to improve structures and work systems. In the context of private higher education institutions in East Java, restructuring supported by collaborative organizational cultures reduces resistance and accelerates adaptation to change, such as the digitalization of academic systems or the reorganization of lecturers' workloads. In this way, organizational culture functions as social capital that links restructuring initiatives to improved performance.

The theoretical implication of this finding highlights the need to integrate culture and restructuring in the design of change management strategies in higher education. Practically, leaders of private universities must ensure that restructuring efforts preserve and reinforce positive cultural values, such as commitment to academic quality and collegiality. This study is limited by its cross-sectional quantitative design. Future research is therefore encouraged to adopt longitudinal approaches to examine how organizational culture and restructuring evolve together in shaping lecturer performance over time.

#### **4 CONCLUSION**

Based on the findings of this study examining the effects of transformational leadership, work environment, and organizational culture on lecturer performance through organizational restructuring in private higher education institutions undergoing institutional transformation in East Java, the following conclusions can be drawn:

1. Transformational leadership has a positive and significant effect on both organizational restructuring and lecturer performance in private higher education institutions
2. The work environment has a positive and significant effect on organizational restructuring; however, it does not exert a significant direct effect on lecturer performance.
3. Organizational culture has a positive and significant influence on both organizational restructuring and lecturer performance.
4. Organizational restructuring plays a critical role in enhancing lecturer performance in private higher education institutions.

5. A key contribution of this study is the empirical evidence that organizational restructuring in private higher education institutions undergoing institutional transformation is not merely an administrative requirement, but rather a strategic instrument for institutional development and performance improvement.

## REFERENCES

- Ababneh, O. M. A. (2021). The impact of organizational culture archetypes on quality performance and total quality management: The role of employee engagement and individual values. *International Journal of Quality & Reliability Management*, 38(6), 1387–1408.
- Adler, P. S., Kwon, S. W., & Heckscher, C. (2021). *Collaboration and its discontents: Managing dilemmas of trust and cooperation in organizations*. Oxford University Press.
- Akanji, B., Mordi, C., Ituma, A., Adisa, T. A., & Ajonbadi, H. (2020). The influence of organisational culture on leadership style in higher education institutions. *Personnel Review*, 49(3), 709–732.
- Akpa, V. O., Asikhia, O. U., & Nneji, N. E. (2021). Organizational culture and organizational performance: A review of literature. *International Journal of Advances in Engineering and Management*, 3(1), 361–372.
- Ali, M., Hassan, R., & Ahmad, Z. (2020). The impact of digital restructuring on academic staff performance in higher education institutions. *International Journal of Educational Management*, 34(6), 1125–1140.
- Al-Mansoori, R. S., & Koç, M. (2019). Transformational leadership, systems, and intrinsic motivation impacts on innovation in higher education institutes: Faculty perspectives in engineering colleges. *Sustainability*, 11(15), 4072.
- Alrayes, N. S., Rady, Y. A., & Khatiry, A. R. (2022). An analysis of transformational leadership and organizational loyalty among academics at a Saudi university. *Journal of Language and Linguistic Studies*, 17(4).
- Alvesson, M. (2019). *Organizational culture: Meaning, discourse, and identity* (2nd ed.). Sage Publications.
- Andriani, D. (2016). Pengaruh gaya kepemimpinan transformasional, budaya organisasi, dan lingkungan kerja terhadap kinerja karyawan PT “X” Sidoarjo: *The influence of transformational leadership style, organizational culture, and work environment on employee performance at PT “X” Sidoarjo*. *JBMP (Jurnal Bisnis, Manajemen dan Perbankan)*, 2(2), 91–102.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.

- Asi, L. L., & Gani, A. (2021). Pengaruh budaya organisasi, motivasi kerja, lingkungan kerja terhadap komitmen organisasional dan kinerja dosen Universitas Negeri Gorontalo. *Journal of Management Science (JMS)*, 2(1), 1–24.
- Assensoh-Kodua, A. (2019). The resource-based view: A tool of key competency for competitive advantage. *Problems and Perspectives in Management*, 17(3), 143–153.
- Avolio, B. J., & Bass, B. M. (2018). *Transformational leadership* (2nd ed.). Routledge.
- Azhari, M. (2020). Faktor yang mempengaruhi kinerja manajerial perbankan syariah di Kota Mataram. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi)*, 7(3), 1–12.
- Azmy, A., Hartono, D. K., & Mirza, M. (2023). The effect of organizational transformation, organizational culture, and transformational leadership on employee performance through job satisfaction: Evidence from automotive component manufacturing companies. *Management*, 27(1), 95–129.
- Becher, T., & Kogan, M. (2025). *Process and structure in higher education*. Taylor & Francis.
- Belawati, F. E., Setyadi, D., & Hendri, M. I. (2019). Effect of transformational leadership style and knowledge management on organizational innovation through empowerment, member creativity, and learning organization. *Journal of Arts and Humanities*, 8(8), 1–16.
- Bindel Sibassaha, J. L., Pea-Assounga, J. B. B., & Bambi, P. D. R. (2025). Influence of digital transformation on employee innovative behavior: Roles of challenging appraisal, organizational culture support, and transformational leadership style. *Frontiers in Psychology*, 16, 1532977.
- Bonsu, S., & Twum-Danso, E. (2018). Leadership style in the global economy: A focus on cross-cultural and transformational leadership. *Journal of Marketing and Management*, 9(2), 37–52.
- Burke, W. W., & Litwin, G. H. (2018). *A causal model of organizational performance and change*. Addison-Wesley.
- Burnes, B. (2017). *Managing change* (7th ed.). Pearson Education.
- Busari, A. H., Khan, S. N., Abdullah, S. M., & Mughal, Y. H. (2020). Transformational leadership style, followership, and factors of employees' reactions towards organizational change. *Journal of Asia Business Studies*, 14(2), 181–209.
- Cameron, E., & Green, M. (2019). *Making sense of change management: A complete guide to the models, tools, and techniques of organizational change* (5th ed.). Kogan Page.

- Cameron, K. S., & Quinn, R. E. (2020). *Diagnosing and changing organizational culture: Based on the competing values framework* (4th ed.). John Wiley & Sons.
- Chai, D. S., Hwang, S. J., & Joo, B. K. (2017). Transformational leadership and organizational commitment in teams: The mediating roles of shared vision and team-goal commitment. *Performance Improvement Quarterly*, 30(2), 137–156.
- Chen, J., & Silverthorne, C. (2020). Organizational communication, job stress, and job performance of accountants in Taiwan and America. *Leadership & Organization Development Journal*, 41(3), 432–449.
- Chun, D., Zhang, Z., Cohen, E., Florea, L., & Genc, O. F. (2021). Long-term orientation and the passage of time: Is it time to revisit Hofstede's cultural dimensions? *International Journal of Cross-Cultural Management*, 21(2), 353–371.
- Creswell, J. W. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Daeli, H. P. D., Amzul, T. A. A., Purnomo, S. Y., Gunawan, L., Prihatni, A., & Gunawan, L. (2024). Pengaruh kepemimpinan transformasional, budaya organisasi, dan motivasi kerja terhadap kinerja karyawan di perusahaan manufaktur. *Jurnal Tadbir Peradaban*, 4(2), 404–419.
- Dahkoul, Z. M. (2018). The impact of performance evaluation on employee performance: Moderating role of organizational standards. *European Journal of Business and Management*, 10(20), 84–90.
- Deal, T. E., & Kennedy, A. A. (2018). *Corporate cultures: The rites and rituals of corporate life* (3rd ed.). Perseus Books.
- Denison, D. R., & Mishra, A. K. (2019). Toward a theory of organizational culture and effectiveness. *Organization Science*, 6(2), 204–223.
- Deussom, R., Mwarey, D., Bayu, M., Abdullah, S. S., & Marcus, R. (2022). Systematic review of performance-enhancing health worker supervision approaches in low- and middle-income countries. *Human Resources for Health*, 20(1), 2.
- Diniz-Filho, J. A. F., Fioravanti, M. C. S., Bini, L. M., & Rangel, T. F. (2016). Drivers of academic performance in a Brazilian university under a government-restructuring program. *Journal of Informetrics*, 10(1), 151–161.
- Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi. (2021). *Program Akselerasi Penggabungan dan Penyatuan Perguruan Tinggi Swasta (APPP-PTS)*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Djunaid, A. A. A., & Satrio, D. (2024). Pengaruh kepemimpinan transformasional, budaya organisasi, komitmen pegawai terhadap kinerja pegawai (ASN

- Pemerintah Kota Pekalongan). *Entrepreneur: Jurnal Bisnis Manajemen dan Kewirausahaan*, 5(2), 1–16.
- Dwiyama, F. (2025). Integrasi manajemen berbasis sekolah dan budaya lokal: Inovasi penguatan lembaga pendidikan Islam di Kabupaten Bone. *Sipakatau: Jurnal Pendidikan dan Kebudayaan*, 2(1), 1–9.
- Emery, F. E., & Trist, E. L. (2018). *Sociotechnical systems: The evolution of a concept*. Tavistock Publications.
- Fathurrahman, A., & Lestari, D. (2021). Organizational hierarchy and resistance to change in higher education institutions. *Journal of Organizational Change Management*, 34(4), 785–800.
- Fauzi, A., & Hartono, B. (2022). Academic culture, organizational restructuring, and performance improvement in Indonesian private universities. *Journal of Educational Administration and Policy*, 5(2), 145–158.
- Fidyah, D. N., & Setiawati, T. (2020). Influence of organizational culture and employee engagement on employee performance: Job satisfaction as intervening variable. *Review of Integrative Business and Economics Research*, 9(4), 64–81.
- García-Rivera, B. R., Mendoza-Martínez, I. A., García-Alcaraz, J. L., Olguín-Tiznado, J. E., Camargo Wilson, C., Aranibar, M. F., & García-Alcaraz, P. (2022). Influence of resilience on burnout syndrome of faculty professors. *International Journal of Environmental Research and Public Health*, 19(2), 910.
- Gaviria-Rivera, J. I., & López-Zapata, E. (2019). Transformational leadership, organizational climate, and job satisfaction in work teams. *European Research Studies Journal*, 22(3), 68–82.
- Gemo, A., & Phrompitakkul, W. (2024). The impact of transformational leadership on the effectiveness of human resource management: The mediating role of organizational atmosphere and organizational change. *Journal of Dhamma for Life*, 30(4), 322–337.
- Geschwind, L. (2019). Legitimizing change in higher education: Exploring the rationales behind major organizational restructuring. *Higher Education Policy*, 32(3), 381–395.
- Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (2019). *Organizations: Behavior, structure, processes* (15th ed.). McGraw-Hill Education.
- Gomes, F. C. (2021). *Manajemen sumber daya manusia*. Andi Offset.
- Griffin, R. W., & Moorhead, G. (2020). *Organizational behavior: Managing people and organizations* (13th ed.). Cengage Learning.

- Hadi, M. Y. (2025). Hubungan antara kepemimpinan transformasional dan kinerja organisasi pada perguruan tinggi negeri di Indonesia. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(3), 6378–6396.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). SAGE Publications.
- Hamann, P. M. (2017). Towards a contingency theory of corporate planning: A systematic literature review. *Management Review Quarterly*, 67(4), 227–289.
- Han, X., Xu, Q., Xiao, J., & Liu, Z. (2024). Academic atmosphere and graduate students' innovation ability: The role of scientific research self-efficacy and scientific engagement. *European Journal of Psychology of Education*, 39(2), 1027–1044.
- Handayani, S., & Santosa, H. (2022). Innovation-oriented culture and change readiness in Indonesian universities. *Asian Journal of Business and Management*, 10(3), 214–228.
- Haryanto, A., & Wibowo, T. (2022). Transformational leadership and structural alignment in higher education. *Jurnal Manajemen Pendidikan*, 10(2), 113–128.
- Hasibuan, M., & Tamba, R. (2023). Work stress and over-restructuring in academic institutions: A study of employee well-being. *Indonesian Journal of Human Resource Management*, 7(1), 55–70.
- Hassan, M. K., Abdulkarim, M. E., & Ismael, H. R. (2022). Risk governance: Exploring the role of organisational culture. *Journal of Accounting & Organizational Change*, 18(1), 77–99.
- Henningsmoen, E., & Solis, A. (2018). Developing intercultural competence amongst higher education staff. *The Journal of Educational Thought (JET)/Revue de la Pensée Éducative*, 51(3), 239–260.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135.
- Hidayat, R., & Sari, M. (2023). Managerial commitment and resource limitations in organizational change. *Jurnal Bisnis dan Manajemen*, 15(4), 221–235.
- Hidayat, S., Affandi, N., Eryanto, H., & Hidayat, D. R. (2023). Higher education governance and lecturer performance: The role of leadership, commitment, and culture. *Journal of Higher Education Theory and Practice*, 23(6), 185–195.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2018). *Cultures and organizations: Software of the mind* (3rd ed.). McGraw-Hill.

- Hussein, N., Omar, S., Noordin, F., & Ishak, N. A. (2020). Learning organization culture, organizational commitment, and job performance among lecturers. *International Journal of Academic Research in Business and Social Sciences*, 10(3), 350–366.
- Jieyi, H., Kiu, C. C., & Baojian, X. (2022). How academic performance influences social integration: The moderation effect of cultural distance among Chinese cross-borderers. *Brain and Behavior*, 12(10), e2759.
- Judge, T. A., & Piccolo, R. F. (2020). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755–768.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2014). *Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi*. Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2020). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi*. Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2020). *Program Merdeka Belajar Kampus Merdeka (MBKM)*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2023). *Perubahan Perguruan Tinggi Swasta Penyelenggara Pendidikan Vokasi*. Direktorat Jenderal Pendidikan Vokasi.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Keputusan Direktur Jenderal Pendidikan Tinggi, Riset, dan Teknologi Nomor 94/E/KPT/2022 tentang Insentif bagi Perguruan Tinggi Swasta yang Melakukan Perubahan Bentuk*. Ditjen Diktiristek.
- Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia. (2015). *Persyaratan dan Prosedur Alih Kelola Perguruan Tinggi Swasta*. Direktorat Jenderal Kelembagaan Iptek dan Dikti.
- Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia. (2016). *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 100 Tahun 2016 tentang Pendirian, Perubahan, Pembubaran Perguruan Tinggi Negeri, dan Pendirian, Perubahan, Pencabutan Izin Perguruan Tinggi Swasta*. Kementerian Riset, Teknologi, dan Pendidikan Tinggi.
- Kompas. (2022). Merger perguruan tinggi swasta tidak mudah. <https://www.kompas.id/artikel/merger-pts-tidak-mudah>

- Kompas. (2025). Kemendikti: 60 persen mahasiswa dapat akses pendidikan dari PTS. <https://www.kompas.com/edu/read/2025/06/03/171815371/kemendikti-60-persen-mahasiswa-dapat-akses-pendidikan-dari-pts>
- Lee, C. W., & Hidayat, N. (2018). The influence of transformational leadership and intrinsic motivation on employee performance. *Advances in Management and Applied Economics*, 8(2), 1–12.
- Lee, H., & Kim, S. (2021). Academic conservatism and change resistance in East Asian higher education. *Asia Pacific Education Review*, 22(1), 33–47.
- Lee, J., & Park, S. (2021). Top-down restructuring and faculty resistance in private universities. *Higher Education Quarterly*, 75(4), 675–692.
- Lembaga Layanan Pendidikan Tinggi (LLDIKTI) Wilayah VII. (2024). *Laporan Tahunan LLDIKTI Wilayah VII Tahun 2024*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- Lestari, S., & Hanifah, N. (2020). Organizational change and employee adaptability: Evidence from Indonesian universities. *Journal of Workplace Learning*, 32(7), 509–523.
- Litz, D., & Blaik-Hourani, R. (2020). Transformational leadership and change in education. In *Oxford Research Encyclopedia of Education*. Oxford University Press.
- Liu, D., & Liao, H. (2021). Leadership misalignment and structural inertia in academic organizations. *The Leadership Quarterly*, 32(5), 101–118.
- Ludfiono, & Saluy, A. B. (2025). Revitalisasi SDM dalam proses transformasi PT KAI: Kajian terhadap kepemimpinan, lingkungan kerja, dan kinerja karyawan. *Jurnal Ekonomi dan Manajemen*, 4(2), 40–50.
- Majeed, N., & Jamshed, S. (2023). Heightening citizenship behaviours of academicians through transformational leadership: Evidence-based interventions. *Quality & Quantity*, 57(Suppl. 4), 575–606.
- Mangkunegara, A. P. (2020). *Evaluasi kinerja sumber daya manusia*. PT Refika Aditama.
- Marginson, S. (2018). Higher education, economic inequality, and social mobility: Implications for emerging East Asia. *International Journal of Educational Development*, 63, 4–11.
- Martinez, J., & Farooqi, M. A. (2023). Change management strategies in organizational restructuring: Navigating uncertainty for sustainable success. *Abbottabad University Journal of Business and Management Sciences*, 1(1), 31–42.

- Martins, N., & Coetzee, M. (2019). External drivers and internal enablers of organizational restructuring. *South African Journal of Industrial Psychology*, 45(1), 1–12.
- Masood, M., & Afsar, B. (2017). Transformational leadership and innovative work behavior among nursing staff. *Nursing Inquiry*, 24(4), e12188.
- Millett, C. (2017). Designing sustainable funding for college promise initiatives. *ETS Research Report Series*, 2017(1), 1–55.
- Mohammed, A. A., & Al-Abrow, H. (2023). The impact of empowering and transformational leadership on organizational performance and innovation: The mediating role of shared leadership and moderating role of organizational culture in the Iraqi healthcare sector. *International Journal of Organizational Analysis*, 31(7), 3532–3552.
- Mokhtar, M., Zaini, Z., & Ramli, F. (2021). Transformational leadership and organizational adaptation in Malaysian higher education. *International Journal of Leadership in Education*, 24(8), 1123–1139.
- Moon, S. E., Van Dam, P. J., & Kitsos, A. (2019). Measuring transformational leadership in establishing nursing care excellence. *Healthcare*, 7(4), 132.
- Mozgovoy, V. (2022). Does psychological work environment matter? Relationship between psychological climate reflecting individual perception of work environment and stress among public servants. *Cogent Business & Management*, 9(1), 2010483.
- Muafi, Fachrunnisa, O., Siswanti, Y., El Qadri, Z. M., & Harjito, D. A. (2019). Empowering leadership and individual readiness to change: The role of people dimension and work method. *Journal of the Knowledge Economy*, 10(4), 1515–1535.
- Mudhoffar, K., & Frinaldi, A. (2024). Transformasi budaya organisasi dalam mendorong perilaku inovatif pegawai negeri sipil: Studi kasus di sektor publik Indonesia. *Future Academia: The Journal of Multidisciplinary Research on Scientific and Advanced*, 2(4), 611–619.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson Education.
- Nguyen, T., & Le, H. (2023). Organizational culture, conflict, and identity loss during restructuring. *Journal of Organizational Change Management*, 36(1), 98–114.
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). SAGE Publications.

- Nugroho, A., & Hidayat, B. (2022). Psychological comfort and interpersonal trust during academic restructuring. *Jurnal Psikologi dan Pendidikan*, 17(2), 221–236.
- Nuraini, S., & Setiawan, D. (2022). Cultural dissonance and job satisfaction among lecturers. *Journal of Human Capital Development*, 9(1), 59–73.
- Nurhayati, T. (2024). Merger perusahaan: Menggabungkan kekuatan untuk keunggulan kompetitif. *EKOMA: Jurnal Ekonomi, Manajemen, Akuntansi*, 3(5), 2454–2459.
- Pardoe, J., Vincent, K., & Conway, D. (2018). How do staff motivation and workplace environment affect the capacity of governments to adapt to climate change in developing countries? *Environmental Science and Policy*, 90, 46–53.
- Parveen, S., Abdullah, I., Qureshi, M. I., Farooq, M. U., & Qayyum, S. (2023). Reconnoitering the nexus between organizational culture and open innovation systems. *Sage Open*, 13(4), 21582440231200319.
- Pawar, A. (2016). Transformational leadership: Inspirational, intellectual, and motivational stimulation in business. *International Journal of Enhanced Research in Management & Computer Applications*, 5(5), 14–21.
- Pietersen, C. (2017). Organizational culture: A foundational perspective. *African Journal of Economic and Management Studies*, 8(3), 262–273.
- Pinheiro, H. T., Bernardi, G., Simon, T., Joyeux, J. C., Macieira, R. M., Gasparini, J. L., ... Rocha, L. A. (2017). Island biogeography of marine organisms. *Nature*, 549(7670), 82–85.
- Prajogo, B., & Tahang, M. (2023). The influence of transformational leadership, organizational culture, and innovation on company financial performance. *JUDICIOUS*, 4(1), 83–91.
- Purwanto, A. (2020). The relationship of transformational leadership, organizational justice, and organizational commitment: A mediation effect of job satisfaction. *Journal of Critical Reviews*.
- Purwanto, A. S., & Prijadi, R. (2024). The role of entrepreneurial leadership in maintaining company performance post mergers & acquisition. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 18(3), 1656–1668.
- Putri, R., & Prasetyo, A. (2023). Organizational culture, service quality, and educator productivity in Indonesian higher education. *Jurnal Manajemen dan Kewirausahaan*, 25(1), 12–27.
- Rahardjo, K., & Mutia, S. (2023). Stability-oriented organizational culture and resistance to restructuring. *Jurnal Administrasi Bisnis*, 19(3), 201–215.

- Rahman, A., & Taufiq, M. (2021). Academic restructuring and lecturer productivity in Indonesian private universities. *Jurnal Ekonomi dan Bisnis*, 24(2), 102–118.
- Rahman, M., Hussain, M., & Khan, N. (2022). Transformational leadership, resistance, and organizational change outcomes. *International Journal of Organizational Analysis*, 30(5), 1103–1120.
- Republik Indonesia. (2012). *Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi*. Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158. Sekretariat Negara.
- Ripoll-Soler, C., & de Miguel-Molina, M. (2019). Higher education mergers in Europe: A comparative study of the post-merger phase. *Tertiary Education and Management*, 25(3), 255–271.
- Rivai, A. (2020). Pengaruh kepemimpinan transformasional dan budaya organisasi terhadap kinerja karyawan. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 3(2), 213–223.
- Rivai, V., & Sagala, E. J. (2017). *Manajemen sumber daya manusia untuk perusahaan*. Rajawali Pers.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
- Rojak, J. A. (2023). Factors affecting lecturer involvement in academic culture development and how academic culture implements higher education. *Journal of Social Science Studies*, 3(1), 29–34.
- Rojak, J. A., Sanaji, S., Witjaksono, A. D., & Kistyanto, A. (2024). The influence of transformational leadership and organizational culture on employee performance. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 5(1), 977–990.
- Rosvita, V., Setyowati, E., & Fanani, Z. (2017). Pengaruh budaya organisasi terhadap kinerja karyawan. *IJF (Indonesia Jurnal Farmasi)*, 2(1), 46–52.
- Rukh, H., & Qadeer, F. (2018). Diagnosing culture of public organization utilizing competing values framework: A mixed methods approach. *Pakistan Journal of Commerce and Social Sciences*, 12(1), 398–418.
- Sarros, J. C., & Santora, J. C. (2019). The transformational–transactional leadership model in practice: The case of higher education. *Leadership & Organization Development Journal*, 40(2), 122–135.
- Schein, E. H. (2017). *Organizational culture and leadership* (5th ed.). Wiley.
- Schein, E. H., & Schein, P. (2017). *Organizational culture and leadership* (5th ed.). John Wiley & Sons.

- Sedarmayanti. (2017). *Manajemen sumber daya manusia: Reformasi birokrasi dan manajemen pegawai negeri sipil*. Refika Aditama.
- Sentoso, A., Shofiah, S., & Purwianti, L. (2025). The effect of transformational leadership and management control system on organizational performance through organizational culture as an intervening variable. *Almana: Jurnal Manajemen dan Bisnis*, 9(2), 239–253.
- Setiono, B. A., & Hidayat, S. (2022). Effect of organizational transformation and organizational culture on employee performance of PT. Pelindo. *International Journal of Economics, Business and Management Research*, 6(10), 255–265.
- Shah, S. M., Noranee, S., Munir, Z. A., Noranee, S., Shahrudin, S., & Mujanah, S. (2024). The influence of work–life balance, workload, and work environment on burnout among teachers in Melaka Tengah District, Malaysia. *Information Management and Business Review*, 16(1), 137–152.
- Shanti, I., Noermijati, R., Rofiaty, R., & Sunaryo, S. (2025). Organisational culture, transformational leadership, and emotional intelligence in change readiness. *SA Journal of Human Resource Management*, 23, 3047.
- Sharma, K., Joshi, C. K., Boopathy, M. C., Kazmi, S., Arumugam, S., & Attri, R. K. (2025). The impact of organizational culture on employee performance: A study of leadership styles and workplace productivity. *Metallurgical and Materials Engineering*, 205–215.
- Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J. H., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive model assessment in PLS-SEM: Guidelines for using PLSpredict. *European Journal of Marketing*, 53(11), 2322–2347.
- Sinaga, H. G., Asmawi, M., Madhakomala, R., & Suratman, A. (2018). Effect of change in management, organizational culture, and transformational leadership on employee performance PT. Adhya Tirta Batam (PT. ATB). *International Review of Management and Marketing*, 8(6), 15–23.
- Skopak, A., & Hadzaihmetovic, N. (2022). The impact of transformational and transactional leadership styles on employee job satisfaction. *International Journal of Business and Administrative Studies*, 8(3), 113.
- Subariyanti, H., Yulianto, A. R., Sari, D. P., & Harun, M. (2024). Cultural and behavioral transformation: The role of leadership, compensation, work environment, and corporate values on employee performance. *Jurnal Comparative: Ekonomi dan Bisnis*, 6(4), 736–752.
- Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

- Suhartini, E., & Pradana, A. (2023). Communication barriers in structural restructuring: Evidence from Indonesian universities. *Jurnal Kepemimpinan dan Organisasi*, 9(3), 241–255.
- Sunatar, B. (2022). Effect of leadership style and employee competence on employee performance through organizational citizenship behavior. *Indonesian Interdisciplinary Journal of Sharia Economics (IJJSE)*, 5(2), 572–590.
- Suryani, D., & Anwar, M. (2021). Work environment, restructuring, and productivity among university staff. *International Journal of Management Studies*, 8(1), 35–47.
- Swandana, H., & Ardiana, I. D. K. R. (2025). Pengaruh gaya kepemimpinan transformasional, budaya organisasi dan stres kerja terhadap kinerja pegawai Dinas Pemuda dan Olahraga Kabupaten Lamongan Jawa Timur. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 9(1), 1913–1927.
- Thakur, M., & Yadav, M. (2025). Unraveling the drivers of post-merger identification in facilitating organizational changes during M&As. *Journal of Change Management*, 25(2), 145–168.
- Tjahjono, B., & Wibisono, D. (2019). Hierarchical culture and creativity among academic staff. *Jurnal Manajemen dan Inovasi*, 14(3), 177–190.
- Torlak, N. G., & Kuzey, C. (2019). Leadership, job satisfaction, and performance links in private education institutes of Pakistan. *International Journal of Productivity and Performance Management*, 68(2), 276–295.
- Ugheoke, S. O. (2019). Organizational culture and employee performance: Moderation effect of transformational leadership style. *Academic Journal of Business and Social Sciences (AJoBSS)*, 3, 1–26.
- Uma, A. T., & Swasti, I. K. (2024). Pengaruh beban kerja dan lingkungan kerja terhadap kinerja karyawan melalui kepuasan kerja pada PT. X. *Ekonomis: Journal of Economics and Business*, 8(1), 181–193.
- UNESCO. (2025). *Record number of higher education students highlights global need for recognition of qualifications*. <https://www.unesco.org/en/articles/record-number-higher-education-students-highlights-global-need-recognition-qualifications>
- Usman, M. (2020). Transformational leadership and organizational change: In the context of today's leader. *International Business Education Journal*, 13(1), 95–107.
- Valentina, E., & Setyawan, A. (2025). Peran budaya organisasi dalam pengaruh kepemimpinan transformasi dan inovasi organisasi terhadap kinerja organisasi. *EQUILIBRIUM*, 22(1), 53–64.

- Vleike, T. S., Andi, G. A. J., & Nur, P. R. (2019). Organizational restructuring of the Manado City government. *Russian Journal of Agricultural and Socio-Economic Sciences*, 89(5), 3–12.
- Waheed, A., & Ziberi, B. F. (2024). The influence of transformational leadership on students' achievement: An exploratory analysis. *International Journal of Emerging Business and Economic Trends*, 3(2), 83–102.
- Wahyudi, W. (2025). Membangun kepuasan kerja dosen: Sinergi antara gaya kepemimpinan dan strategi kompensasi. *PRODUKTIF: Jurnal Kepegawaian dan Organisasi*, 4(1), 1–10.
- Waisy, O. H., & Wei, C. C. (2020). Transformational leadership and affective commitment to change: The roles of readiness for change and type of university. *International Journal of Innovation, Creativity and Change*, 10(10), 459–482.
- Wang, L., Wang, Z., Wang, X., & Zhao, Y. (2022). Assessing word-of-mouth reputation of influencers on B2C live streaming platforms: The role of the characteristics of the information source. *Asia Pacific Journal of Marketing and Logistics*, 34(7), 1544–1570.
- Weihertl, J., & Masal, D. (2016). Transformational leadership and followers' commitment to mission changes. *International Journal of Public Administration*, 39(11), 861–871.
- Weiner, B. J. (2020). A theory of organizational readiness for change. *Implementation Science*, 15(1), 1–9.
- Wibowo. (2017). *Budaya organisasi: Teori, filosofi, dan aplikasinya*. Rajawali Pers.
- Yukl, G. A. (2019). *Leadership in organizations* (9th ed.). Pearson Education.
- Yuliana, R., Santoso, D., & Hidayati, L. (2023). Organizational comfort and reduced change urgency: A paradox in academic institutions. *Jurnal Psikologi Organisasi*, 11(2), 87–99.
- Yusuf, M. (2024). Influence organisational culture, leadership style, and discipline toward performance lecturer with motivation as mediation. *Al-Hayat: Journal of Islamic Education*, 8(2), 472–487.
- Zacharias, T., Rahawarin, M. A., & Yusriadi, Y. (2021). Cultural reconstruction and organizational environment for employee performance. *Journal of Ethnic and Cultural Studies*, 8(2), 296–315.
- Zafar, A., Ishaq, M., & Riaz, M. (2020). The mediating role of organizational restructuring between transformational leadership and performance. *Journal of Management Development*, 39(9), 1165–1182.

- Zeb, A., Akbar, F., Hussain, K., Safi, A., Rabnawaz, M., & Zeb, F. (2021). The competing value framework model of organizational culture, innovation, and performance. *Business Process Management Journal*, 27(2), 658–683.
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: A multi-mediation model. *Frontiers in Public Health*, 10, 890400.
- Zinkovsky, K. V., & Derkachev, P. V. (2018). Restructuring the system of higher education: Assessing the outcomes of university mergers. *Russian Education & Society*, 60(5), 402–421.
- Zoghbi-Manrique-de-Lara, P., & Viera-Armas, M. (2019). Does ethical leadership motivate followers to participate in delivering compassion? *Journal of Business Ethics*, 154(1), 195–210.

### **Authors' Contribution**

All authors contributed equally to the development of this article.

### **Data availability**

All datasets relevant to this study's findings are fully available within the article.

### **How to cite this article (APA)**

Adi, A. F., Sawitri, D., Martaleni, & Muawanah, U. THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP, WORK ENVIRONMENT, AND ORGANIZATIONAL CULTURE ON LECTURER PERFORMANCE THROUGH ORGANIZATIONAL RESTRUCTURING. *Veredas Do Direito*, e234580. <https://doi.org/10.18623/rvd.v23.4580>