

Spiritual Leadership, Organizational Culture, and Self-Efficacy as Predictors of Lecturer Performance in Indonesian Higher Education: A PLS-SEM Analysis in Probolinggo

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ABSTRACT

Purpose – In response to the challenges posed by the Fourth Industrial Revolution, enhancing lecturer competitiveness has become crucial to ensuring the sustainability of higher education quality in Indonesia. This study aims to empirically examine the influence of spiritual leadership, organizational culture, and self-efficacy on lecturer performance, with a particular focus on higher education institutions in Probolinggo Regency, East Java—an area previously underexplored in academic research.

Design/methods/approach – This study employs a quantitative correlational approach involving 220 lecturers from ten higher education institutions in Probolinggo. Data were collected through a closed-ended Likert-scale questionnaire and analyzed using SmartPLS 4.0 through the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to assess the causal relationships among latent variables.

Findings – The analysis reveals that all three independent variables—spiritual leadership ($\beta = 1.330$; $p < 0.001$), organizational culture ($\beta = 1.588$; $p < 0.001$), and self-efficacy ($\beta = 0.503$; $p < 0.001$)—have a significant impact on lecturer performance. The model demonstrates an R^2 value of 0.598, indicating that 59.8% of the variability in lecturer performance can be explained jointly by these three factors.

Research implications – The findings have direct implications for higher education human resource development policies, particularly in fostering value-based leadership, strengthening adaptive work culture, and enhancing lecturers' psychological capacity to promote sustainable academic performance.

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1. Introduction

Enhancing the competitiveness of human resources in higher education is a strategic issue in the development of tertiary education in Indonesia. The focus has shifted beyond merely achieving graduate competencies to also strengthening lecturers' capacity as key actors in knowledge creation and social transformation. Mastery of ten core skills—such as complex problem solving, critical thinking, creativity, and active learning—is essential for navigating the Fourth Industrial Revolution (World Economic Forum, 2015). This highlights the demand for educators, including lecturers, to continuously adapt and improve their performance within a dynamic educational ecosystem.

The Ministry of Research, Technology, and Higher Education has also emphasized five core competencies that lecturers must possess in the globalization era: educational competence, competence in research, technological commercialization, globalization competence, and future strategies (Menristekdikti, 2019). However, real-world conditions reveal various structural and personal



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barriers that hinder lecturers' performance. Ryan Kurniawan, Chair of the Indonesian Lecturers Association (Ikatan Dosen RI), has pointed to fundamental issues such as welfare, bureaucracy, administrative burdens, and low levels of scientific publication (Kurniawan, 2018). Data from the Science and Technology Index (SINTA) show that out of 305,000 lecturers and researchers in Indonesia, only around 200,000 are actively publishing scholarly work, and merely about 100,000 articles have been successfully indexed in Scopus (Pranata, 2021). Of the 177,000 lecturers and researchers registered in SINTA, only about 34,007 scientific publications have made it into the Scopus database (Sofyan, 2020).

This low level of research productivity and publication reflects underlying problems in lecturer performance. Five categories of factors are known to influence individual performance: personal factors (such as skills, knowledge, and confidence), leadership, teamwork, organizational systems, and situational factors (Mahmudi, 2015). In the higher education environment, the dynamics of lecturer performance are intricately linked to a complex interplay of organizational and psychological variables. In this context, spiritual leadership emerges as an approach that addresses crises of values and integrity within organizations by emphasizing humanistic and spiritual values as a means to resolve ethical leadership dilemmas (Tobroni, 2015).

Moreover, organizational culture plays a crucial role in shaping work behavior and lecturer loyalty. It has been shown to significantly influence job satisfaction and organizational commitment, both of which affect employee performance (Panggabean et al., 2020). Self-efficacy is also a key predictor in achieving optimal performance. It significantly affects lecturer performance both directly and through mediating variables such as person-job fit, as demonstrated in relevant empirical studies (Nurjati et al., 2020). An individual's confidence in fulfilling academic responsibilities determines the extent to which a lecturer can meet the demands of the profession.

Although numerous studies have examined the effects of variables such as leadership, organizational culture, and self-efficacy on performance, most remain general in nature and do not specifically address lecturers within particular geographic regions such as Probolinggo Regency. Previous research also tends not to integrate these four variables into a single, coherent conceptual framework. This highlights the presence of an empirical and population gap (Miles, 2017), namely, the lack of comprehensive empirical evidence regarding the interrelation of spiritual leadership, organizational culture, self-efficacy, and lecturer performance in regional higher education institutions.

In light of the above, this study aims to investigate the influence of spiritual leadership, organizational culture, and self-efficacy on lecturer performance in higher education institutions located in Probolinggo Regency. The central issue addressed is the low academic performance of lecturers, particularly in scholarly publication, and the suboptimal application of leadership values and work culture that support productivity.

The key research questions posed in this study are: (1) To what extent does spiritual leadership influence lecturer performance? (2) What is the role of organizational culture in supporting lecturer performance? (3) How significant is the contribution of self-efficacy to enhancing lecturer performance? This study is significant as it contributes to the theoretical understanding of the determinants of lecturer performance in the regional higher education context, while also offering practical implications for managerial policy development grounded in values, culture, and positive psychology in higher education.

2. Methods

2.1. Research Design

This study employs a quantitative approach using a correlational research design to analyze the effects of spiritual leadership, organizational culture, and self-efficacy on lecturer performance. The choice of this design is grounded in the objective of testing causal relationships between independent and dependent variables within a specific empirical context—lecturers at higher education institutions in Probolinggo Regency. This approach is deemed appropriate given the study's focus on measuring the strength of influence and predicting the contribution of each variable to lecturer performance (Juliansyah et al., 2023).

2.2. Participants and Sampling Technique

The population of this study comprises all permanent lecturers holding a National Lecturer Identification Number (NIDN) and based at ten higher education institutions in Probolinggo Regency, namely:

- a. Zainul Hasan Islamic University (UNZAH) Genggong,
- b. Nurul Jadid University (UNUJA) Paiton,
- c. Panca Marga University (UPM) Probolinggo,
- d. STIKES Hafshawaty Genggong,
- e. STIKES Bhakti Bangsa Medika,
- f. Muhammadiyah College of Islamic Studies (STAI) Probolinggo,
- g. Zainul Hasan College of Law (STIH) Genggong,
- h. AMIK Taruna Probolinggo,
- i. Ma'had Aly Zainul Hasan Genggong, and
- j. Ma'had Aly Nurul Qodim Paiton.

The total population consists of 523 lecturers.

The sample was selected using proportionate random sampling, with the sample size determined based on the Isaac and Michael formula (Sugiyono, 2021). A total of 220 respondents were selected, proportionally representing each institution. Respondent characteristics are presented in Tables 1 and 2, covering gender, age, academic rank, and years of service.

Table 1. Distribution of Respondents by Gender and Age

Gender	Frequency	Percentage
Male	124	56.3%
Female	96	43.7%
Age Group	Frequency	Percentage
< 30 years	56	25.4%
30–40 years	96	43.6%
40–50 years	40	18.3%
> 50 years	28	12.7%

Table 2. Distribution of Respondents by Academic Rank and Years of Service

Academic Rank	Frequency	Percentage
Assistant Expert	105	47.7%
Lecturer	84	38.2%
Senior Lecturer	31	14.1%
Years of Service	Frequency	Percentage
< 10 years	142	64.5%
10–20 years	70	31.8%
20–30 years	8	3.7%

2.3. Procedure and Data Collection Techniques

Data were collected through a survey using a closed-ended questionnaire with a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). The instrument was developed based on well-established theoretical constructs from previous research:

- Spiritual Leadership was measured using indicators that include honesty, justice, piety, openness, role-modeling, and humility (Tobroni, 2015).
- Organizational Culture was assessed using seven dimensions: innovation, attention to detail, outcome orientation, people orientation, teamwork, aggressiveness, and stability (Robbins, 2005).
- Self-Efficacy was measured with four indicators: past performance, vicarious experience, verbal persuasion, and emotional cues (Bandura, 1977).
- Lecturer Performance was evaluated based on the four core competencies: personality, professional, pedagogical, and social competencies (Departemen Pendidikan Nasional, 2005).

Instrument validity and reliability were tested during the initial stage using outer model analysis in SmartPLS.

2.4. Data Analysis Technique

Data analysis was conducted using SmartPLS 4.0 software. The analytical technique employed was Partial Least Squares Structural Equation Modeling (PLS-SEM), suitable for testing relationships among latent variables in exploratory conceptual models and data with non-normal distributions. PLS was selected for its robustness in analyzing structural models with complex variables and its flexibility in handling moderate sample sizes (Juliansyah et al., 2023).

The analytical steps included: (1) testing the measurement model (outer model) to confirm construct validity and reliability, (2) testing the structural model (inner model) to assess the strength and significance of relationships among variables, and (3) evaluating the overall model fit.

2.5. Research Ethics

This study was conducted in accordance with ethical principles of scientific research. All participants were informed of the research objectives, their right to withdraw at any time, and the confidentiality of their data. Participation was voluntary, and there was no coercion in questionnaire completion. Ethical clearance was obtained from the internal ethics committee of the researchers' affiliated institution prior to data collection.

3. Results

3.1. Structural Model Testing (Inner Model)

The R-square (R^2) value indicates the degree of determination of the independent variables on the dependent variable. A higher R^2 value signifies stronger explanatory power. The coefficient for the endogenous variable is presented in Table 2.

Table 2. Goodness of Fit Test Results

Structural Model	Endogenous Variables	R-Square (R^2)
1	Lecturer Performance (Y)	0.598

The R^2 value for the endogenous latent variable, as shown in Table 2, is 0.598. This indicates a moderate level of determination. The predictive relevance (Q^2) is calculated using the following formula:

$$Q^2 = 1 - (1 - R^2) = 1 - (1 - 0.598) = 1 - 0.402 = 0.598$$

The resulting Q^2 value of 0.598 indicates good predictive relevance. A Q^2 value greater than 0 suggests that the model has sufficient predictive relevance, whereas a value below 0 would indicate otherwise (Ghozali, 2018). The predictive relevance of 59.8% demonstrates that the model explains 59.8% of the variance in the data. The remaining 40.2% is attributed to variables outside the model.

3.2. Hypothesis Testing Results (Inner Model)

The hypothesis tests and path coefficients reveal the direct effects of spiritual leadership, organizational culture, and self-efficacy on lecturer performance. The T-statistics values are presented in Figure 1.

- Spiritual leadership significantly affects lecturer performance, with a p-value of $0.000 < 0.050$, supporting Hypothesis H1.
- Organizational culture significantly affects lecturer performance, with a p-value of $0.000 < 0.050$, supporting Hypothesis H2.
- Self-efficacy significantly affects lecturer performance, with a p-value of $0.000 < 0.050$, supporting Hypothesis H3.
- Collectively, spiritual leadership, organizational culture, and self-efficacy significantly influence lecturer performance, with a p-value of $0.000 < 0.050$, supporting Hypothesis H4.

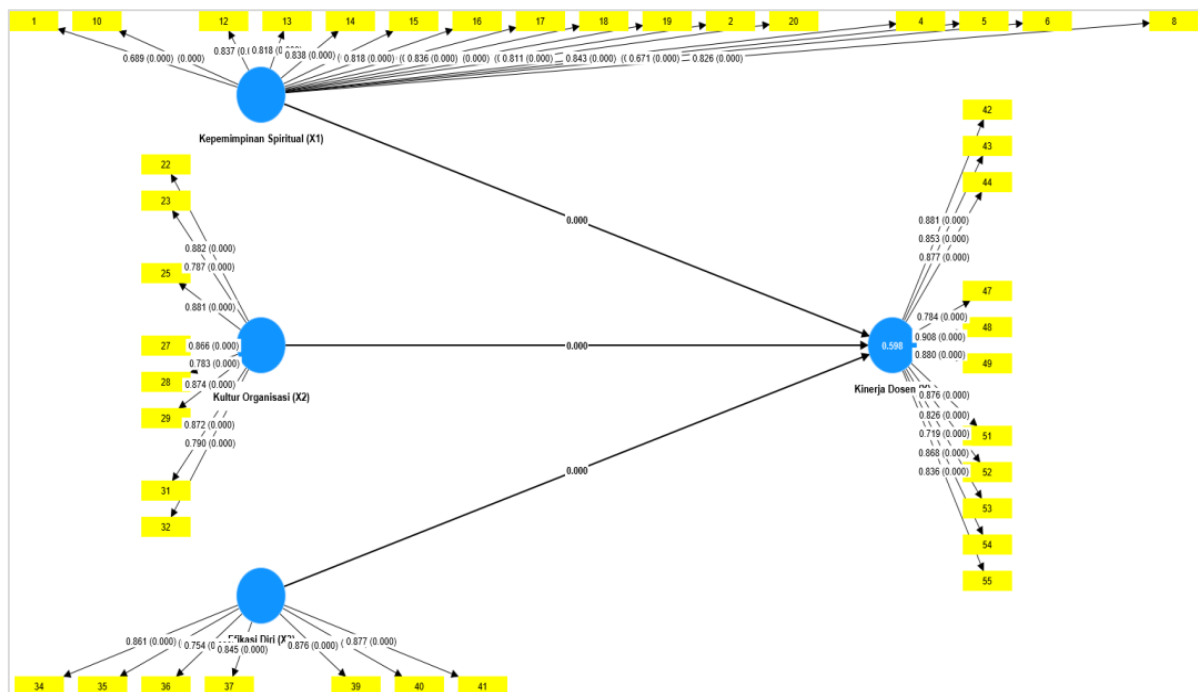


Figure 1. The Final Model

Table 4. Direct Effects (Path Analysis)

Hypothesis Statement	Original Sample	Sample Mean (M)	Standard Deviation (St. Dev)	T Statistics (O/St. Dev)	P Values
Spiritual Leadership => Lecturer Performance	1.330	1.326	0.255	5.222	0.000
Organizational Culture => Lecturer Performance	1.588	1.574	0.638	4.143	0.000
Self-Efficacy => Lecturer Performance	0.503	0.495	0.074	6.792	0.000

Table 5. Total Effects

Hypothesis Statement	Original Sample	Sample Mean (M)	Standard Deviation (St. Dev)	T Statistics (O/St. Dev)	P Value
Spiritual Leadership => Organizational Culture => Self-Efficacy => Lecturer Performance	0.231	0.231	0.048	4.791	0.000

4. Discussion

This study aimed to examine the influence of spiritual leadership, organizational culture, and self-efficacy on lecturer performance at higher education institutions in Probolinggo Regency. The analysis revealed that all three variables contribute positively and significantly to lecturer performance, both individually and collectively. The R^2 value of 0.598 indicates that the model accounts for nearly 60% of the variation in lecturer performance, underscoring the importance of value-based, structural, and psychological dimensions in shaping work behavior in academic institutions.

4.1. The Influence of Spiritual Leadership on Lecturer Performance

The findings demonstrate a significant effect of spiritual leadership on lecturer performance. This aligns with studies that assert spiritual leadership fosters positive attitudes, loyalty, and goal orientation within organizations (Alimudin et al., 2017; Supriyanto & Ekowati, 2020). By emphasizing values such as honesty, justice, and exemplary conduct, spiritual leadership provides an ethical foundation for the execution of academic responsibilities.

Nevertheless, despite the generally high perception of spiritual leadership, there remains a gap between the espoused values and actual performance outcomes. Several lecturers noted the absence of systematic policies that align leadership vision with measurable performance indicators. Issues such as inconsistent workload distribution, internal segmentation, and misalignment between courses and areas of expertise have weakened the impact of spiritual leadership on performance improvement. These findings highlight the need to reinforce spiritual leadership through consistent managerial systems and institutional policies.

4.2. The Influence of Organizational Culture on Lecturer Performance

Organizational culture was also found to have a significant positive influence on lecturer performance. This finding supports previous studies that emphasize the critical role of organizational culture in fostering productive work behavior (Kumar & Sharma, 2018; Rahmawaty, 2016; Sudarman et al., 2019). Internalizing organizational values serves as a psychological incentive for individuals to achieve institutional goals (Seidu et al., 2022).

A shared culture grounded in collective values, norms, and work habits facilitates coordination and enhances individual accountability. In Islamic higher education institutions, the integration of religious values into organizational culture creates a distinctive institutional identity. However, field observations indicated weaknesses in implementation, including inadequate performance evaluation systems, insufficient innovation guidance from leadership, and poor time management. Hence, building a strong and adaptive organizational culture represents a strategic step toward enhancing lecturer performance.

4.3. The Influence of Self-Efficacy on Lecturer Performance

Self-efficacy significantly affects lecturer performance, supporting the theory that individuals' beliefs in their own abilities influence task achievement (Bandura, 1977; Gibson et al., 2012; Schmidt & Karsten, 2006). Lecturers with high self-efficacy tend to exhibit greater perseverance, enthusiasm, and work efficiency.

This study underscores the importance of psychological factors in academic performance, especially in contexts marked by administrative burdens and limited structural support. Self-efficacy also serves as a compensatory mechanism for institutional shortcomings. Work experience and emotional stability have been identified as key determinants of self-efficacy (Justus et al., 2022). Therefore, training programs aimed at developing lecturers' confidence and resilience represent a vital investment in higher education human resource development.

4.4. Simultaneous Influence of Spiritual Leadership, Organizational Culture, and Self-Efficacy on Lecturer Performance

Taken together, spiritual leadership, organizational culture, and self-efficacy significantly enhance lecturer performance. This finding supports a multidimensional approach to understanding work behavior, emphasizing the integration of spiritual values and organizational structure in cross-cultural leadership development (Cohen & Abedallah, 2015). The result is also in line with arguments that effective leadership must cultivate work spiritualism, foster collective participation, and reinforce a collaborative spirit (Fortuna, 2020; Rachman, 2020).

Lecturers who possess high self-efficacy, operate within a structured organizational culture, and are led by inspirational figures are more likely to achieve optimal performance. These findings reinforce the importance of synergy between internal and external factors in enhancing academic productivity. Sustainable change requires strategic interventions, such as cultivating an innovative work culture, establishing clear performance standards, and creating a collaborative and capacity-building work environment.

The results further corroborate previous studies indicating that the influence of leadership on performance is more effective when mediated by organizational culture. For example, it has been demonstrated that while leadership in secondary schools does not directly enhance teacher creativity, it fosters a conducive work culture for innovation (Machali et al., 2024). A similar pattern is observed in higher education, where the impact of spiritual leadership is optimized only when supported by an adaptive and collaborative organizational culture.

This study, however, is subject to several limitations. First, the quantitative approach constrains exploration of qualitative aspects such as deep-seated perceptions or interpersonal dynamics. Second, the geographic scope is limited to a single regency, thus limiting the generalizability of findings to national or international contexts. Third, the reliance on self-reported data introduces potential bias due to perception distortion or social desirability effects.

Future research should consider using mixed-methods approaches to deepen understanding of the studied variables. Comparative studies across regions or between institutional types (public vs.

private) may also broaden insights into factors affecting lecturer performance. Moreover, exploring mediating or moderating variables such as intrinsic motivation, organizational commitment, and work engagement could enrich the proposed conceptual model.

This discussion affirms that spiritual leadership, organizational culture, and self-efficacy are critical determinants of lecturer performance in regional Islamic higher education institutions. The study contributes theoretically by integrating value-based, structural, and psychological approaches into a cohesive conceptual framework, while offering practical implications for the formulation of policies aimed at enhancing academic performance. In the long term, human resource development oriented toward integrity, collaboration, and adaptive capacity will be pivotal to the competitiveness of higher education institutions in an era of disruption.

5. Conclusion

This study offers a novel contribution by simultaneously integrating three key factors—spiritual leadership, organizational culture, and self-efficacy—into the analysis of lecturer performance within a geographically underexplored context, namely higher education institutions in Probolinggo Regency. The developed conceptual model demonstrates good predictive relevance, with an R^2 value of 0.598, indicating that nearly 60% of the variance in lecturer performance can be explained by these three variables.

Empirically, the findings comprehensively address the study's core research questions:

- a. Spiritual leadership is proven to significantly shape the ethical foundation and work attitudes of lecturers;
- b. Organizational culture supports coordination, loyalty, and enhanced academic engagement;
- c. Self-efficacy influences persistence and productivity and functions as a protective factor against structural constraints.

Collectively, these variables contribute significantly to improving lecturer performance, as evidenced by the hypothesis testing and path analysis results.

These findings have direct implications for institutional policy development in higher education, particularly in establishing value-based leadership models, strengthening adaptive collective work cultures, and designing programs that enhance individual psychological capacity. At a broader level, the study also provides an empirical basis for formulating national policies aimed at enhancing lecturers' academic competitiveness in the era of disruption, through integrated interventions combining structural and character-based approaches.

However, this research is subject to several methodological and contextual limitations. The quantitative approach employed restricts exploration of deeper meanings and interpersonal dynamics. The study's geographic scope, limited to a single region, also affects the generalizability of the findings. Moreover, the use of self-report data introduces potential perceptual bias.

Future studies are encouraged to adopt mixed-method approaches to capture qualitative dimensions such as perceptions, motivations, and social relationships more deeply. Comparative research across regions and institutional types (public vs. private) is also essential to broaden contextual understanding. Additionally, exploring mediating and moderating variables such as intrinsic motivation, work engagement, and organizational commitment can enrich the proposed conceptual model.

Overall, this study affirms that the enhancement of lecturer performance cannot be separated from the synergy among value-based, structural, and individual psychological dimensions. In the long term, human resource development in higher education must be directed not only at technical competencies but also at fostering work environments characterized by integrity, collaboration, and resilience to meet the challenges of education in the era of digital transformation and globalization.

Declarations

Author contribution statement

Abd Aziz served as the main and corresponding author, leading the research and writing. Poppy Rachman contributed to data collection and analysis. Juliansyah assisted in the literature review and preparation of research materials. Ali Murfi provided support in data interpretation and manuscript revision.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.


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