



TRANSFORMATIONAL LEADERSHIP AND ORGANISATIONAL COMMITMENT: KEY DRIVERS OF LECTURER PERFORMANCE IN MUHAMMADIYAH HIGHER EDUCATION INSTITUTIONS IN INDONESIA


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Abstract:

Lecturers often face challenges such as excessive administrative workloads, limited research support, and increasing performance expectations that can impede their effectiveness. Hence, this study aims to examine how transformational leadership and organisational commitment influence lecturers' performance, providing insights into strategies for improving academic productivity and institutional outcomes. Employing a quantitative approach with a cross-sectional survey design, data were collected using a validated and reliable questionnaire. Stratified sampling based on institutional accreditation produced 292 usable responses from 300 distributed questionnaires. The data were analysed using multiple linear regression techniques. The results demonstrate that transformational leadership has a positive and significant effect on lecturer performance, while organisational commitment similarly contributes positively and significantly influences lecturer performance. These findings confirm that the combination of transformational leadership and organisational commitment serves as a pivotal driver of faculty academic achievement. Practically, the study highlights the necessity of fostering transformational leadership capacity across managerial levels and reinforcing organisational commitment through performance-orientated policies and research support, thereby strengthening the long-term

competitiveness of Muhammadiyah higher education institutions at both national and global scales.

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Transformational Leadership, Organisational Commitment, Work Performance, Lecturers, Muhammadiyah University



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Introduction

In the increasingly competitive and dynamic landscape of higher education, universities are compelled to continuously enhance the quality of governance, human resources, and the outcomes of their threefold mission teaching, research, and community service. One of the most critical aspects determining the success of higher education institutions is lecturers' performance. Faculty members not only serve as educators but also as researchers and community service practitioners, roles that directly reflect the overall quality of the institution. Accordingly, efforts to improve lecturers' performance have become a top priority in higher education management.

This phenomenon warrants particular attention in light of the growing crisis of trust affecting the education sector, especially at the level of higher education institutions. Education itself is a vital driver in advancing the 2030 Agenda for Sustainable Development, underscoring the need for universities to strengthen academic quality and institutional credibility (United Nations, 2023). Higher education institutions (HEIs), including universities and colleges worldwide, are tasked with preparing future professionals, conducting meaningful research, and engaging with communities and stakeholders to address local, national, regional, and global challenges. HEIs stand at the forefront of generating solutions essential for advancing the Sustainable Development Goals (SDGs), which highlight the fundamental role of education in fostering healthy and inclusive societies as envisioned in the 2030 Agenda.

In Indonesia, the Higher Education Act No. 12 of 2012 regulates the administration of HEIs, encompassing universities, institutes, language schools, technical colleges, intellectual academies, and state academies. This policy aims to establish a higher education system that is of high quality, inclusive, and globally competitive. As of September 25, 2025, data from the Higher Education Database Pangkalan Data Pendidikan Tinggi (PDDikti) recorded a total of

4,146 higher education institutions in Indonesia, consisting of 125 public universities (PTN), 1,037 academic institutions (PTA), 171 religious higher education institutions (PTK), and 2,813 private universities (PTS) (PDDikti, 2025). The large number of private universities reflects the dominant role of the private sector in Indonesia's higher education system. Furthermore, based on the most recent data from (PDDikti, 2025) The total number of students enrolled in higher education institutions across Indonesia has reached 9,967,423. Of this figure, 3,875,751 students are enrolled in public universities, 795,330 in state academic institutions (PTA), 498,691 in private academic institutions (PTA), and 4,580,149 in private universities. These figures indicate that a significant proportion of higher education students in Indonesia pursue their studies at private institutions, underscoring the pivotal role of the private sector in the nation's higher education system.

Muhammadiyah, as one of the largest Islamic organizations in Indonesia, has made a substantial contribution to the history of national educational development. Its historical legacy, deeply rooted since its inception, continues to evolve in line with contemporary dynamics, positioning Muhammadiyah not only as a pioneer of religious and social movements but also as a strategic actor in the advancement of knowledge. Over the course of its development, Muhammadiyah has established 171 higher education institutions across Indonesia, encompassing private universities, academies, polytechnics, secondary schools, and other recognized higher education institutions. Specifically, Muhammadiyah operates 69 private universities strategically distributed throughout the country, which collectively play a vital role in shaping the quality and competitiveness of Indonesia's higher education landscape (Kompas, 2023). Among these 69 universities, 11 have achieved "excellent" status, as assessed through the Key Performance Index (KPI), which serves as a benchmark for institutional quality and competitiveness (PDDikti, 2022).

Such achievements are undoubtedly linked to the quality of human resources, particularly faculty members and academic staff, as stipulated in the Higher Education Act No. 69 of 2012. The presence of leaders with integrity and trustworthiness is essential in fostering a work environment that enables employees to engage and contribute at their fullest capacity (Yukl, 2010). Faculty dissatisfaction often leads to decreased motivation and a heightened propensity to withdraw from the organization (Lok & Crawford, 2004). High levels of motivation are influenced by the leadership style practiced. Employees are more likely to be motivated to support organisational goals when they perceive genuine commitment and sincerity from their leaders (Basuki, 2016). Positive leadership attitudes and practices also foster employee loyalty toward both the leader and the organization (Mahmud, 2019). Therefore, leaders need to build trust and provide faculty members with the space to explore and maximize their potential (Putri et al, 2020).

Moreover, transformational leadership represents a highly relevant model in the context of higher education, as it enhances employees' intrinsic motivation while aligning individual goals with the broader organisational vision. Sukaesih et al., (2017 and Wahab, (2016) This leadership style has been shown to positively contribute to improving employee performance, including that of faculty members. Studies conducted across various Muhammadiyah higher education institutions by (Saipul Wakit, 2021) The findings reveal that faculty members under transformational leadership experience higher levels of satisfaction and improved academic performance. This phenomenon suggests that a work culture grounded in transformational values can foster an academic environment that is innovative, productive, and collaborative.

Furthermore, organisational commitment also emerges as a critical indicator in determining the quality of lecturers' performance. Strong commitment reflects loyalty and concern for institutional advancement, while simultaneously encouraging faculty members to contribute their best efforts across the three pillars of higher education: teaching, research, and community service. (Kuswandi, 2015; Mwesigwa, 2020). Nevertheless, the dynamics of organisational commitment are not entirely linear. If not managed proportionally, such commitment may instead generate work pressure, mental fatigue, and even hinder professional innovation and flexibility (Hadi, 2020; Premlata, 2022). Therefore, maintaining a balance between loyalty and well-being is essential to maximizing the positive impact of commitment on lecturers' performance. Conversely, excessive workloads and the imbalance between workload and compensation remain critical factors that hinder faculty productivity and effectiveness in higher education institutions, including within Muhammadiyah universities (Premlata, 2022; Kusumawati, 2020).

This condition becomes even more complex when linked to the realities faced by Muhammadiyah higher education institutions in Indonesia. Of the total 69 Muhammadiyah institutions, only 11 are categorized as leading universities, while the remainder have yet to achieve such a status (Siswosuharjo & Listiyoko, 2019). This phenomenon illustrates the persistent challenges that must be addressed, particularly in relation to improving lecturers' performance. Heavy workloads especially administrative tasks beyond the core responsibilities of teaching and research often serve as barriers to faculty productivity and effectiveness. Moreover, the imbalance between workload and compensation, coupled with insufficient recognition of academic contributions, may trigger symptoms of professional burnout, which in turn negatively affect teaching quality, research productivity, and community service engagement (Premlata, 2022; Kusumawati, 2020). Therefore, enhancing lecturers' performance constitutes a strategic measure to strengthen institutional competitiveness, particularly in an era of global competition that demands academic excellence and faculty professionalism.

Nevertheless, studies within the context of Indonesian higher education, particularly Muhammadiyah universities, remain relatively scarce, highlighting the need for further research to enrich the local perspective (Jiatong, 2022; Mangkunegara, 2020). This condition underscores a research gap in comprehending the organisational dynamics of higher education institutions grounded in Islamic values, such as those practiced at Muhammadiyah Universities. These institutions carry distinctive characteristics, where spiritual and religious principles are embedded not only in the organisational culture but also in managerial processes. Therefore, it is essential to develop and adapt leadership and management models that align with the cultural context and Islamic values that shape Muhammadiyah Higher Education. Such an approach is expected to enrich the national academic discourse while simultaneously offering contextual and practical insights to enhance lecturers' performance holistically, encompassing professional, emotional, and spiritual dimensions.

Moreover, examining the influence of transformational leadership and organisational commitment on lecturers' performance within Muhammadiyah Universities is of critical importance. Beyond clarifying the theoretical relationships among these variables, this analysis provides a foundation for formulating effective managerial strategies that aim to improve both the quality and competitiveness of Islamic higher education. Striking a balance between inspirational leadership and a healthy sense of commitment should serve as a cornerstone for

establishing sustainable university governance that remains productive, innovative, and adaptive to the evolving challenges of contemporary times.

Accordingly, investigating the role of transformational leadership and organisational commitment in shaping lecturers' performance in Muhammadiyah Higher Education is not only timely but also highly relevant. Such inquiry is pivotal not merely for advancing theoretical understanding but also for offering practical guidance in designing more effective management strategies. In this regard, the interplay between visionary leadership and balanced organisational commitment emerges as a critical foundation for fostering sustainable, high-quality, and globally competitive higher education within the context of Islamic universities.

Literature Review

Work Performance Theory

Faculty work performance is the result of a complex interaction between various internal and external factors. In general, lecturer performance is not only an indicator of institutional success but also a reflection of the effectiveness of managerial systems and the organisational culture that underpins them. Performance can be assessed across several dimensions, including quantity, quality, timeliness, and collaborative capacity. These dimensions align with the broader perspective that performance represents the outcomes of task execution as part of individual responsibilities. In the higher education context, such indicators serve as the primary benchmarks for evaluating the successful implementation of the tridharma of universities: teaching, research, and community service (Fitriani & Virgana, 2023; Mangkunegara, 2011; Sugiarti, 2022; Sutrisno, 2023). Theoretically, the indicators influencing lecturers' performance can be categorized into situational conditions, skills, abilities, motivation, and role perception. These factors are further expanded by incorporating personal attributes, leadership, teamwork, organisational systems, and contextual conditions as core variables that determine individual performance within an organization (Albanese, 1981).

Several studies indicate that lecturers' performance is shaped by a combination of internal and external factors. Internal factors that significantly influence lecturers' work performance include discipline, work motivation, professionalism, job satisfaction, and self-efficacy. Furthermore, research conducted by (Fikri et al., 2021) This premise is reinforced by findings that lecturer professionalism has a significant impact on teaching performance, particularly when mediated by work motivation. Interestingly, the effect of leadership empowerment becomes less significant when self-efficacy levels are high, suggesting the dominant role of individual internal factors. On the other hand, external factors that also shape lecturers' performance include leadership, organisational commitment, career development, training, infrastructure, and technological transformation. Transformational and visionary leadership has been shown to inspire, motivate, and foster a supportive work environment that enables lecturers in higher education institutions to grow and excel (Herdayati, 2020). Organisational commitment fosters lecturers' loyalty and dedication to their institutions, which in turn enhances their overall performance (Suryaman, 2018). Training and career development provide opportunities for lecturers to enhance their efficiency and professional competencies. At the same time, technological transformation and adequate infrastructure play a crucial role in supporting the improvement of lecturers' performance, particularly in the context of online learning and academic innovation within higher education institutions (Arifin & Sukmawidjaya, 2020; Garaika, 2020).

Lecturers' performance is assessed across multiple dimensions, including the quantity and quality of output, collaborative capacity, and timeliness, which serve as key benchmarks for evaluating the successful implementation of the tridharma of higher education: teaching, research, and community service (Sugiarti, 2022). However, several studies have also shown that the implementation of the tridharma is not always balanced. Lecturers often demonstrate stronger performance in teaching activities compared to research and community service. Consequently, assessing the distribution of lecturers' working time becomes an important consideration to ensure alignment with the proportional expectations of the tridharma and broader institutional goals (Bungai & Perdana, 2018; Markom, 2012). Innovations in lecturers' performance evaluation continue to evolve and are essential for enhancing global competitiveness and improving the quality of lecturers within higher education institutions (Kumaladewi, 2021).

Furthermore, lecturers' performance is the outcome of a dynamic interaction between internal and external factors, in which organisational support, effective leadership, motivation, and competency development serve as critical foundations for enhancing the quality and productivity of lecturers. The sustainability of higher education institutions largely depends on the optimization of these indicators, particularly in strengthening the productivity of the tridharma and advancing institutional competitiveness at both national and global levels (Suryaman, 2018).

The Relationship Between Transformational Leadership and Lecturers' Performance

Transformational leadership is characterized as a leadership style that emphasizes the creation of positive organisational change through the development of an inspiring vision, the empowerment of individuals, and the cultivation of a work environment that fosters innovation. (Robbins & Judge, 2017) It is argued that transformational leaders are capable of motivating their followers to transcend personal interests in favour of collective goals and institutional objectives. Within the higher education context, such a leadership style holds considerable potential to enhance lecturers' performance across teaching, research, and community service. (Bass, 1985) and (Luthans, 2011) It has been outlined that transformational leadership comprises four core dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Similarly, (Herlina, 2021) Transformational leadership has been shown to enhance loyalty, work enthusiasm, and innovation among faculty members in higher education institutions. Idealized influence refers to the leader's ability to serve as a role model, fostering trust and respect. Inspirational motivation reflects the leader's capacity to articulate a clear vision and inspire followers to pursue it with commitment. Intellectual stimulation encourages faculty members to think critically and innovatively, while individualized consideration highlights the leader's attention to the specific needs and development of each individual.

The implementation of these four dimensions within higher education settings has been empirically proven to improve lecturers' performance across teaching, research, and community engagement. (Mangkunegara, 2020) Previous studies have found that transformational leadership and motivation exert a positive influence on lecturers' performance. Similar findings were also reported by Zinudin & Rizal (2019), who emphasized that the core components of transformational leadership, such as idealized influence, inspirational motivation, and individualized consideration, significantly enhance faculty work motivation. On the other hand, Warlizasusi & Ifnaldi (2021) indicate that both transformational

leadership and lecturers' self-efficacy have a direct positive impact on lecturers' performance. (Ferdinan & Lindawati, 2021) Some studies have even found that transformational leadership negatively affected lecturers' innovative behavior and performance, whereas organizational culture exerted a positive influence. (Nurtjahjani, 2020) It is stated that a leader's idealized influence can enhance lecturers' dedication by fostering respect and trust. Transformational leaders are characterized by core attributes, including the ability to exert idealized influence, provide intellectual stimulation, deliver inspirational motivation, and offer individualised consideration (Bass & Riggio, 2006). On the other hand, Daliman (2021) adds that inspirational motivation enables leaders to align the organisational vision with lecturers' actions, thereby enhancing teaching effectiveness. Similarly, studies by Ariwibowo & Djuhartono (2022) reveal that work-life balance has a stronger influence on lecturers' performance compared to transformational leadership, which did not show a direct effect. However, this finding contrasts with studies by Syaifuddin et al. (2023) and Wang & Sun (2022). Research highlights that the effectiveness of transformational leadership is highly dependent on organisational cultural context, particularly the prevailing culture and bureaucratic structure. Furthermore, transformational leadership functions not only as a managerial tool but also as a strategic approach capable of shaping a dynamic, inspiring, and adaptive academic culture. Transformational leadership tends to enhance lecturers' motivation and performance, especially when supported by internal factors such as self-efficacy and motivation, as well as external factors like a conducive organisational culture. However, its impact may vary depending on institutional characteristics, mediating variables, and the socio-cultural context within higher education settings.

H1: Transformational leadership has a positive effect on lecturers' performance.

The Relationship Between Organisational Commitment and Lecturers' Performance

Organisational commitment constitutes a critical component of the fundamental psychological elements that shape individuals' loyalty, dedication, and active engagement with the institutions to which they belong. Allen & Meyer, (1993) this commitment can be classified into three main dimensions: affective, continuance, and normative. These dimensions significantly influence workforce stability and contribution, including that of lecturers in higher education institutions. In the context of higher education, organisational commitment has been demonstrated to have a significant correlation with the quality of tridharma implementation in universities, encompassing teaching, research, and community service. Meyer & Herscovitch (2001) It is state that organisational commitment can shape work behaviours that are proactive, responsible, and consistent with the organization's goals. Basel & Ghazzawi (2019). They also argue that a strong belief in the institution's vision and mission serves as an important indicator of lecturers' engagement and work motivation. Furthermore, studies by Jannah, Sunarsi & Putra, (2021) found that lecturers with high levels of organisational commitment tend to be more actively engaged in teaching, research, and community service activities.

Robbins & Judge (2017) further revealed that individuals with high organisational commitment tend to exhibit Organisational Citizenship Behaviour (OCB), which encompasses discretionary actions that support organisational effectiveness, such as assisting colleagues, volunteering in campus activities, and upholding the institution's reputation. This finding is also consistent with the results of Dinantara, (2018), which indicate that lecturers with high organisational commitment demonstrate greater scholarly productivity and broader engagement in academic development. This is particularly relevant in flexible work settings, as evidenced by Habibi et

al. (2024), stating that organisational commitment has a significant impact on lecturers' performance while working from home.

Adhan et al. (2019) and Saya et al. (2025) state that organisational commitment serves as a key driver of innovation in teaching, integrity in research, and sustainability in community service. The study explains that lecturers with strong organisational commitment not only fulfill formal obligations but also generate positive impacts on institutional development. Furthermore, Rahayu (2023) emphasizing that commitment can be strengthened through a healthy work environment and participative leadership. When lecturers feel valued and involved in decision-making processes, they are more motivated to contribute maximally. Furthermore, studies explain that both personal and structural factors collectively shape the level of lecturers' organisational commitment. Similar findings were also reported by Rohman (2023), highlighting that organisational commitment serves as a crucial mediator in the relationship between organisational identification and lecturers' performance.

Overall, the synthesis of various studies confirms that organisational commitment not only serves as a key factor in fostering faculty loyalty but also represents a strategic element for enhancing academic quality, research productivity, and institutional competitiveness amid the evolving landscape of higher education. Efforts to build and strengthen lecturers' commitment require a comprehensive approach, encompassing inclusive leadership, improved work well-being, career development, and the creation of an organisational culture that supports sustainable professional growth.

H2: Organisational commitment has a positive effect on lecturers' performance.

Research Framework

Lecturers' performance at Muhammadiyah Higher Education institutions in Indonesia is influenced by two main factors: transformational leadership and organisational commitment. Transformational leadership plays a crucial role in inspiring, motivating, and encouraging lecturers to innovate and adapt to change, thereby optimizing lecturers' performance. Furthermore, organisational commitment serves as a key factor that drives lecturers to contribute their best efforts in supporting institutional advancement. Accordingly, the combination of transformational leadership and organisational commitment is believed to significantly enhance lecturers' performance within Muhammadiyah Higher Education institutions. The relationships among these variables are illustrated in Figure 1.

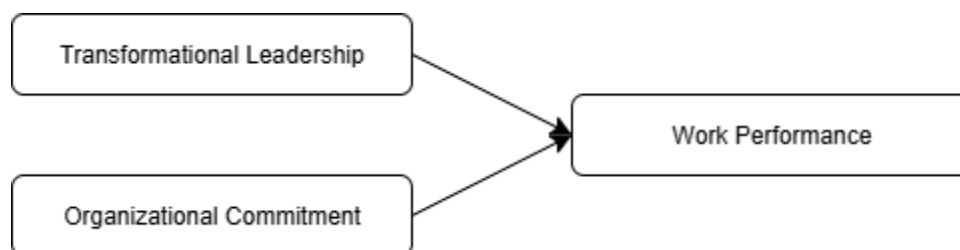


Figure 1: Conceptual Framework

Methodology

Research Design

This study employed a quantitative research approach using a cross-sectional survey design, in which data were collected at a single point in time from lecturers across Muhammadiyah Higher Education Institutions (PTM) in Indonesia. This design was chosen for its ability to measure and analyse relationships among variables transformational leadership, organisational commitment, and lecturer performance objectively and efficiently across a large population.

Development of Research Instrument

A structured questionnaire was developed as the primary data collection instrument, consisting of three main sections. The first section gathered respondents' demographic information, including age, gender, academic rank, and length of service. The second section measured the independent variables, which are transformational leadership and organisational commitment, while the third section focused on the dependent variable, lecturer performance.

Each construct was measured using items adapted from well-established and validated instruments. The scale for transformational leadership (four items) and organisational commitment (five items) was adapted from Allen & Meyer (1993), while lecturer performance (three items) was measured using indicators from *Robbins and Judge (2017)*. All items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing respondents to express the degree of agreement with each statement.

Before the main data collection, a content validity assessment was conducted through expert review. Three experts, one university leader, and two senior lecturers with extensive experience in management and organisational studies evaluated the questionnaire for clarity, relevance, and comprehensiveness. Their feedback was used to refine item wording and sequence to ensure clarity and contextual appropriateness.

A pilot test involving 30 lecturers was then conducted to evaluate the reliability and internal consistency of the instrument. Minor adjustments were made based on respondent feedback. Reliability analysis using Cronbach's Alpha showed values exceeding 0.70 for all constructs, confirming satisfactory reliability and internal consistency of the measurement instrument.

Sample and Procedures

The study population comprised 15,436 lecturers employed at various Muhammadiyah Higher Education Institutions throughout Indonesia. Given the large and regionally diverse population, probability sampling with a stratified sampling technique was adopted to ensure proportional representation. Stratification was based on institutional accreditation levels, namely, Excellent, Very Good, and Good, allowing for fair representation from each category of institution.

The final sample size was determined proportionally across the three strata, and data were collected through both online and electronic means, including email, WhatsApp, and social media platforms, to reach respondents from geographically dispersed institutions. A total of 300 questionnaires were distributed, resulting in 292 valid responses suitable for analysis.

Data Analysis

The collected data were analysed using multiple linear regression analysis to examine the direct effects of transformational leadership and organisational commitment on lecturers' performance. Descriptive statistics were first employed to summarise demographic information and evaluate data distribution. Subsequently, inferential analysis was conducted to test the hypothesized relationships among variables. This analytical approach provided empirical evidence regarding the extent to which transformational leadership and organisational commitment act as key drivers of lecturer performance in Muhammadiyah Higher Education Institutions in Indonesia.

Research Finding

The findings of this study are presented in two parts. The first part provides an overview of the respondents' profile to contextualise the data, while the second part focuses on the results of the multiple linear regression analysis, examining the effects of transformational leadership and organisational commitment on lecturers' work performance.

Respondent's Profile

The demographic profile of the respondents reveals a nearly balanced gender distribution, with males constituting 50.7% and females 49.3%. The majority of respondents are aged between 30 and 39 years (51.7%), followed by those aged 40–49 years (23.3%) and 50–59 years (19.5%). Most respondents are married (93.5%). Regarding educational attainment, 69.2% hold a master's degree, and 30.8% possess a doctoral degree.

In terms of professional placement, the largest proportion of respondents are positioned at the study program level (83.9%), with smaller percentages located at the university (8.9%) and faculty levels (7.2%). Experience-wise, most have served between 10 and 19 years (55.8%), followed by 38.4% with 5–9 years and 5.8% with more than 20 years of service. Academically, the majority hold the rank of Lecturer (64.7%), while others are Assistant Lecturers (27.4%) or Senior Lecturers (7.5%). Structurally, 66.8% serve primarily as lecturers, with the remainder occupying roles such as program coordinators, deans, and vice-rectors.

Concerning monthly income, the majority earn between RM900 and RM2,000 (72.2%), while 20.5% receive below RM900, and a small fraction (6.2%) earn above RM2,000. Only 1% of respondents earn in excess of RM2,860. This pattern indicates that most participants belong to the productive and mature age groups, which are typically associated with greater professional experience and engagement in academic or institutional activities relevant to the study's context.

Table 1. Demographic Profile of Respondents

Category	Sub-Category	Frequency (n)	Percentage
Gender	Male	148	50.7
	Female	144	49.3
Age	20–29 years	10	3.4
	30–39 years	151	51.7

Category	Sub-Category	Frequency (n)	Percentage
	40–49 years	68	23.3
	50–59 years	57	19.5
	60 years and above	6	2.1
Marital Status	Single	19	6.5
	Married	273	93.5
Education Level	Master’s Degree	202	69.2
	Doctoral Degree	90	30.8
Placement by University	University	26	8.9
	Faculty	21	7.2
	Study Programe	245	83.9
Length of Service	5–9 Years	112	38.4
	10–19 Years	163	55.8
	More Than 20 Years	17	5.8
Academic Position	Assistant Lecturer	80	27.4
	Lecturer	187	64.7
	Senior Lecturer	22	7.5
	Professor	1	0.3
Structural Position	Lecturer	195	66.8
	Program		
	Head/Secretary/Lab Head	50	17.1
	Dean/Deputy/Board	26	13.4
	Vice Rector	7	2.4
Monthly Income	RM285–RM900	60	20.5
	RM900–RM1,430	107	36.6
	RM1,430–RM2,000	104	35.6
	RM2,000–RM2,860	18	6.2
	RM2,860 and Above	3	1.0

Results of Multiple Linear Regression Analysis

The results of the multiple linear regression analysis, as presented in Table 2, indicate that transformational leadership and organisational commitment are significant positive predictors of lecturers’ work performance at Muhammadiyah Higher Education institutions in Indonesia. Transformational leadership has a strong and statistically significant effect on lecturers’ performance ($B = 0.927$, $\beta = 0.989$, $t = 173.168$, $p < 0.01$), suggesting that enhancements in transformational leadership behaviours are associated with substantial improvements in work performance. Organisational commitment also has a positive and statistically significant influence ($B = 0.017$, $\beta = 0.015$, $t = 2.646$, $p < 0.01$), although its effect size is comparatively small relative to transformational leadership.

As shown in Table 2, the model explains 99.3% of the variance in lecturers’ work performance ($R^2 = 0.993$, Adjusted $R^2 = 0.993$), and the overall regression is highly significant ($F = 20,817.936$, $p < 0.001$), indicating that transformational leadership and organisational commitment together serve as robust determinants of lecturers’ performance. While transformational leadership emerges as the dominant factor, organisational commitment

provides additional explanatory power, suggesting that both leadership behaviours and employees' organisational attachment are important for optimizing academic performance. The remaining 0.7% of variance implies that other factors not included in this model may also influence lecturers' work performance.

In summary, the findings provide empirical support for H1 and H2, confirming that transformational leadership and organisational commitment positively and significantly enhance lecturers' performance, with transformational leadership exerting the most substantial impact, as evidenced in Table 2.

Table 2. Results of Multiple Linear Regression Analysis

	Unstandardised Coefficients		Unstandardised Coefficients	t	p
	B	Std. Error	Beta		
(Constant)	-1.119	0.269	–	-4.167	<0.001
Transformational Leadership	0.927	0.005	0.989	173.168	<0.001
Organisational Commitment	0.017	0.006	0.015	2.646	0.009

Model Summary: $R^2 = 0.993$, Adjusted $R^2 = 0.993$, $F(2, n-3) = 20,817.936$, $p < .001$

Note. Dependent variable: Lecturers' Work performance. B = unstandardized coefficient; SE B = standard error of B; β = standardized coefficient. Significance levels: $p < .01$, $p < 0.05$, $p < 0.10$.

Discussion

The findings of this study indicate that transformational leadership has a substantial positive effect on lecturers' work performance in Muhammadiyah Higher Education institutions in Indonesia. Transformational leaders, characterized by their ability to provide vision, intellectual stimulation, inspiration, and individualized support, foster an environment in which lecturers feel motivated and valued (Bass & Riggio, 2006). By cultivating trust, respect, and commitment, these leaders encourage lecturers to engage in innovative teaching, pursue research activities, and contribute to community service, which are central to the mission of higher education institutions.

Within Muhammadiyah Higher Education institutions, where organizational culture emphasizes moral values, service, and community engagement, transformational leadership appears particularly influential. Leaders who can articulate a clear vision, recognize individual contributions, and support professional development help lecturers navigate structural constraints, such as limited research facilities, heavy administrative duties, and institutional obligations. These findings are consistent with previous studies showing that transformational leadership enhances employee motivation, job satisfaction, and organizational commitment, which in turn improves performance (Bass & Riggio, 2006; Robbins & Judge, 2017). Similarly, Herlina (2021) highlights that transformational leadership in higher education strengthens lecturer engagement, innovation, and institutional loyalty.

The results further show that organizational commitment also positively influences lecturers' performance. Lecturers with higher levels of commitment tend to be more engaged, dedicated, and willing to contribute to institutional objectives (Allen & Meyer, 1993). This commitment, particularly affective commitment, is essential in the context of Muhammadiyah Higher Education, where lecturers often demonstrate strong alignment with the institution's values and mission. However, as this study demonstrates, commitment alone does not automatically lead to high performance. Without adequate institutional support, such as access to research resources, recognition for achievements, and manageable workloads, high commitment may not fully translate into improved productivity. Previous research supports this observation, emphasizing that organizational commitment interacts with contextual factors, including leadership style and work environment, to determine performance outcomes (Luthans, 2011; Wibowo, 2016; Jannah & Putra, 2021).

The interplay between transformational leadership and organizational commitment appears crucial. Transformational leaders not only directly influence performance but also reinforce lecturers' commitment by creating a supportive climate, encouraging innovation, and recognizing achievements. This aligns with findings by Syaifuddin et al. (2023) and Wang and Sun (2022), who note that the effectiveness of transformational leadership is mediated by organizational culture and structure. In settings that are highly bureaucratic or less adaptive, leadership impact may be limited unless faculty commitment and institutional support are simultaneously addressed.

Practically, the results suggest that Muhammadiyah Higher Education institutions should prioritize developing transformational leadership across managerial levels, from rectors and deans to program heads. Leadership training should focus on vision communication, participatory decision-making, staff empowerment, and fair workload distribution. At the same time, policies that convert organizational commitment into measurable outcomes, such as recognition for research publications, teaching excellence, and community engagement, can maximise the positive impact on lecturer performance. Providing access to resources, technical support, and professional development opportunities will further enable lecturers to transform loyalty into productive engagement, contributing meaningfully to institutional goals.

In summary, the findings demonstrate that transformational leadership and organizational commitment jointly drive lecturers' work performance. Transformational leadership emerges as the primary factor, while organizational commitment strengthens and sustains performance outcomes. The study underscores the importance of aligning leadership practices with organizational culture and faculty capacities to achieve high-quality, sustainable performance in higher education.

Research Recommendation

This study has several limitations that should be considered for future research. The focus on Muhammadiyah Higher Education institutions in Indonesia restricts the generalizability of the findings. Variations in organisational culture, bureaucratic systems, and human resource management policies in public universities, non-Muhammadiyah private institutions, or higher education institutions abroad may affect the relevance and strength of the relationships among the variables. Therefore, cross-context and cross-country studies are needed to examine the applicability of this model in diverse higher education organisational and cultural settings.

Furthermore, the use of a cross-sectional research design does not allow for in-depth exploration of causal relationships or the observation of dynamic interactions among variables over time. Future research is recommended to adopt a longitudinal approach to monitor the ongoing influence of transformational leadership, organisational commitment, and lecturer performance. This approach also offers the opportunity to identify emerging variables in response to changes in institutional policies, technological advancements in education, or shifts in academic priorities.

Although this study emphasizes the importance of transformational leadership and organisational commitment, other potentially influential variables such as intrinsic motivation, emotional intelligence, collaborative work culture, and organisational support were not integrated. These factors could provide a more comprehensive understanding of the mechanisms underlying lecturer performance and could be examined using multilevel approaches at the individual, organisational, and group levels.

Organisational policies that integrate spiritual values, particularly Muhammadiyah principles, with performance-based reward systems have also not been thoroughly explored. Future studies could examine the effectiveness of such policies across different contexts, including institutions with distinct ideological foundations or international universities with secular work cultures. Additionally, this study only involved lecturers as respondents, leaving the perspectives of administrative staff and top management unexplored. Expanding the respondent pool would provide a more holistic understanding of the higher education organizational ecosystem.

Finally, to gain more global insights, future research should include higher education institutions from various countries, both those with similar work cultures and those with significantly different ones. Such cross-national studies could help identify common patterns and unique contextual factors affecting the effectiveness of transformational leadership and organisational commitment, ensuring that the findings are not only relevant to Muhammadiyah Higher Education in Indonesia but also applicable to higher education institutions internationally.

Conclusion

This study provides empirical evidence that transformational leadership and organisational commitment are key factors influencing the performance of lecturers in Muhammadiyah Higher Education institutions in Indonesia. Transformational leadership not only inspires lecturers through vision, trust, and motivation but also empowers them to overcome structural challenges and contribute more effectively to institutional goals. Similarly, organisational commitment fosters loyalty and engagement, which, when supported by appropriate policies and resources, translates into improved teaching, research, and community service outcomes. The findings underline the importance of synergy between leadership and commitment. While leadership shapes institutional direction and motivation, commitment ensures long-term dedication. Together, these factors serve as critical enablers for enhancing academic performance and institutional competitiveness.

For policymakers and institutional leaders, the results highlight the need to:

1. Invest in leadership development programs that emphasize transformational practices.
2. Implement performance-based incentives and recognition systems.
3. Provide adequate resources, career pathways, and research support to sustain lecturers' commitment.

By adopting these measures, Muhammadiyah Higher Education institutions can strengthen their academic capacity, increase research output, and expand their contribution to society. Ultimately, reinforcing transformational leadership and organisational commitment is essential for ensuring sustainable excellence and positioning Muhammadiyah universities as competitive institutions both nationally and globally.

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