

Factors affecting organizational performance at private universities in Banten province



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ARTICLE INFO

Article history:

Received 16 January 2025

Received in revised form

21 May 2025

Accepted 27 May 2025

Keywords:

Organizational performance

Lecturer integrity

Quality assurance

Organizational climate

Private universities

ABSTRACT

In 2023, Banten Province had 141 higher education institutions, including 33 private universities, each with varying accreditation ratings believed to be influenced by organizational performance. This study investigates the impact of four key factors—leadership, quality assurance systems, lecturer integrity, and organizational climate—on the organizational performance of private universities. Using a quantitative approach, data were collected through proportional stratified random sampling, resulting in a sample of 320 lecturers from 48 study programs across 25 private universities. A covariance-based structural equation model (CB-SEM) with AMOS software was used for analysis. The findings show that leadership does not directly affect organizational performance, while lecturer integrity, quality assurance systems, and organizational climate have significant positive effects. Although strong analytical ability, rational thinking, and clear instruction from leaders do not guarantee high performance, lecturer integrity—reflected in honesty, responsibility, ethical behavior, and consistency—emerges as a critical factor. This integrity contributes to a positive organizational climate, which in turn enhances overall performance in private universities.

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1. Introduction

Higher education in Indonesia continues to improve. In 2023, there will be 4,593 universities in Indonesia, consisting of 122 State Universities, 3,044 Private Universities, 187 Official Universities, and 1,240 Foreign Universities. Meanwhile, the number of Private Universities in Banten Province is 141, consisting of 33 Universities, 10 Institutes, 62 Colleges, 7 Polytechnics, and 29 Academics. Of private universities in Banten Province, 9.1% are accredited as excellent, 39.4% are certified as very good, 36.4% as good, and 15.2% are not accredited (Yu et al., 2023). The difference in accreditation levels is assumed to be a quality gap in implementing higher education. According to the Ministry of Research, Technology, and Higher Education, the accreditation gap reflects the quality of higher education delivery gap between public and private universities. Meanwhile, according to Serfiyani

(2020), the quantity of private universities in Indonesia is not comparable to the fulfilment of quality standards based on the criteria in accreditation that are the reference.

Higher education accreditation is an official assessment and recognition process from independent accreditation institutions of the quality and standards of education. Meanwhile, the goal is to ensure the implementation of quality education programs by the set standards. The accreditation process involves a thorough evaluation, including the curriculum, lecturers, facilities, management, and quality assurance system. Based on these aspects, each university has the potential to obtain different accreditation rankings. The difference in accreditation rankings shows a gap in various aspects. These programs and standards, among others, are reflected in each university's curriculum, lecturers, facilities, and management. Optimization of these four factors will show the performance of the organization in achieving the vision, mission, and goals of the university.

Organizational performance refers to an organization's overall results or achievements in achieving the goals, missions, and objectives that have been set. Several factors influence organizational performance to achieve these elements. Six factors affect organizational

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<https://doi.org/10.21833/ijaas.2025.06.011>

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performance: technology, input quality, environmental quality, organizational culture, leadership, and resource management (Al Kurdi et al., 2020a). According to Anwar and Abdullah (2021) and Sawaeen and Ali (2020), organizational performance reflects the organization's ability to manage resources and processes to achieve desired results. The concept of performance can be seen from two aspects: employee performance (per individual) and organizational performance. According to Vuong and Nguyen (2022), employee performance indicators include discipline, initiative, honesty, and creativity. Referring to the factors that affect performance, three factors are related to accreditation: leadership, resource management, and environmental quality.

Leadership is an asset in achieving positive changes in the organization. Therefore, leadership can motivate, direct, and influence members of an organization to achieve their desired goals. Effective leadership can manage resources and the work environment optimally. This is necessary to formulate the organization's vision, strategy, and goals. A leadership style that supports, motivates, and empowers resources and the environment is assumed to contribute to improving the organization's overall performance. The improvement and development of quality standards, performance measures, and continuous improvement efforts are implemented to enhance the integrity of employees in their professional practice.

Integrity is a set of fundamental principles that are the basis for success in all aspects of life. Meanwhile, academic integrity includes aspects of morality, ethics, and the principles of honesty that are the basis of the world of education. The concept of academic integrity focuses on the educational community and practitioners in higher education institutions (Muhammad et al., 2020). In the context of education and the role of lecturers, integrity construction is built based on the position of lecturers in implementing the tri dharma of higher education. In a more specific context, integrity involves morality, ethics, and the principles of honesty in carrying out educational, research, and community service duties. According to Sotiriadou et al. (2020), the position of lecturers, as an integral part of the academic community, has an essential role in promoting and maintaining academic integrity. Integrity can be assessed through several indicators: honesty, courage, a wise attitude, and responsibility. The role of leadership and the integrity of lecturers in implementing the tri dharma will be reflected in the quality assurance system, which refers to accreditation standards.

Quality assurance has an essential role in ensuring that the education provided by an institution or education system reaches a certain level of standards and provides optimal benefits for students. Quality assurance is a series of systematic actions that aim to provide confidence that a product or service can meet specific quality-related needs.

Quality assurance is closely related to customer needs and expectations. Shen et al. (2018) defined quality assurance as the goal of satisfying clients in terms of quality based on a "results-oriented" approach to delivering results. According to Al Jaber (2022), quality assurance is an approach or framework used in education and higher education institutions to ensure that the educational process and services are delivered by established quality standards. Based on this definition, quality assurance activities involve continuous evaluation and are used as a management tool. Referring to the three leadership factors that have implications for accreditation, for academic quality assurance, it is necessary to maintain the organizational climate in an institution. The organizational climate results from socially structured interactions that are consciously structured with identifiable boundaries and function continuously to achieve a common goal. According to Ayestarán et al. (2022), the work climate is the atmosphere in the workplace that includes values, norms, beliefs, and habits that affect work decisions. Then, Al Kurdi et al. (2020b) defined it as employees' perceptions and feelings towards the actions of other organization members. Furthermore, Hussainy (2022) defined organizational climate as an environment in the workplace that affects how people think, act, and respond. Meanwhile, Prastiawan et al. (2020) stated that the organizational climate in an educational entity refers to the environment felt by employees of an academic institution in carrying out their activities. The organizational climate is a marker to assess expectations when working there. Referring to the inequality in the level of university accreditation in Banten Province, it is necessary to create a leadership-based performance model, a quality assurance system, and lecturer integrity to obtain good university governance. Meanwhile, the organizational climate is assumed to help understand organizational culture and perception as well as behavior and its implications for the performance of private universities in Banten Province.

2. Methods

To find out the factors that affect organizational performance, refer to the opinion of Darmawan (2024) on the six factors that influence organizational performance. Four factors are related to organizational performance in an institution: leadership, quality assurance, lecturer integrity, and organizational climate, which refer to the expert's opinion. The structural equation model (SEM) was used in this study. According to Ghozali (2008), SEM combines two separate statistical methods, namely factor analysis and simultaneous equation models, with a covariance-based and variance-based approach to find out the four variables influencing organizational performance. Based on this, the variable analysis in this study uses a simultaneous equation model with a variance-based approach.

Simultaneous equation analysis with a covariance-based approach can use several software, including AMOS (Analysis of Moment Structures), while variance-based includes SmartPLS software. Referring to the variable analysis system and software, in this study, an analysis of structural equations was made using a covariance-based approach with AMOS software.

Variable relationship models and indicator models are used to make structural equations. Three exogenous latent variables and one endogenous variable were made to test the influence between variables, while one mediating variable was created to study the strengthening or weakening of the influence. Exogenous latent variables include leadership, quality assurance systems, and lecturer integrity, while organizational performance is an endogenous latent variable. Meanwhile, as a mediating variable, it is the organization's climate. Each variable is made with a different indicator to examine the influence of exogenous latent variables on endogenous latent variables. The leadership variable consists of 14 indicators, namely: analytical ability, exemplary, rationality, and objectivity, work instructions, ability to listen to suggestions, communication skills, division of tasks, firmness in action, honesty, creativity, networking, Enhancing Educational Practices, Calmness and Compassion, Analytical and Strategic Thinking and transparency. Then, the variables of the quality assurance system consist of 6 indicators, namely: philosophical foundation, input, process, output, outcome, and continuous improvement.

Furthermore, the lecturer's integrity variable consists of 7 indicators: honesty, courage, wise attitude, responsibility, ethics, norms and morals, consistency, and harmony of words and deeds. Meanwhile, the performance variables consist of 12 indicators: quality of work results, efficiency, work discipline, initiative, thoroughness, leadership, honesty, creativity, academic effectiveness, ranking criteria, research capacity and ability, and financial performance. The organizational climate variable as a mediation variable consists of 9 indicators: responsibility, identity, warmth, support, conflict, organizational structure, work standards, recognition, and commitment.

A study was conducted at a private university in Banten Province to test the influence of these variables. Referring to the number of private universities in Banten Province with different levels of accreditation, the university sampling uses the proportionate stratified random sampling technique with the Slovin formula. With this technique, samples were obtained from 2 universities with superior accreditation or A, 10 samples of universities with excellent accreditation or B, nine universities with good accreditation or C, and four unaccredited universities. Because university accreditation mirrors the accreditation of study programs, a sample of lecturers is selected based on the study program. Using the same sampling technique, from a population of 561 lecturers, a

sample of 320 lecturers from 48 study programs spread across 25 private universities in Banten Province was obtained.

Two stages of data analysis were carried out to determine the factors that affect organizational performance at private universities in Banten Province. The first stage converts the path diagram into an outer and inner model equation system. To analyze the latent variable with its indicators, an outer model is used with the equation:

$$X = \Lambda X \xi + \delta \quad (1)$$

$$Y = \Lambda Y \eta + \varepsilon \quad (2)$$

where, X and Y are indicators for exogenous latent variables (ξ) and endogenous latent variables (η), ΛX and ΛY are loading matrices that describe the coefficients that link latent variables to their indicators. At the same time, δ and ε are interpretations of measurement errors. Furthermore, to determine the specifics of the relationship between latent variables, an inner model is used, with the equation:

$$\eta = \beta \eta + \Gamma \xi + \zeta \quad (3)$$

where, Γ is the path coefficient, and β is the path coefficient that connects the exogenous latent variable (ξ) with the endogenous latent variable (η). The second parameter estimation stage is the least squares method with an iteration process.

3. Results and discussion

The structural model of the organizational performance of private universities in Banten Province is based on the indicators of each variable. In the exogenous latent variable, the leadership variable (LS) of 14 indicators was made in 22 statements, the quality assurance system (SPM) variable of 6 indicators was made in 12 statements, and the integrity variable (ID) of 7 indicators was made in 14 statements. Then, in the endogenous latent variable, the organizational performance variable (KO) from 12 indicators made 22 statements, while in the mediation variable, the organizational climate variable from 9 indicators made 17 statements. Based on these observations, a conversion was carried out from the confirmatory factor analysis (CFA) measurement model, as shown in Fig. 1. Based on Fig. 1, the results of the model fit test with the goodness of fit index (GOF) approach are shown in Table 1.

The results of the model fit test can be known from the 10 GOF criteria. There is only one GOF cut-off criterion met with good fit criteria and two marginal fit criteria, namely RMSEA = 0.64 (< 0.08 = good fit), TLI = 0.851 (close to 0.90 = marginal fit), and CFI = 0.855 (close to 0.90 = marginal fit). As for Chi-square, the probability (p), CMIN/DF, RMR, GFI, AGFI, and NFI are still not met. The results show that 3 GOF criteria are met out of the 10 recommended GOF criteria, so the overall structural model is still

not fit. Based on this, modifications for structural model improvement need to be made by looking at the value of the modification index (MI).

The modification of the structural model constructed is carried out by referring to the M.I. Latent modification of the leadership variable (X1_LS) is carried out by dropping the indicators LS1, LS5, LS14, LS18, LS19, and LS20 so that 16 indicators are maintained, namely LS2, LS3, LS4, LS6, LS7, LS8, LS9, LS10, LS11, LS12, LS13, LS15, LS16, LS17, LS21, and LS22. The latent improvement of the quality assurance system (X2_SPM) variables was carried out by eliminating four indicators, namely removing SPM1, SPM3, SPM4, and SPM6, so that eight indicators were left that formed the quality assurance system. Meanwhile, the latent improvement of lecturer integration variables (X3_ID) is carried out by eliminating ID1, ID2, ID3, ID4, ID5, ID6, ID7, ID13, and ID14 indicators so that

five indicators are maintained as the formation of lecturer integration variables, namely ID8, ID9, ID10, ID11, and ID12. The latent modification of organizational climate variables (X4_IO) is carried out by dropping or deleting four indicators, namely IO4, IO5, IO7, and IO8, leaving 13 indicators that form organizational climate variables, namely IO1, IO2, IO3, IO6, IO9, IO10, IO11, IO12, IO13, IO14, IO16, and IO17. The latent improvement of organizational performance variables (Y_KO) was carried out by eliminating nine indicators, namely deleting KO2, KO4, KO7, KO9, KO11, KO13, KO18, KO19, and KO20, leaving 13 indicators as the formation of organizational performance variables consisting of KO1, KO3, KO5, KO6, KO8, KO10, KO12, KO14, KO15, KO16, KO17, KO21, and KO22. The results of the structural model estimation after repairs are shown in Fig. 2.

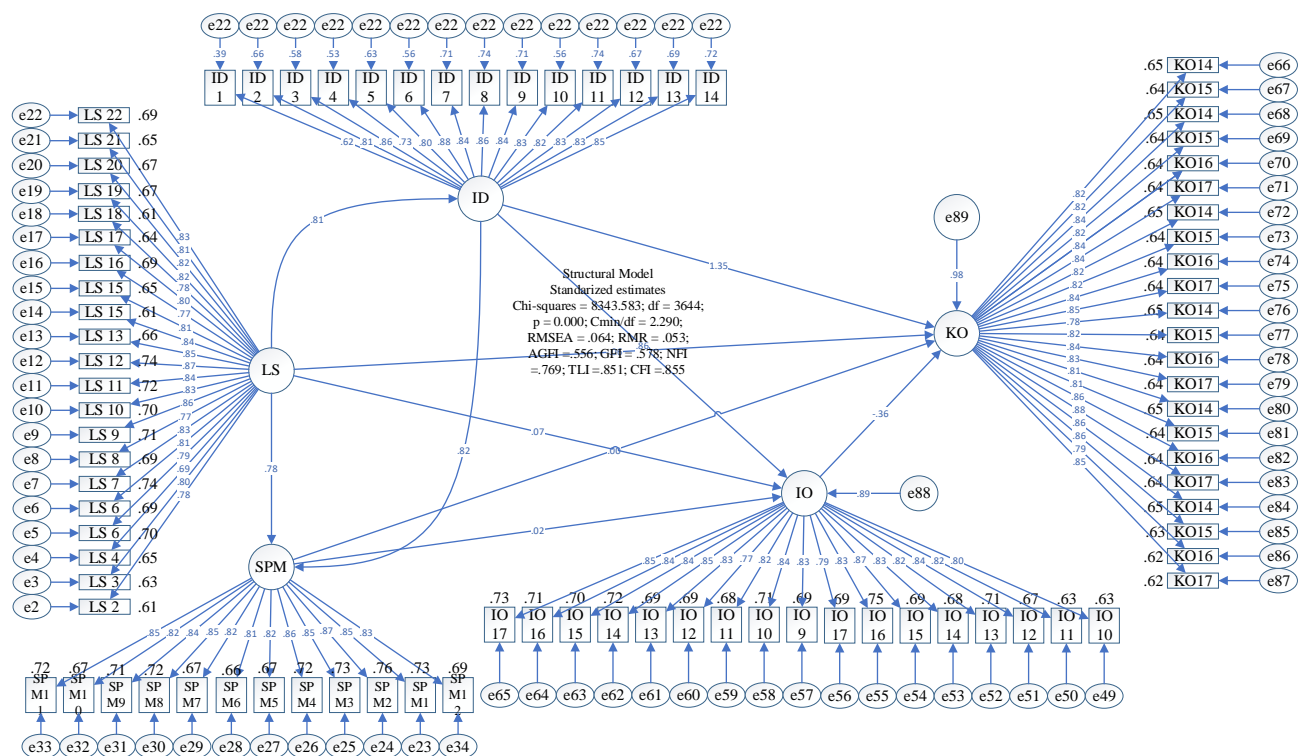


Fig. 1: Phase I: structural model

Table 1: Results of the overall fit test of the model

GOF indicates	Acceptable match level	Structural test results	Evaluation results
Chi-square (χ^2)	Low value	8343.583	Bad fit
Probability (P)	≥ 0.05	0.000	Bad fit
CMIN/DF	≤ 2.00	2.290	Bad fit
RMSEA	≤ 0.08	0.064	Good fit
RMR	≤ 0.05	0.053	Bad fit
GFI	≥ 0.90	0.573	Bad fit
AGFI	≥ 0.90	0.556	Bad fit
NFI	≥ 0.90	0.769	Bad fit
TLI	≥ 0.90	0.851	Marginal fit
CFI	≥ 0.90	0.855	Marginal fit

Based on the results of the structural model estimation after the model is repaired or modified, the goodness of fit model is obtained from the size of

the GOF considered, namely Chi-square (χ^2), Probability (p), CMIN/DF, RMSEA, RMR, GFI, AGFI, NFI, TLI, and CFI, as presented in the Table 2.

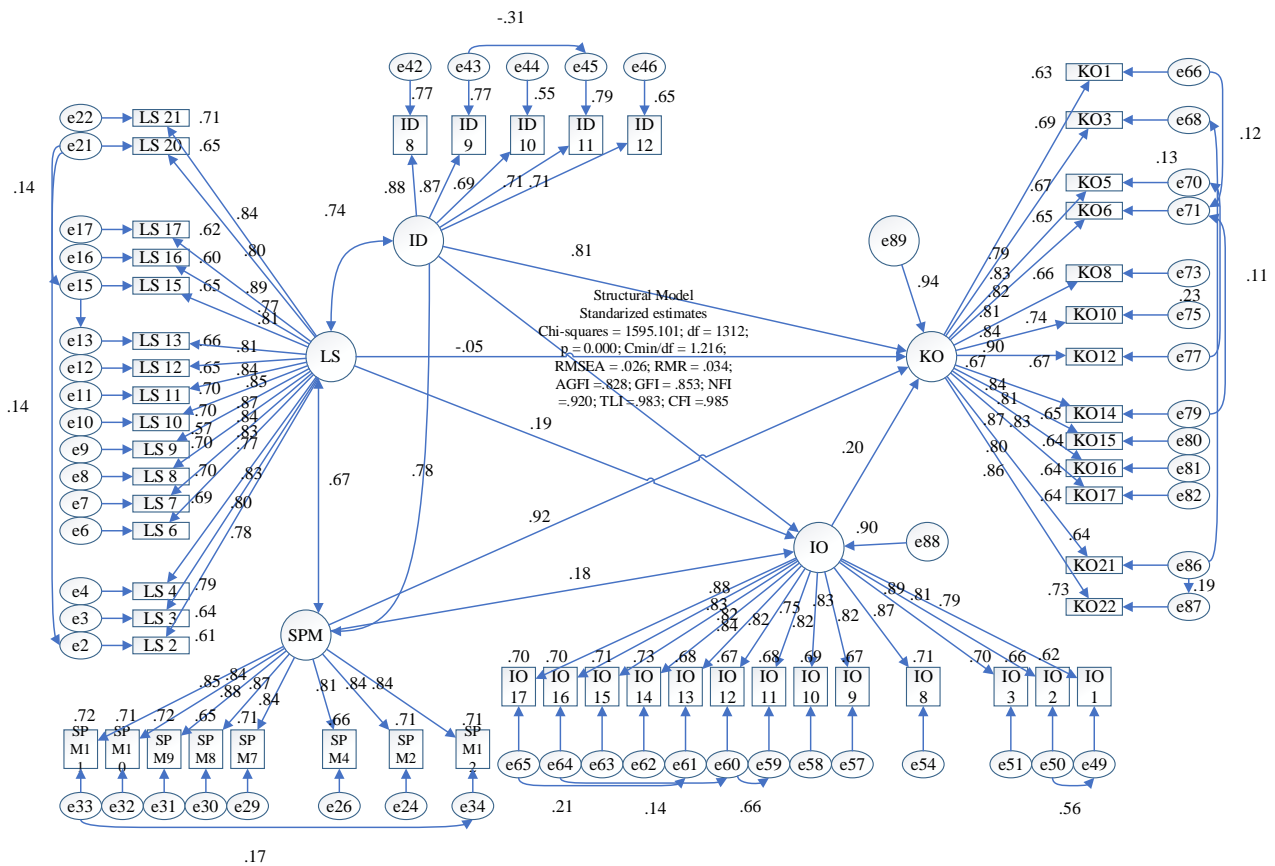


Fig. 2: Results of structural model estimation in phase II

Table 2: Results of the overall fit test of the model after the repair

GOF indicates	Acceptable match level	Structural test results	Evaluation results
Chi-square (χ^2)	Low value	1595.101	Marginal fit
Probability (P)	≥ 0.05	0.000	Bad fit
CMIN/DF	≤ 2.00	1.216	Good fit
RMSEA	≤ 0.08	0.026	Good fit
RMR	≤ 0.05	0.034	Good fit
GFI	≥ 0.90	0.853	Marginal fit
AGFI	≥ 0.90	0.828	Kurang fit
NFI	≥ 0.90	0.920	Good fit
TLI	≥ 0.90	0.983	Good fit
CFI	≥ 0.90	0.985	Good fit

The results of the structural model estimation after modification showed that 8 GOF criteria were met out of the ten recommended model fit criteria. Where Chi-square has lower values, CMIN/DF = $1.216 < 2.00$ (good fit), RMSEA = $0.026 < 0.08$ (good fit), RMR = $0.034 < 0.05$ (good fit), GFI = 0.853 (close to 0.90 = marginal fit), NFI = $0.920 > 0.90$ (good fit), TLI = $0.983 > 0.90$ (good fit) and CFI = $0.985 > 0.90$

(good fit). While probability (p) = $0.000 < 0.05$ (not fit), and AGFI = $0.823 < 0.90$ (less fit). Based on the results of the structural model estimation, it can be concluded that the overall model fit can be met. Referring to several GOF criteria, the model can be continued to test the influence of variables.

The direct influence of leadership on organizational performance is shown in Fig. 3.

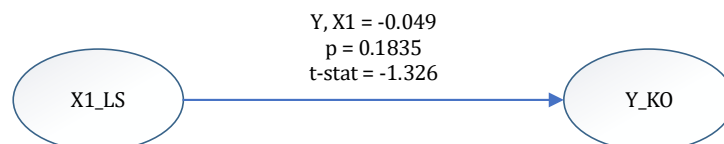


Fig. 3: Leadership influence and organizational performance

In Fig. 3, the value of the coefficient of leadership path (X1_LS) with organizational performance (Y_KO) is -0.049 with p -value = $0.185 > \alpha = 0.05$ and t -count of -1.326 is smaller than t -table = 1.96 ($-1.326 < 1.96$). This shows that leadership does not have a direct influence on organizational performance. Meanwhile, the direction of the direct

relationship between leadership and organizational performance is negative, meaning that if leadership increases, organizational performance will decrease. These results align with Baig et al. (2021), who concluded that leadership does not always have a direct effect (direct effects) on organizational performance. Referring to the results of the analysis,

leadership does not necessarily directly affect organizational performance at private universities in Banten Province. The high ability of analysis, exemplary rationality and objectivity, clarity of instructions, and the ability to provide work instructions cannot guarantee high organizational performance. Likewise, the ability of leaders to communicate and listen to advice, be firm and honest in acting with creativity, and be supported by

a vast network (networking) of empathy and transparency in carrying out university leadership does not directly impact university performance. This is because university leadership is more vulnerable to various policies from relevant authorities than business organizations (Pandey et al., 2023; Purwati et al., 2020).

The direct influence of lecturer integrity on organizational performance is shown in Fig. 4.

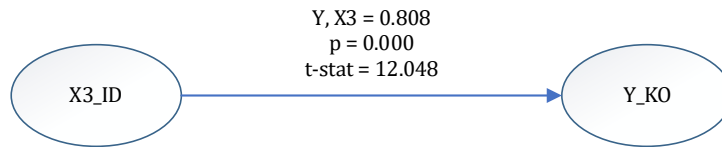


Fig. 4: The influence of lecturer integrity on organizational performance

In Fig. 4, it appears that the value of the path coefficient between lecturer integrity (X3_ID) and organizational performance (Y) is 0.808 with p-value = $0.000 < \alpha = 0.001$ and t-count of 12.048 is more significant than t-table 1.96 ($12.048 > 1.96$). It can be concluded that the integrity of lecturers has a direct positive and significant influence on organizational performance. Meanwhile, the direction of the relationship between lecturer integrity and organizational performance is positive. If lecturer integrity increases, organizational performance will also increase significantly at $\alpha = 0.05$, and even significantly at $\alpha = 0.001$. These results are strengthened by the results of research by Yusuf (2020) and Adiwinata et al. (2022). Their study

concluded that employee integrity has a positive and significant effect on job satisfaction variables and has implications for overall organizational performance. The level of honesty, courage, the existence of a wise attitude, responsibility, the understanding of ethics, norms, and morals, consistency, and harmony between the words and deeds of lecturers are empirically proven to be decisive factors that shape the integrity of lecturers (Abe and Chikoko, 2020). In the context of education and the role of lecturers, the construction of integrity is built based on the position of lecturers in implementing the tri dharma of higher education.

The quality assurance system's direct influence on the organization's performance is shown in Fig. 5.

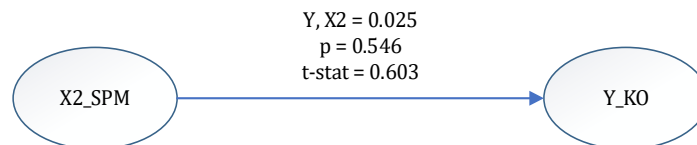


Fig. 5: The influence of the quality assurance system on organizational performance

In Fig. 5, it appears that the value of the path coefficient between the quality assurance system (X2_SPM) and organizational performance (Y_KO) is 0.025 with p-value = $0.546 > \alpha = 0.05$ and t-count of 0.603 is smaller than t-table 1.96 ($0.603 < 1.96$). Based on the results of the analysis it shows that the quality assurance system does not have a direct influence on organizational performance. However, the direction of the relationship between the quality assurance system and organizational performance is positive, with a low track coefficient value of 0.026, meaning that if the quality assurance system improves, it can cause an increase in organizational performance. Still, it is not significant at $\alpha = 0.05$. This result is in line with Khan et al. (2023), who found that the quality of education is closely related to institutional performance. Therefore, the quality assurance system in private universities can

sometimes have ineffective results and direct effects on the university's overall performance without strict monitoring and effective leadership. The philosophical foundation, inputs, processes, and outputs to the outcomes and improvements accompanying the implementation of the quality assurance system in private universities cannot directly affect the university's performance. Referring to this, the quality assurance system in private universities hints at several other factors that are adequate to support the improvement of the performance of independent universities in Banten Province.

The direct influence of the organizational climate on organizational performance is shown in the following Fig. 6.

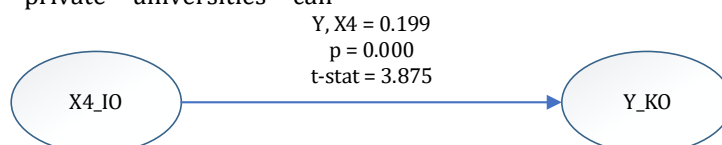


Fig. 6: The influence of organizational climate on organizational performance

In Fig. 6, it appears that the value of the path coefficient between organizational climate (X4_IO) and organizational performance (Y) is 0.199 with $p\text{-value} = 0.000 < \alpha = 0.001$ and $t\text{-count}$ of 3.875 is more significant than $t\text{-table}$ 1.96 ($3.405 > 1.96$). The results of the analysis show that the organizational climate positively and significantly affects organizational performance. Meanwhile, the direction of the relationship between organizational climate and performance is positive, meaning that if the climate increases, organizational performance will also increase. These results are strengthened by the results of research by Kuenzi et al. (2020) and Arijanto et al. (2022). The results of his study conclude that organizational climate is a performance indicator. A good organizational climate can create a conducive work life and working atmosphere to affect individual and organizational performance. The high level of responsibility, the existence of a clear identity, well-established work skills, the existence of work support, good conflict management, clear organizational structure, and performance standards, the recognition and high work commitment between the university and staff and lecturers have been able to form an organizational climate with a better working atmosphere in private universities. Empirically, this

condition has been proven to influence the university's overall performance. The direct influence of leadership on the organizational climate is shown in Fig. 7. In Fig. 7, it appears that the value of the coefficient of leadership path (X1_LS) with organizational climate (X4_IO) is 0.189 with $p\text{-value} = 0.000 < \alpha = 0.001$ and $t\text{-count}$ of 3.461 is more significant than $t\text{-table}$ 1.96 ($3.461 > 1.96$). The results of the analysis show that leadership positively and significantly affects the organizational climate. Meanwhile, the direction of the relationship between leadership and organizational climate is positive, meaning that if leadership increases, the organizational environment will also increase. These results align with the research by Al-Kurdi et al. (2020), which shows that leadership has been proven to influence the organizational climate in educational institutions. The presence of leaders dramatically influences the environment in academic institutions, especially in providing direction and leadership style while leading the organization in educational institutions. Referring to these results, leadership positively and significantly influences the organizational climate at self-governing universities in Banten Province. The direct influence of lecturer integrity on the organizational climate is shown in the following Fig. 8.

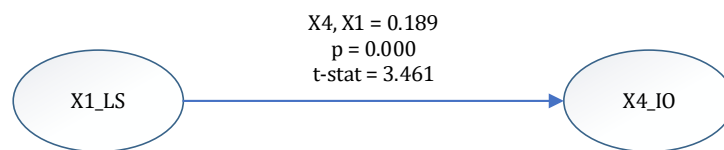


Fig. 7: The influence of leadership on the organizational climate

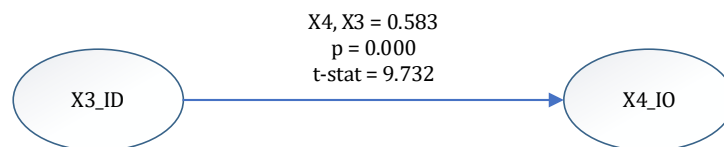


Fig. 8: The influence of lecturer integrity on organizational climate

In Fig. 8, it appears that the value of the coefficient of the lecturer integrity path (X3_ID) with the organizational climate (X4_IO) is 0.583 with $p\text{-value} = 0.000 < \alpha = 0.001$; 0.05 and $t\text{-count}$ of 9.732 is more significant than $t\text{-table}$ 1.96 ($9.732 > 1.96$). The results of the analysis showed that the integrity of lecturers had a positive and significant effect on the organizational climate. Meanwhile, the direction of the relationship between lecturer integrity and the organizational environment is favorable, meaning that if the integrity of lecturers increases, the organizational climate will also increase. The results of the study, reinforced by the research results of Kanu et al. (2022), both concluded that the

integrity of educators and the high professionalism of the members of the organization's executive staff have a significant contribution to the formation of the institution's climate and its development. The existence of high-integrity lecturers at private universities in Banten Province has strengthened the system of friendship, good teamwork solidarity, having a wise nature and still obeying the rules, a feeling of mutual trust and comfort at work to create a conducive organizational climate in tight pressure, complexity of challenges and competition among higher education institutions. The direct influence of the quality assurance system on the organizational climate is shown in Fig. 9.

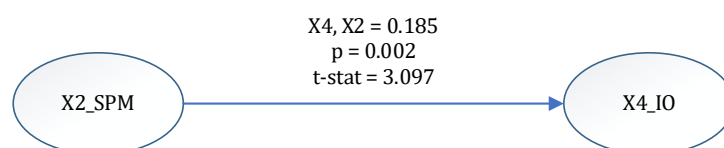


Fig. 9: The influence of the quality assurance system on the organizational climate

In Fig. 9, it appears that the value of the coefficient of the quality assurance system (X2_SPM) with the organizational climate (X4_IO) is 0.185 with $p\text{-value} = 0.002 < \alpha = 0.05$ and the t-count of 3.097 is greater than the t-table of 1.96 ($3.097 > 1.96$). The results of the analysis show that the quality assurance system positively and significantly affects the organizational climate. Meanwhile, the direction of the relationship between the quality assurance system and the organizational environment is favorable. If the quality assurance system improves, the organizational climate will also increase. The

results of this study are reinforced by the findings of Seyfried and Pohlenz (2018), that the quality assurance system offers an excellent opportunity to further improve policies, leadership practices, and education management by accepting and utilizing the basics so that it can affect the smooth running of the organization with a good climate able to foster trust and implement justice that can be felt for all members of the organization. The influence of leadership, quality assurance systems, and lecturer integrity on organizational performance through organizational climate is shown in Fig. 10.

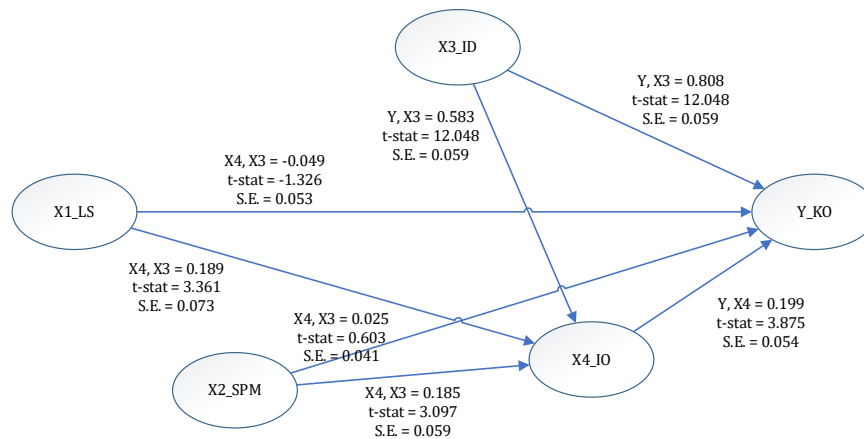


Fig. 10: Factors that affect organizational performance

To determine the significance of the influence of leadership (X1_LS), quality assurance system (X2_SPM), and integrity (X3_ID) on organizational performance (Y_KO) through organizational climate (X4_IO) can be done by developing a decomposition of the structural calculation of indirect influence paths from the estimation results based on the bootstrap performance procedure and the Sobel test, with the decomposition of the calculation of the structural coefficient of the influence path presented in Table 3. In Table 3, the Z-count value (Z-statistics) of the significance of the influence of leadership, quality assurance system, and lecturer integrity on organizational performance through organizational

climate is 4.698 with a *sig*; $p\text{-value} = 0.000$ is smaller than $\alpha = 0.05$ with Z-table = 2.004. Therefore, the value of Z-count = 4.698 is more significant than Z-table = 2.004 ($4.698 > 2.004$) at $\alpha = 0.05$, so it can be concluded that leadership, quality assurance system, and lecturer integrity simultaneously have a positive and significant indirect influence on organizational performance through organizational climate. The overall results of the indirect effects test between variables from each pathway are presented in Table 4. The total influence of leadership, quality assurance system, and organizational climate on organizational performance is outlined in Table 5.

Table 3: Decomposition of the calculation of influence pathway coefficients of leadership, quality assurance system, and lecturer integrity on organizational performance through organizational climate

Path structural	LS→IO	SPM→IO	ID→IO	IO→KO	LS, SPM, ID→IO→KO
Coefficients	0.189	0.185	0.583	0.199	0.191
T-statistics	3.461	3.097	9.732	3.875	4.698 (Z)
S.E.	0.073	0.059	0.050	0.054	0.041
P-value	0.000	0.002	0.000	0.000	0.000

Table 4: Results of indirect effects testing

Path coefficient	Statistics (Z)	P-value	Information
X1_LS → X4_IO → Y_KO	2.118	0.034	Significant positive
X2_SPM → X4_IO → Y_KO	2.388	0.017	Significant positive
X3_ID → X4_IO → Y_KO	3.514	0.000	Significant positive
X1_LS → X2_SPM → X3_ID → X4_IO → Y_KO	4.698	0.000	Significant positive

Table 5: Total influence test results

Path	Direct effects	Indirect effects	Total effects
X1_LS → Y_KO	-0.049	0.038	-0.011
X2_SPM → Y_KO	0.025	0.037	0.062
X3_ID → Y_KO	0.808	0.116	0.924
X4_IO → Y_KO	0.199		0.199
X1_LS → X4_IO	0.189		0.189
X2_SPM → X4_IO	0.185		0.185
X3_ID → X4_IO	0.583		0.583

The analysis results indicate that leadership, quality assurance systems, and lecturer integrity have a significant and positive effect on the organizational performance of private universities in Banten Province, especially when supported by a favorable organizational climate. The high levels of leadership, quality assurance, lecturer integrity, and organizational climate reported by respondents are empirically associated with strong university performance. This is reflected in various performance indicators, such as high quantity and quality of output, efficiency, strong work discipline, initiative, effective leadership, honesty, creativity, academic effectiveness, favorable rankings, research productivity, and financial stability. Achieving strong organizational performance in private universities requires the combined influence of leadership, a reliable quality assurance system, and the integrity of lecturers, with organizational climate acting as a key mediating factor. These findings highlight that the adoption of appropriate leadership practices, supported by quality systems and ethical academic staff, contributes to improved and sustainable university performance. Moreover, fostering a supportive organizational climate enhances the positive impact of these factors on institutional outcomes.

4. Conclusion

Leadership at universities is more complex. The Ministry of Higher Education has regulated the quality and standardization of implementing the tri dharma of higher education. Meanwhile, from the internal aspect of private universities, the various policies and resources owned must be utilized and adjusted to different government policies. The complexity of university management allows leadership to get support from other factors as a mediator that facilitates the success of leadership in leading staff, lecturers, other shareholders, and university management to contribute to better university performance. As an integral part of the academic community, the lecturer position is essential in promoting and maintaining academic integrity. Therefore, the integrity of lecturers as a reflection of a quality education service system can directly impact university performance. It is necessary to strengthen the implementation of the quality assurance system as a facilitator that supports improving the performance of private universities to optimize the performance of private universities. A system that can run well requires support, especially from several aspects and internal resources of the organization. A conducive organizational climate is needed to optimize the elements in these aspects. The organizational climate in the private university environment plays an important role. It is one of the determining factors that affect its achievements, level of achievement, and performance, even more generally, not only in universities at the private level. The organizational climate at the university level can influence

individual subjective norms by guiding behaviors that are considered appropriate or expected. The analysis of the influence between variables shows that the university performance model based on leadership, quality assurance system, and lecturer integrity can be used as a reference. This model is relevant to be applied in private universities by considering the organizational climate as a crucial factor that facilitates achieving overall and sustainable university performance.

List of abbreviations

CB-SEM	Covariance-based structural equation modeling
SEM	Structural equation model
CFA	Confirmatory factor analysis
GOF	Goodness of fit
χ^2	Chi-square, a statistical measure for model fit
CMIN/DF	Minimum discrepancy function divided by degrees of freedom
RMSEA	Root mean square error of approximation
RMR	Root mean square residual
GFI	Goodness of fit index
AGFI	Adjusted goodness of fit index
NFI	Normed fit index
TLI	Tucker-lewis index
CFI	Comparative fit index
LS	Leadership
SPM	Quality assurance system (Sistem Penjaminan Mutu)
ID	Lecturer integrity
KO	Organizational performance (Kinerja Organisasi)
IO	Organizational climate (Iklim Organisasi)
S.E.	Standard error
t-count	T-statistic value
Z	Z-statistic value
MI	Modification index

Compliance with ethical standards

Ethical considerations

This study followed ethical research principles throughout. Informed consent was obtained from all participating lecturers after explaining the study's aims, procedures, and their rights. Participation was voluntary, with anonymity and confidentiality ensured through coded responses and secure data storage. No personal identifiers were collected, and no harm was caused. The research complied with institutional ethical standards and general guidelines for studies involving human subjects.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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