



The Influence of Organizational Culture, Transformational Leadership, and Well-Being in the Workplace on Work Involvement of Private University Lecturers in South Jakarta

Ade Pifianti^{1*}, Rugaiyah², Thamrin Abdullah³

^{1*,2}Universitas Negeri Jakarta, ³Universitas Pakuan

*Corresponding Author. Email: ade.pifianti@gmail.com

Abstract: This study aims to examine the effect of organizational culture, transformational leadership and well-being in the workplace on lecturers' work engagement, at 290 private university lecturers in South Jakarta. The research method used a survey method. The instruments used a questionnaire as material for group discussion forums (FGD). Furthermore, data analysis used Path Analysis. The results of this study indicated that the influence of organizational culture (X1), transformational leadership (X2), well-being at work (X3) on lecturer involvement (Y), with the seven hypotheses proposed showing the result that the coefficient of determination was 0.367. This states the variation of changes in quality improvement that occurs in the variables X1, X2 and X3 can explain 0.367 variations in the decrease in the Y variable. The influence of other variables that affect the work involvement of lecturers is 0.633. In addition to the three variables, other variables affect the work involvement of lecturers, with a significant effect of 0.633. In this study, the impact is obtained that the involvement of lecturers is influenced by various internal and external aspects of lecturers, so that the interaction of leadership, welfare and institutional climate is needed.

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Introduction

The quality of education at the level of higher education or university is strongly influenced by the competence of lecturers (Baslini, 2022). In this context, lecturers are responsible for providing educational leadership capable of managing classrooms, structuring discussion spaces, and providing opportunities for students to develop their potential independently. Through lecturer leadership in the classroom, learning will be fun, accessible for students to accept, and liven up the classroom atmosphere.

Lecturers have comprehensive responsibilities in ensuring the implementation of the tridharma of higher education in higher education (Rosmawati, *et.al.*, 2020). For this reason, transformational efforts in teaching, developing and disseminating knowledge must be able to be channeled by lecturers to students, in fact as prospective teachers at the primary and secondary education levels (Sulhan, *et.al.*, 2022; Risdiany, 2021; Yunita, *et.al.*, 2022). This shows that lecturers and students are not university human resources who are only in the classroom, but have a responsibility to the community, especially the aspect of disseminating knowledge (Sutrisno, *et.al.*, 2022).

The lecturer's responsibility is enormous and becomes a burden in itself. How come? Lecturers are asked to fulfill all demands for filling the Lecturer Performance Load (BKD), every semester to implement teaching, research and community service activities (Buton & Mukhlisin, 2022). It has caused many lecturers to look for other professions to make ends

meet (Sriwahyuni, *et.al.*, 2022; Dewi & Yuhertiana, 2022). An ironic thing, lecturers are not prosperous, given many academic and administrative demands, and must meet the economic needs of the family (Ningrum, *et.al.*, 2022).

The paradoxical demands of performance and the necessities of life (well-being) make lecturers a dilemma in determining the focal point (concentration). Not infrequently, lecturers feel they have not been called to teach wholeheartedly and do not feel there is an attachment, which affects the low quality of performance (Annisa, *et.al.*, 2022; Daulay, *et.al.*, 2022). On the other hand, the organizers of higher education (especially private ones), consider lecturers to be bound and carry out their mandate in teaching, researching and serving the community (Qomariah, 2022). However, the dilemmatic attitude experienced by the lecturer leads him to be more active in meeting the family's economic needs (Yumawan & Anwar, 2022).

Leadership communication is very much needed in building good relations with lecturers, as well as creating a fluid atmosphere for the development of institution's quality (Suprpto, 2022). In this context, transformational leadership is an essential concern that the leadership must implement, so that the orientation of lecturers and institutional targets can be carried out in tandem and in the same direction (Utama, *et.al.*, 2022). For example, lecturers can obtain academic career well-being, participate in a lecturer certification program (impact on economic well-being) or finance other study programs for lecturers (impact on lecturer involvement). These efforts are a factual matter that binds lecturers to be seriously involved in developing higher education quality.

The involvement of lecturers and the internalization of an accountable attitude towards the institution influence the productivity of lecturers (Pasaribu, 2022; Mei, *et.al.*, 2022). Productivity is one of the elements that must be fulfilled and continuously improved, in order to realize superior accreditation at the institution (Pebrina, *et.al.*, 2022; Syamsia, *et.al.*, 2022). Furthermore, transformative leadership attitudes and styles are needed to facilitate the needs of lecturers. Good collaboration between leaders and lecturers influences the quality of learning and students, and it is a vital assessment point that the community considers.

Transformational leadership and lecturer well-being are integral in strengthening organizational culture in universities (Yanuarsari, *et.al.*, 2022; Finatariyani & Cahyani, 2022). Furthermore, the chancellor/chairman in higher education has the right to establish an internal policy as a reference for the rules and arrangements of institutional administration (Sukmarani, 2022; Mekke, *et.al.*, 2022; Hermawan & Muryati, 2022). The development of organizational culture with a positive and conducive climate "frame" in a university environment can be realized from the personality displayed by the leader, when they want to make decisions or communicate with subordinates.

According to Wahidah, *et.al.* (2022), the essence of leadership that must be seriously considered by the leader (chancellor/chairman) is decision making and communication. Through these two components, leaders can listen to the obstacles experienced by subordinates, as well as efforts to involve subordinates in assisting the development of institution's quality (Novitasari, *et.al.*, 2022; Assingkily & Mesiono, 2019). Furthermore, leaders can translate these attitudes in the form of realizing the vision, mission and goals of the institution (Ramadhanti, 2022; Ardhana, *et.al.*, 2022). Thus, lecturers and all elements of leadership are on the same track, namely efforts to achieve learning goals at the university.

A preliminary study conducted by researchers in the literature (library study), the search obtained related to the research theme is a discussion of the demands of lecturer performance and efforts to meet the economic needs of the family (Sartika & Khair, 2022; Rinuastuti, 2022). Another study was conducted by Aprilia, *et.al.* (2022) which concludes

that lecturers will feel involved if the moral support that teaches wholeheartedly or assistance to meet economic needs from the private campus. Thus, the effectiveness of developing institutional quality and achieving learning objectives must be based on the important attention directed to lecturers as leaders in the learning process.

Many previous studies are relevant to the study of this theme, including research conducted by Tubingan, *et.al.* (2022) analyzed the managerial processes and systems of private universities in Indonesia. In addition, there is also research conducted by Ilham (2022) a study of the attitudes and leadership styles of the rector/chairman of an Islamic private university. specifically for lecturers at private universities, Souisa, *et.al.* (2022) examined the performance of lecturers in the field of research and dissemination of knowledge, and Munthe & Nasruddin (2022) examined the qualifications of lecturers in helping the achievement of institutional achievements.

Another research was conducted by Tuasikal (2022) on efforts to develop lecturer competencies. Relevant to this, Kusnara (2022) researched the management of private universities (PTS) in Java and Syafaruddin, *et.al.* (2020) examined PTS management in the Sumatra area. Furthermore, Aryawan (2022) and Muji (2022) examined the HR development model in private universities as a strategic plan to improve the quality of the institution. Sulistiyani, *et.al.* (2022) examined the commitment of lecturers to dedicate themselves to private universities, as well as efforts to eradicate plagiarism on campus (Makrifatin, 2022; Fadhila, 2022).

According to the above description, there are differences between this study and previous research, specifically in the aspect of methodological studies (quantitative) with three variables, namely transformational leadership, organizational culture, and lecturer well-being, all at the same time, to examine the effect of lecturer involvement. Moreover, this research is deliberately devoted to private universities, so that the difference is clearly visible in the aspect of the sense of involvement of lecturers to campus. Thus, this study aims to examine the effect of organizational culture, transformational leadership and well-being in the workplace on lecturers' work engagement, at 290 private university lecturers (PTS) in South Jakarta. The domain of this study is important because lecturers are a profession that displays a central figure in the progress of institutions, improving the quality of institutions, and the quality of education in Indonesia. Furthermore, the researcher deliberately chose PTS, because honorary lecturers certainly have various reasons to be actively involved in academic and institutional administrative activities.

Research Method

The research method used a survey method. The instruments used a questionnaire as material for group discussion forums (FGD) (Leavy, 2017). Furthermore, data analysis using Path Analysis. The selection of research methods referred to the themes, problems, and research objectives, in the form of a survey method with a causal correlation approach (causal relationship) (Creswell, 2009). The research population was all private university lecturers in South Jakarta, and the research sample was 290 private university lecturers (PTS) in South Jakarta. The path analysis technique in this study is to determine the causal relationship between variables or the direct influence of independent variables or called exogenous variables, namely organizational culture (X1), transformational leadership (X2), and well-being at work (X3) on the dependent variable or called endogenous variable, namely employee work engagement (X4). The structural model of the influence of exogenous variables on endogenous variables in this study is described as follows:

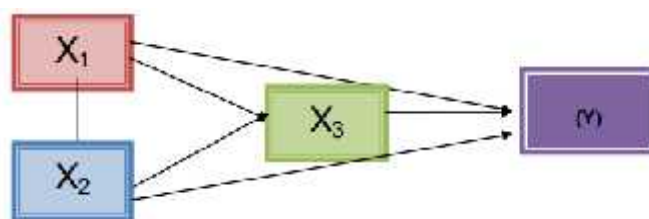


Figure 1. Structure Model of the Effect of Exogenous Variables on Endogenous Variables

Referring to figure (1), it is understood that the steps in the analysis are as follows: *First*, analyze the correlational and simple regression aspects of each of the two variables. *Second*, calculate the path coefficient by calculating the product-moment correlation coefficient between each of the two variables. *Third*, conduct a causal analysis between the two variables. The requirements must be met before conducting a causal analysis are linearity and significance tests.

Results and Discussion

The description of the data presented in this study consists of organizational culture variables (X1), Transformational Leadership (X2), and Lecturer well-being (X3) as exogenous variables, and Lecturer Job Involvement (Y) as endogenous variables. Among exogenous and endogenous variables, there is an intermediary variable, namely Lecturer well-being (X3), in addition to influencing the Lecturer Work Involvement variable (Y) it is also influenced by X1 and X2 variables. Furthermore, descriptive statistics on exogenous variables are presented, namely variables X1, X2, X3, and Y.

Lecturer Involvement (Y)

The Lecturer Involvement Instrument used in this study consisted of 27 valid questions. The theoretical score ranges from 27 to 135. Based on the research data results, the lowest data is 93 and the highest is 133. Thus, the score range is 40. Furthermore, it is known that the average value is 117.73, the mode value is 123, the median value is 118.50, and the value of the standard deviation or standard deviation is 8.662. Based on the calculation of the Sturges model, the number of class intervals is 10 and the length of the interval is 4.

Organizational Culture (X1)

The organizational culture instrument used in this study consisted of 30 valid questions. The theoretical score ranges from 30 to 150. Based on the results of research data, the lowest data is 113 and the highest is 150. Thus, the score range is 37. Furthermore, it is known that the average value is 131.70, the mode value is 135, the median value is 133, and the standard value is deviation or standard deviation is 6.402. Based on the calculation of the Sturges model, the number of class intervals is 9 and the interval length is 4.

Transformational Leadership (X2)

The transformational leadership instrument used in this study consisted of 27 valid questions. The theoretical score ranges from 27 to 135. From the research data results, the lowest data is 89, and the highest is 135. Thus, the score range is 46. Furthermore, it is known that the average value is 116, the mode value is 119, the median value is 118, and the standard deviation value or standard deviation is known. 10,217. Based on the calculation of the Sturges model, the number of class intervals is 10 and the length of the interval is 5.

Lecturer Well-Being (X3)

The lecturer's well-being instrument used in this study consisted of 26 valid questions. The theoretical score ranges from 26 to 130. Based on the research data results, the lowest data is 82 and the highest is 130. Thus, the score range is 48. Furthermore, it is known

that the average value is 108.62, the mode value is 117, and the median value is 109.50, the value of the standard deviation or standard deviation is 9.019. Based on the calculation of the Sturges model, the number of class intervals is ten and the interval length is 5.

Hypothesis Testing

Organizational Culture (X1) Directly Affects Transformational Leadership

Hypothesis testing to prove that Organizational Culture (X1) has a direct effect on Transformational Leadership (X2) is as follows:

$$H_0: \rho_{x2x1} \leq 0$$

$$H_1: \rho_{x2x1} > 0$$

From the calculation results, it can be proven that the path coefficient value (ρ_{x2x1}) is 0.348 with $f_{\text{arithmetic}} = 6.290$ at $\alpha = 0.05$, obtained $t_{\text{table}} = 1.96$. Because the value of $f_{\text{arithmetic}} = 6.290 > t_{\text{table}} = 1.96$ and the value of $\text{sig } 0.000 < 0.05$, it can be concluded that H_0 is rejected, meaning that the path coefficient is very significant. Based on these findings, it can be clearly stated that organizational culture has a direct positive influence transformational leadership. That is, improving organizational culture can improve transformational leadership.

In line with the findings above, Assingkily & Mesiono (2019) argue that transformational leadership provides ample delegation space for subordinates (lecturers) to develop themselves to be more proactive, collaborative, creative, and innovative. Furthermore, Syafaruddin, *et.al.* (2020) added that this is seen as a culture that is able to create a conducive climate for institutions, especially the involvement of lecturers for the development of the quality of the institution. Based on the description, it is understood that the systematic organizational culture at private universities (PTS) in Jakarta directly impacts the attitudes of leaders, in this context transformational leadership. Obtaining the quantitative results above also confirms the significant relationship of organizational culture as an independent variable (X1) that affects the transformational leadership variable.

Organizational Culture (X1) Directly Affects Lecturer Well-Being (X3)

Hypothesis testing to prove that Organizational Culture (X1) has a direct effect on Lecturer well-being (X3) is as follows:

$$H_0: \rho_{x3x1} \leq 0$$

$$H_1: \rho_{x3x1} > 0$$

From the calculation results, it can be proven that the path coefficient value (ρ_{x3x1}) is 0.288 with $t_{\text{count}} = 4.017$ at $\alpha = 0.05$, $t_{\text{table}} = 1.96$ is obtained. Because the value of $t_{\text{arithmetic}} = 4.017 > t_{\text{table}} = 1.96$ and $\text{sig value of } 0.000 < 0.05$, it can be concluded that H_0 is rejected, meaning that the path coefficient is very significant. Based on these findings, it can be clearly stated that organizational culture has a direct positive influence on the well-being of lecturers. This means that an increase in organizational culture can improve the well-being of lecturers.

The results of the quantitative calculations above confirm that the organizational culture entrenched in universities will influence the well-being of lecturers (both economic and career well-being). This is in line with the opinion of Rifani & Pohan (2019) which concludes that a dynamic organizational culture (always undergoing changes) has a significant effect on the performance of lecturers, staff, and their well-being at private universities. Thus, it is concluded that there is a positive relationship between organizational culture and lecturer well-being.

Transformational Leadership (X2) Directly Responsible for Lecturer Well-Being (X3)

Hypothesis testing to prove that Transformational Leadership (X2) has a direct effect on Lecturer well-being (X3) is as follows:

$$H_0: \mu_{x3x2} \leq 0$$

$$H_1: \mu_{x3x2} > 0$$

From the calculation results, it can be proven that the coefficient value (x_{3x2}) is 0.299 with t count = 5.264 at $\alpha = 0.05$, t table = 1.96 is obtained. Because the value of t arithmetic = 5.264 > t table = 1.96 and sig value of 0.000 < 0.05, it can be concluded that H_0 is rejected, meaning that the path coefficient is very significant. Based on these findings, it can be clearly stated that there is a direct positive effect of transformational leadership on the well-being of lecturers. This means that the increase in transformational leadership can improve the well-being of lecturers.

Based on the quantitative calculations above, it is understood that leadership has an important role in shaping the university climate. According to Astari (2019), transformational leadership practiced by the rector/chairman can stimulate lecturers to be actively involved in developing the quality of the institution. In fact, Citrawan (2019) adds that there is influence of transformational leadership on the well-being of lecturers. Especially for private university lecturers, through providing opportunities to participate in training, registering for lecturer certification, and accelerating functional promotions, it becomes a reflection of the efforts of transformative leaders in binding and involving lecturers to be active on campus.

Organizational Culture (X1) Directly Affects Lecturer Work Engagement (Y)

Hypothesis testing to prove that Organizational Culture (X1) Directly Affects Lecturer Work Involvement (Y) is as follows:

$$H_0: \mu_{yx1} \leq 0$$

$$H_1: \mu_{yx1} > 0$$

From the calculation results, it can be proven that the path coefficient value (y_{x1}) is 0.208 with t count = 4.038 at $\alpha = 0.05$, so t table = 1.96 is obtained. Because the value of t arithmetic = 4.038 > t table = 1.96 and sig value of 0.000 < 0.05, it can be concluded that H_0 is rejected, meaning that the path coefficient is very significant. Based on these findings, it can be clearly stated that organizational culture has a direct positive influence on lecturers' work engagement. It means that increasing organizational culture can increase lecturers' work engagement.

The results of the quantitative calculations above show that there is a relationship or influence of organizational culture on lecturer involvement. This is in line with the opinion of Dewi, *et.al.* (2020), that the campus as an educational institution has a system that is adhered to and obeyed by all "campus residents", known as organizational culture. Furthermore, the organizational culture that guides the entire campus community becomes a meeting point for lecturers to be actively involved. Tanjung (2020) added that if the organizational culture is constructive, supports career achievement and the development of the quality of the institution, lecturers will be actively involved. Thus, organizational culture has a central role in forming human resources and the development of quality institutions through the active involvement of lecturers.

Transformational Leadership (X2) Directly Affects Lecturer Work Engagement (Y)

Hypothesis testing to prove that Transformational Leadership (X2) has a direct effect on Lecturer Work Engagement (Y) is as follows:

$$H_0: \rho_{yx2} \leq 0$$

$$H_1: \rho_{yx2} > 0$$

From the calculation results, it can be proven that the path coefficient value (γ_{x2}) is 0.321 with t count = 6.113 at = 0.05, t table = 1.96 is obtained. Because the value of t arithmetic = 6.113 > t table = 1.96 and sig value of 0.000 < 0.05, it can be concluded that H0 is rejected, meaning that the path coefficient is very significant. Based on these findings, it can be clearly stated that transformational leadership has a direct positive influence on lecturers' work involvement. This means that the increase in transformational leadership can increase the work engagement of lecturers.

The results of the quantitative calculations above indicate that the transformational leadership variable directly affects the variable of lecturer involvement. In line with these results, Jumiran, *et.al.* (2020) suggests that the dimensions of transformative leadership will result in job satisfaction for subordinates, so that organizational commitment is imprinted on lecturers. Fikri, *et.al.* (2021) added that the involvement of large lecturers was influenced by the attitude and style of the leader (chancellor/chairman). Lecturers who were originally diligent and productive can increase or decrease their dedication depending on the attitude and appreciation displayed by the leadership. Thus, transformational leadership will increase the dedication of lecturers to be actively involved in quality development and achieving institutional goals.

Lecturer Well-Being (X3) Directly Affects Lecturer Work Engagement (Y)

Hypothesis testing to prove that Lecturer well-being (X3) Directly Affects Lecturer Work Involvement (Y) is as follows:

$$H_0 : \gamma_{x3} \leq 0$$

$$H_1 : \gamma_{x3} > 0$$

From the calculation results, it can be proven that the path coefficient value (γ_{x3}) is 0.269 with t count = 5.147 at = 0.05, t table = 1.96 is obtained. Because the value of t arithmetic = 5.147 > t table 1.96 and sig value of 0.000 < 0.05, it can be concluded that H0 is rejected, meaning that the path coefficient is very significant. Based on these findings, it can be clearly stated that there is a direct positive influence on lecturers' well-being on lecturers' work engagement. It means that improving the well-being of lecturers can increase lecturers' work engagement.

Based on the results of the quantitative calculations above, it can be seen that there is an influence of lecturer well-being on the involvement of lecturers to develop the quality of the institution actively. This is in line with the opinion of Sudiyono, *et.al.* (2020), that the well-being of lecturers is directly proportional to their performance and commitment to the institution. Furthermore, Annisa, *et.al.* (2022) adds that this relationship is based on the concentration point and the totality of the lecturers to work, when they have obtained well-being, the lecturers are no longer busy with other activities in an effort to meet economic needs. Thus, efforts to present a sense of responsibility and involvement of lecturers at private universities can be carried out by prioritizing the well-being of lecturers.

**Table 1. Percentage of Effect of Exogenous Variables (X1 and X2)
Against Endogenous Variables (X3) in Sub-structure-2**

Variabel	Influence Direct Against X3	Indirect Influence Through		Total Influence
		X1	X2	
Organizational Culture (X1)	28,8%		8%	36,8%

Transformational Leadership (X2)	29,9%	8,6%	38,5%
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Table 2. Percentage of Effect of Exogenous Variables (X1, X2, and X3) Against Endogenous Variables (X4) in Sub Structure-III1

Variable	Direct Effect on Attachment Lecturer Work (Y)	Indirect Influence Through			Total Influence
		X ₁	X ₂	X ₃	
Organizational Culture (X ₁)	20,8%	-	11,2%	6,1%	37,4%
Transformational Leadership (X ₂)	32,1%	11,2%	-	8%	51,3%
Lecturer Well-being (X ₃)	26,9%				2,69%

According to tables (1) and (2), there is a significant influence determination of variable X on variable Y. The variables in question are X1 organizational culture, X2 transformational leadership, and X3 lecturer well-being, with variable Y being lecturer work involvement. In their research, Armanto & Gunarto (2020) conclude that organizational culture, as a value system adopted by all lecturers on campus, becomes a common perception of the urgency of achieving common goals and educating students. According to Meutia & Husada (2019), the involvement of lecturers in institutions is constrained by organizational culture. Supporting the previous opinion, Jufrizen, *et.al.* (2020) explained that campus internal policies greatly determine the involvement of lecturers to improve the campus image. Furthermore, the connectedness element is interpreted as a relational relationship between transformational leadership and the involvement of lecturers at a private university. This is in line with the apparent reality, that PTS lecturers need an appreciation from the institution to faithfully dedicate themselves to the campus's progress (Sulaeman, 2019).

Based on the description above, it is understood that between variables have a significant relationship with each other. This relationship is evident from previous studies with relevant conclusions. Although it has been studied from various aspects, these variables are still being studied in separate themes by previous researchers. Based on novelty, the researcher concludes that this research is recommended to be followed up in a different scope and methodology, so that it becomes a reference for national and global community recognition. This is based on research that can be used as a reference in developing involvement in universities, especially private universities.

Conclusion

The results of this study concluded that the influence of organizational culture (X1), transformational leadership (X2), well-being at work (X3) on lecturer involvement (Y), with the seven hypotheses proposed showing the result that the coefficient of determination was 0.367. This states the variation of changes in quality improvement that occurs in the variables X1, X2 and X3 can explain 0.367 variations in the decrease in the Y variable. The influence of other variables that affect the work involvement of lecturers is 0.633. In addition to the three variables, other variables affect the work involvement of lecturers, with a significant effect of 0.633. In this study, the impact is obtained that the involvement of lecturers is influenced by various internal and external aspects of lecturers, so that the interaction of leadership, welfare and institutional climate is needed.

Recommendation

Specific recommendations based on the study's findings are expected of the Chancellor at private universities to create a conducive "cultural" climate, beginning with paying attention to providing incentives for lecturers' welfare or providing opportunities. In addition, the Chancellor must also be able to lead subordinates in a transformative manner with an orientation to the quality development of the institution. Thus, lecturers no longer think about the welfare aspect of life, so the involvement of lecturers is no longer based on coercion but a call to the soul to develop the quality of the institution.

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