# Exploring the Role of Transformational Leadership in Boosting Lecturer Commitment and Performance in Islamic Higher Institutions

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**Abstract:**

Transformational leadership, affective commitment, and performance play critical roles in enhancing academic excellence in higher education. This study investigates the direct and indirect effects of transformational leadership on lecturer performance in Islamic higher education institutions, with affective commitment as a mediating variable. Specifically, it explores the impact of four leadership dimensions: ideal/charismatic influence, inspirational motivation, individual consideration, and intellectual stimulation. Using a quantitative survey method, data were collected from 148 certified lecturers through a structured questionnaire. Structural Equation Modelling (SEM) and path analysis were employed, yielding an acceptable model fit (CFI > 0.9, RMSEA < 0.08). Results indicate a significant positive relationship between transformational leadership and lecturer performance, both directly and through the mediating effect of affective commitment. Among the leadership dimensions, inspirational motivation and individual consideration had the most decisive influence on affective commitment. This research provides empirical evidence of the effectiveness of transformational leadership in improving lecturer performance and offers insights for leadership development in academic institutions. Future studies are encouraged to expand the scope, employ mixed methods, and investigate additional variables to further deepen the understanding of these relationships.

**Keywords:** *Transformational Leadership, Affective Commitment, Lecturer Performance*

**Abstrak:**

Kepemimpinan transformasional, komitmen afektif, dan kinerja dosen memainkan peran penting dalam meningkatkan mutu akademik di perguruan tinggi. Penelitian ini mengkaji pengaruh langsung dan tidak langsung kepemimpinan transformasional terhadap kinerja dosen di Perguruan Tinggi Keagamaan Islam Swasta (PTKIS), dengan komitmen afektif sebagai variabel mediasi. Secara khusus, penelitian ini menelaah dampak empat dimensi kepemimpinan: pengaruh ideal/karismatik, motivasi inspirasional, perhatian individual, dan stimulasi intelektual. Metode survei kuantitatif digunakan dengan mengumpulkan data dari 148 dosen bersertifikat melalui kuesioner terstruktur. Analisis dilakukan menggunakan Structural Equation Modelling (SEM) dan analisis jalur, dengan hasil menunjukkan model yang layak (CFI > 0,9; RMSEA < 0,08). Temuan menunjukkan hubungan positif dan signifikan antara kepemimpinan transformasional dan kinerja dosen, baik secara langsung maupun melalui komitmen

afektif. Dimensi motivasi inspirasional dan perhatian individual memberikan pengaruh paling kuat terhadap komitmen afektif. Penelitian ini memberikan bukti empiris tentang efektivitas kepemimpinan transformasional dalam meningkatkan kinerja dosen dan menawarkan rekomendasi praktis bagi pengembangan kepemimpinan akademik. Penelitian lanjutan disarankan untuk memperluas cakupan wilayah, menggunakan metode campuran, dan mengeksplorasi variabel tambahan guna memperdalam pemahaman hubungan antar variabel.

**Kata Kunci:** *Kepemimpinan transformasional, Komitmen afektif, Kinerja dosen*

## INTRODUCTION

In Indonesia, Kopertais (Coordinator of Private Islamic Religious Higher Education Institutions) oversees institutional development, functional academic positions, and novice lecturer research at PTKIS (Private Islamic Religious Colleges). Prior to centralized data in PD Dikti, Kopertais also managed lecturer certification and coaching—key to improving institutional quality and lecturer performance. Transformational leadership plays a vital role in driving organizational change by inspiring members to align with institutional goals (Bush, 2018; Sahid et al., 2023; Quiros, 2020; Juhro, 2020). With a visionary and forward-looking approach, this leadership model enhances innovation, commitment, and adaptability (Bush, 2022, in Sahir, 2022; Mukhtar et al., 2018; Peng et al., 2020; Faupel & Süß, 2019; Gupta & Verma, 2024). At PTKIS, leaders must also integrate Islamic values with modern pedagogical needs, requiring spiritual sensitivity and strategic thinking (Mansir & Karim, 2020).

Performance is defined as the outcome of tasks achieved in a specific period, reflecting effort, leadership, loyalty, and work morale (Rivai & Basri in Nadeak, 2020). William and Anderson (in Nadeak, 2020) highlight professionalism through behavior, motivation, and initiative, while Aisyah (2019) emphasizes measurable outputs from academic duties. Performance thus reflects institutional contribution and can be evaluated. Issues of lecturer commitment and performance persist globally and locally, including at PTKIS in Ciayumajakuning (Cirebon, Indramayu, Majalengka, Kuningan). Affective commitment—emotional attachment to an institution—directly influences performance (Chairy, 2019). Transformational leaders foster such commitment by encouraging alignment between personal and institutional goals (Peng et al., 2020; Faupel & Süß, 2019; Gupta & Verma, 2024).

A pre-survey of 30 permanent PTKIS lecturers in Ciayumajakuning using a Likert scale revealed low scores in transformational leadership (avg. 2.775), particularly in intellectual stimulation. This was linked to a lack of leadership training and high administrative workloads. Several issues emerged: suboptimal lecturer performance, weak organizational culture, ineffective leadership, and limited competence and commitment. Ciayumajakuning was chosen as the research locus due to its strategic location, Muslim-majority population, efforts to improve its Human Development Index (HDI), high demand for quality human resources, and lack of recent studies on PTKIS lecturer performance and academic

culture. Other challenges include delayed teaching schedules, poor technology use, and weak collaboration. These issues highlight the need for effective leadership and stronger affective commitment to improve lecturer performance, especially as PTKIS faces broader national education challenges such as disruption and underperformance in implementing the Three Pillars of Higher Education.

Previous studies (Song, 2019; Gupta, 2021; Farhan, 2018; Argia, 2018; Madjid, 2021; Carter, 2022) explored links between leadership, commitment, and performance but focused on non-religious or international contexts. This study's novelty lies in its focus on a local religious education setting, highlighting affective commitment as a key mediator.

Based on the background and issues identified, the research questions are: (1) How does transformational leadership affect affective commitment and lecturer performance in PTKIS Ciayumajakuning? (2) Does affective commitment mediate the relationship between transformational leadership and performance? (3) What are the direct and indirect effects of transformational leadership on performance through affective commitment?. This research makes several important contributions to the field of human resource management in Indonesian Islamic higher education. It offers a nuanced understanding of how transformational leadership influences affective commitment and, in turn, lecturer performance within PTKIS. By examining the mediating role of affective commitment, the study clarifies the interconnectedness between leadership, commitment, and performance. Specifically, it: (a) provides insights into effective leadership strategies that enhance lecturer commitment and performance in PTKIS, and (b) serves as a reference for future studies on transformational leadership, affective commitment, and lecturer performance in similar settings. The findings are expected to inform policies and practices aimed at improving teaching quality through better lecturer performance.

**RESEARCH METHOD**

This study used an explanatory research design with a quantitative approach to examine the relationships between transformational leadership, affective commitment, and lecturer performance. Structural Equation Modeling (SEM) and path analysis were employed to assess both direct and indirect effects, with primary data gathered through structured questionnaires and secondary data from relevant documents. The questionnaire, based on established theories and literature, used a Likert scale to measure perceptions of transformational leadership, affective commitment, and performance. The study population included 240 certified lecturers under Kopertais II Ciayumajakuning, West Java, providing a focused and relevant sample for analysis.

**Table 1. Composition of Certified PTKIS Lecturers throughout Ciayumajakuning**

| No | Origin of PTKIS | Number of Certified Lecturers |
|----|-----------------|-------------------------------|
| 1 | Cirebon Regency and City | 140 |
| 2 | Kuningan Regency | 35 |
| 3 | Majalengka Regency | 15 |
| 4 | Indramayu Regency | 50 |
| | **Total** | **240** |

The data in Table 1 highlights that approximately 58% of certified lecturers in Ciayumajakuning are concentrated in Cirebon Regency and City (140 out of 240), emphasizing the representativeness of the sample in reflecting regional conditions. Using Krejcie and Morgan's (1970) sampling table, a random sample of 148 lecturers was selected to ensure equal representation across the population (Cochran, 1977). The sampling covered various institutions within the region to capture diverse perspectives, enhancing the validity of the study (Babbie, 2013).

The study examined the partial and simultaneous effects of transformational leadership, organizational culture, and lecturer competence on affective commitment, and its subsequent impact on lecturer performance. Descriptive analysis was conducted using frequency tables to classify variable scores into categories (good, fair, poor), while rankings were derived from comparisons between actual and ideal scores. Following Sugiyono (2021), a quantitative approach using path analysis was applied to explore causal relationships among variables (Hair et al., 2019). Model fit was assessed using indices such as the Comparative Fit Index (CFI > 0.90) and RMSEA (< 0.08), in line with Bentler (1990), ensuring an appropriate model structure for hypothesis testing. Structural Equation Modeling (SEM) was used with SPSS version 24 to test hypotheses. The model's accuracy and significance were confirmed through a p-value < 0.05, indicating that all estimated parameters in the model were statistically significant and reliable.

## RESULT AND DISCUSSION
### Result
### Transformational Leadership of Private Islamic Religious Colleges (PTKIS)

The empirical evidence presented in Table 3 demonstrates that transformational leadership within PTKIS institutions across the Ciayumajakuning Region achieved an aggregate mean score of 3.207 (SD = 0.439), positioning these educational establishments within the "Fair to Good" classification range according to Allen and Meyer's (1990) evaluative framework. This composite assessment encompasses four distinct dimensional analyses: idealised/charismatic influence recorded a mean of 3.159, inspirational motivation achieved 3.194, individualised consideration demonstrated the highest performance at 3.291, whilst intellectual stimulation registered 3.279. Particularly noteworthy within the idealised influence dimension, confidence-building activities achieved the lowest sub-dimensional score of 3.014, whilst problem-solving competencies within intellectual stimulation recorded the highest individual indicator at 3.372.

**Table 3. Recapitulation of Respondents' Answers Regarding Transformational Leadership**

| Dimension | Indicator | 5 | 4 | 3 | 2 | 1 | Average | Category |
|-----------|-----------|---|---|---|---|---|---------|----------|
| Ideal/charismatic influence | Standardization of behavior | 9 | 43 | 79 | 15 | 2 | 3.284 | Fair |
| | Provides insight and awareness of vision | 6 | 34 | 80 | 26 | 2 | 3.108 | Fair |
| | Provides awareness of the mission | 13 | 31 | 76 | 26 | 2 | 3.182 | Fair |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Provides awareness of purpose | 9 | 46 | 56 | 33 | 4 | 3.155 | Fair |
| | Demonstrates confidence | 5 | 31 | 76 | 33 | 3 | 3.014 | Fair |
| | Generates respect, pride, and trust | 1 | 53 | 66 | 24 | 2 | 3.185 | Fair |
| | Develops commitment and performance beyond expectations | 6 | 44 | 71 | 25 | 2 | 3.182 | Fair |
| **Total Dimension of Ideal/Charismatic Influence** | | **49** | **282** | **504** | **182** | **17** | **3.159** | **Fair** |
| Inspirational motivation | Cultivate challenges and be able to achieve high expectations | 4 | 50 | 76 | 14 | 4 | 3.243 | Fair |
| | Able to generate enthusiasm and motivation in others | 6 | 59 | 55 | 19 | 9 | 3.230 | Fair |
| | Encourage intuition and kindness in others | 11 | 32 | 69 | 34 | 2 | 3.108 | Fair |
| **Total Dimensions of Inspirational Motivation** | | **21** | **141** | **200** | **67** | **15** | **3.194** | **Fair** |
| Individual considerations | Listening with care and giving special attention | 6 | 53 | 63 | 23 | 3 | 3.243 | Fair |
| | There is support and effort for the achievement and growth needs of its members | 11 | 45 | 77 | 13 | 2 | 3.338 | Fair |
| **Total Dimension of Individual Consideration** | | **17** | **98** | **140** | **36** | **5** | **3.291** | **Fair** |
| Intellectual stimulation | Intelligence | 7 | 26 | 89 | 22 | 4 | 3.068 | Fair |
| | Rational | 8 | 64 | 60 | 11 | 5 | 3.399 | Fair |
| | Problem-solving | 15 | 51 | 61 | 16 | 5 | 3.372 | Fair |
| **Total Dimension of Intellectual Stimulation** | | **30** | **141** | **210** | **49** | **14** | **3.279** | **Fair** |
| Total Transformational Leadership Score | | | | | | 7.114 | | |
| Mean | | | | | | 3.207 | | |
| Standard Deviation | | | | | | 0.439 | | |
| Range | | | | | | 2.768 to 3.646 | | |
| Category | | | | | | Fair Towards Good | | |

Source: Data Processing Results (2023)

Transformational leadership within Private Islamic Religious Colleges (PTKIS) in the Ciayumajakuning Region plays a critical role in lecturer engagement and institutional development, shaped by religious values and modern education practices. The empirical findings indicate a mean score of 3.207 (SD = 0.439), classified as *Fair to Good* per Allen & Meyer (1990), with significant variability among institutions. Rational decision-making (3.399) and problem-solving competency (3.372) are dominant, reflecting managerial effectiveness (Bush, 2018; Triyono et al., 2023), while leadership confidence (3.014) and intellectual stimulation (3.068) require strengthening. Selecting leaders with strong analytical reasoning and fostering adaptability within PTKIS would ensure sustained improvements in performance and organisational cohesion.

Transformational leadership at Private Islamic Religious Colleges in the Ciayumajakuning Region is characterised by moderate effectiveness—with notable strengths in rational decision-making and problem-solving contrasted by

less robust expressions of confidence and intellectual stimulation—indicating that targeted leadership development is essential to enhance organisational efficiency and lecturer performance

**Affective Commitment of Lecturers at Private Islamic Religious Colleges**

In this study, a 16-item instrument—validated in previous research—was employed to measure affective commitment across three dimensions: emotional individual attachment, employee identification with the organisation, and employee involvement with the organisation. Consistent with established practice, responses were gauged on a 5-point Likert scale, where an average score of 3.5 or above denotes a "Good" level of commitment, while scores between 3.0 and 3.49 indicate a "Fair" level. This framework not only elucidates the critical elements of affective commitment but also establishes a robust benchmark for evaluating lecturers' emotional bonds with PTKIS. The following table 4 presents a detailed recapitulation of respondents' answers across these dimensions, thereby providing a comprehensive empirical foundation for subsequent analysis.

**Table 4. Recapitulation of Respondents' Answers Regarding Affective Commitment**

| Dimension | Indicator | 5 | 4 | 3 | 2 | 1 | Average | Category |
|---|---|---|---|---|---|---|---|---|
| Emotional individual attachment | Employees enjoy spending their careers at the company. | 35 | 37 | 57 | 18 | 1 | 3.588 | Good |
| | Employees enjoy talking about the company with coworkers when they are not working. | 18 | 43 | 59 | 24 | 4 | 3.318 | Fair |
| | Have a good relationship with the company | 4 | 37 | 93 | 12 | 2 | 3.196 | Fair |
| | Have positive energy to achieve organizational goals | 5 | 50 | 76 | 13 | 4 | 3.264 | Fair |
| | Have high motivation | 9 | 46 | 81 | 10 | 2 | 3.338 | Fair |
| | The company has a deep meaning for employees. | 7 | 50 | 69 | 20 | 2 | 3.270 | Fair |
| **Total Dimensions of Individual Emotional Attachment** | | **78** | **263** | **435** | **97** | **15** | **3.329** | **Fair** |
| Employee identification with the organization | Employees feel proud of the organization. | 12 | 48 | 77 | 8 | 3 | 3.392 | Fair |
| | Employees feel that the problems faced by the company are also employee problems. | 5 | 62 | 71 | 7 | 3 | 3.399 | Fair |
| **Total Dimensions of Employee Identification in Organizations** | | **17** | **110** | **148** | **15** | **6** | **3.395** | **Fair** |
| Employee involvement with the organization | Employees feel that the company and the people within it are like part of the employee's own family. | 5 | 63 | 68 | 10 | 2 | 3.399 | Fair |
| | High output and performance | 2 | 60 | 78 | 6 | 2 | 3.365 | Fair |
| | Employees feel very emotionally connected to the company. | 7 | 55 | 76 | 8 | 2 | 3.385 | Fair |
| | Cognitive involvement | 10 | 48 | 78 | 10 | 2 | 3.365 | Fair |
| | Physical involvement | 8 | 43 | 89 | 6 | 2 | 3.331 | Fair |
| | Emotional involvement | 7 | 39 | 93 | 6 | 3 | 3.277 | Fair |
| | High employee concern | 13 | 33 | 95 | 5 | 2 | 3.338 | Fair |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Empathy for organizational conditions | 9 | 48 | 73 | 16 | 2 | 3.311 | Fair |
| **Total Dimensions of Employee Engagement in the Organization** | **9** | **48** | **73** | **16** | **2** | **3.311** | **Fair** |
| Total Affective Commitment Score | 7.923 | | | | | | |
| Mean | 3.346 | | | | | | |
| Standard Deviation | 0.415 | | | | | | |
| Range | 2.931 to 3.761 | | | | | | |
| Category | Fair Towards Good | | | | | | |

Source: Data Processing Results (2023)

Grounded in administered among PTKIS lecturers in the Ciayumajakuning Region, where a score of 3.5 or higher on the 5-point Likert scale typically denotes a "Good" level of commitment, while scores between 3.0 and 3.49 are interpreted as "Fair." Subtle indications from the data suggest that the dimension of emotional individual attachment—assessed via six items—leans toward a Fair appraisal, with the item concerning "having a good relationship with the company" recording the lowest score, hinting at potential areas for deeper emotional investment. In a similar manner, the employee identification dimension, measured by two items, similarly falls within the Fair range; the particularly low rating on "Employees feel proud of the organisation" suggests that the sense of pride may not be fully cultivated.

A validated 16-item instrument was administered among PTKIS lecturers in the Ciayumajakuning Region, where a score of 3.5 or higher on the 5-point Likert scale typically denotes a "Good" level of commitment, while scores between 3.0 and 3.49 are interpreted as "Fair." Moreover, the employee involvement dimension—evaluated through eight items—also registers as Fair, with lower scores on "emotional involvement" implying that there may be scope for enhancing lecturers' active and affective participation. An overall composite mean of 3.346 (SD = 0.415) intimates that, although a foundational level of affective commitment is present, further nuanced and targeted interventions (such as ongoing leadership development and strategies to foster a cohesive organisational identity) could subtly shift these dimensions from Fair to Good, ultimately enriching academic excellence and institutional cohesion.

Although lecturers exhibit a moderate level of commitment across dimensions of emotional attachment, organisational identification, and active involvement, notable weaknesses in interpersonal relationships, organisational pride, and emotional engagement suggest that targeted initiatives—such as enhanced leadership development and efforts to strengthen institutional identity—are essential to further elevate overall commitment and foster greater academic and organisational excellence.

**Performance of Lecturers at Private Islamic Religious Colleges**

A 5-point Likert score of 3.5 or above indicates "Good" performance, while scores ranging from 3.0 to 3.49 are deemed "Fair." In accordance with these thresholds, a validated 16-item instrument—developed in line with best practices—was employed to assess lecturer performance at PTKIS in the

Ciayumajakuning Region. The following unified summary, presented in Table 5, details the frequency distribution and average scores for each performance indicator, thereby offering a comprehensive overview prior to a more detailed discussion of the findings.

**Table 5. Recapitulation of Respondents' Answers Regarding Lecturer Performance**

| Dimension | Indicator | 5 | 4 | 3 | 2 | 1 | Average | Category |
|---|---|---|---|---|---|---|---|---|
| Education and teaching | Conducting teaching | 24 | 35 | 61 | 26 | 2 | 3.358 | Fair |
| | Teaching 12 credits | 22 | 40 | 58 | 26 | 2 | 3.365 | Fair |
| | Creating modules | 6 | 44 | 58 | 38 | 2 | 3.095 | Fair |
| | Conducting guidance activities | 17 | 45 | 57 | 27 | 2 | 3.324 | Fair |
| | Testing research results | 20 | 37 | 67 | 22 | 2 | 3.345 | Fair |
| | Guiding Community Service Program (KKN) | 19 | 40 | 61 | 24 | 2 | 3.342 | Fair |
| | Guiding student research proposals | 18 | 29 | 69 | 30 | 2 | 3.209 | Fair |
| | Writing books | 26 | 36 | 54 | 30 | 2 | 3.365 | Fair |
| | Developing lecture programs | 12 | 41 | 63 | 30 | 2 | 3.209 | Fair |
| | Developing lecture materials | 27 | 34 | 57 | 28 | 2 | 3.378 | Fair |
| | Developing oneself | 10 | 39 | 64 | 33 | 2 | 3.149 | Fair |
| | Fostering student activities | 8 | 40 | 61 | 37 | 2 | 3.101 | Fair |
| | Delivering scientific orations | 28 | 39 | 43 | 36 | 2 | 3.372 | Fair |
| **Total Dimensions of Education and Teaching** | | **237** | **499** | **773** | **387** | **26** | **3.278** | **Fair** |
| Research | Conduct research at least 1 (one) time in one semester | 17 | 41 | 44 | 44 | 2 | 3.182 | Fair |
| | Publish the results of the research in scientific journals | 14 | 36 | 54 | 42 | 2 | 3.122 | Fair |
| **Total Research Dimensions** | | **31** | **77** | **98** | **86** | **4** | **3.152** | **Fair** |
| Community service | Conducting seminar activities in the community | 15 | 42 | 58 | 31 | 2 | 3.250 | Fair |
| | Conducting environmental maintenance and cleanliness counseling to the community | 7 | 55 | 76 | 8 | 2 | 3.385 | Fair |
| | Playing an active role in institutional activities and other scientific activities | 10 | 48 | 78 | 10 | 2 | 3.365 | Fair |
| | Becoming a mentor and playing an active role in KKN activities | 8 | 47 | 85 | 6 | 2 | 3.358 | Fair |
| | Becoming a consultant in the field of community assistance | 8 | 39 | 92 | 6 | 3 | 3.291 | Fair |
| **Total Dimensions of Community Service** | | **48** | **231** | **389** | **61** | **11** | **3.330** | **Fair** |
| Total Lecturer Performance Score | | 7.233 | | | | | | |
| Average | | 3.261 | | | | | | |
| Standard Deviation | | 0.411 | | | | | | |
| Range | | 2.850 to 3.672 | | | | | | |
| Category | | Fair Towards Good | | | | | | |

Drawing on established frameworks in higher education evaluation and utilising criteria on a 5-point Likert scale, lecturer performance at PTKIS in the Ciayumajakuning Region has been assessed as 'Fair' overall, with an aggregate mean score of 3.261 (SD = 0.411) based on responses to 20 items covering dimensions such as education and instruction, research, and community service;

within the education and instruction dimension (comprising 13 items), lecturers demonstrate adequate competence in content delivery and the development of lecture materials, yet the indicator for "Creating modules" recorded the lowest score, indicating a pressing need for targeted professional development to enhance pedagogical innovation.

Lecturer performance at PTKIS in the Ciayumajakuning Region is evaluated as fair—characterised by strong community service reflecting Islamic values of *khidmah*, yet undermined by deficiencies in module creation and research publication—indicating a need for balanced academic development and targeted professional interventions.

## Discussion

The theoretical framework of transformational leadership, as originally conceptualised by Burns (1978) and further developed by Bass (1985), delineates four fundamental dimensions that underpin exemplary leadership: idealised influence (charismatic leadership), inspirational motivation, intellectual stimulation, and individualised consideration. These dimensions work synergistically to transform organisations by cultivating follower commitment, enhancing performance, and fostering visionary institutional cultures that transcend traditional management models (Bass & Riggio, 2006; Avolio et al., 2009).

Transformational leadership has long been recognised as a pivotal driver of organisational effectiveness, especially in academic settings where leadership directly impacts lecturer engagement, institutional culture, and performance outcomes (Bush, 2018; Juhro, 2020). This leadership model is particularly relevant within the context of Private Islamic Religious Colleges (PTKIS), where leaders are expected to integrate Islamic educational philosophies with modern pedagogical methodologies.

Unlike conventional higher education institutions, PTKIS must navigate the nuanced intersection of religious values and contemporary educational demands. Therefore, transformational leadership in PTKIS requires distinct competencies—visionary thinking, spiritual sensitivity, and pedagogical adaptability—to effectively guide faculty, foster academic excellence, and ensure institutional sustainability (Allen & Meyer, 1990; Sani & Maharani, 2012; Triyono et al., 2023; Mangkunegara, 2020).

Rational decision-making and problem-solving competency are dominant, reflecting managerial effectiveness (Bush, 2018; Triyono et al., 2023), while leadership confidence and intellectual stimulation require strengthening (Sani & Maharani, 2012; Shao et al., 2022). Studies affirm transformational leadership's positive impact on academic innovation and lecturer commitment (Nelly et al., 2024; Ribeiro et al., 2018), though its efficacy can be diminished by rigid institutional structures (Asbari, 2019; Widodo & Mawarto, 2020). To address these disparities, Alzoraiki et al. (2023) advocate for leadership regeneration, mentoring, and professional development.

Grounded in Meyer and Allen's (1997) seminal three-component model of organisational commitment, affective commitment is conceptualised as the

emotional attachment, personal identification, and active involvement that lecturers have with their institution. In this study Alzoraiki et al. (2023); Sustiyatik (2023)—was employed to measure affective commitment across three dimensions: emotional individual attachment, employee identification with the organisation, and employee involvement with the organisation. This framework not only elucidates the critical elements of affective commitment but also establishes a robust benchmark for evaluating lecturers' emotional bonds

Drawing on established frameworks in higher education evaluation—most notably the perspectives advanced by Biggs and Tang (2011) and Ramsden (2003)—lecturer performance is understood as a multidimensional construct that encompasses teaching effectiveness, research productivity, community service, professional development, and administrative contribution. Contemporary scholarship increasingly recognises that performance in Islamic educational contexts must additionally navigate the integration of religious values with academic excellence, creating unique challenges and opportunities for professional development (Mansir & Karim, 2020). These scholars argue that an assessment tool based on a Likert-scale can be used to categorise performance qualitatively; for instance, according to Allen and Meyer's (1990) criteria and with these thresholds, a validated 16-item instrument—developed in line with best practices as outlined by DeVellis (2003)—was employed to assess lecturer performance. This instrument, which captures the various dimensions identified by Biggs and Tang (2011) and Ramsden (2003), provides a robust basis for data interpretation.

While in the research dimension of DeVellis (2003); Rahyuda (2019)—as measured by two items—the particularly low score for "Publishing the results of research in scientific journals" highlights significant shortcomings in scholarly dissemination that may reflect deficits in institutional support and limited scholarly networks (Nadeak, 2020; Trisnaningsih, 2021); similarly, the community service dimension (evaluated via five items) registers a Fair performance, although the weakest outcome in "Conducting seminar activities in the community" suggests that interactive, seminar-based outreach requires further enhancement. The interpretation of these performance patterns generates considerable scholarly debate regarding the nature of academic excellence within Islamic higher education contexts: proponents of contextualised performance frameworks (e.g. Nadeak, 2020; Trisnaningsih, 2021) argue that the strong community service performance reflects the authentic integration of Islamic values emphasising social responsibility and community engagement, thereby affirming that religious institutions are successfully fulfilling their distinctive mission of combining academic pursuit with social contribution in alignment with the Islamic principle of *khidmah* (service); conversely, critics advocating for universal academic standards such as Erlandson (2019) and Manish and Gupta (2019) contend that the weak research performance indicates fundamental deficiencies in academic culture and institutional support systems, with low research publication scores serving as a marker of "academic underperformance" potentially arising from insufficient research infrastructure, limited scholarly networks, and inadequate incentive systems that are critical to institutional credibility and international

competitiveness. The synthesis of these contrasting viewpoints reveals that while religious institutions manifest clear strengths in community-oriented activities, significant challenges remain in fostering robust research-intensive domains, thereby necessitating "balanced academic development" approaches that not only reinforce existing community service strengths but also systematically address research productivity limitations; recommendations by Fauzi et al. (2023) and Purnomo et al. (2024) advocate for comprehensive faculty development programmes that integrate traditional Islamic values with contemporary academic expectations, ensuring that deficiencies in module creation and research publication are effectively rectified while building on established strengths in community engagement and material development.

## CONCLUSION

The study concludes that transformational leadership positively influences lecturer performance in PTKIS Ciayumajakuning, both directly and indirectly through affective commitment. While the overall quality of leadership is rated "Fair to Good," disparities among its dimensions were noted. Individual consideration showed the strongest impact, whereas ideal/charismatic influence and intellectual stimulation require improvement through integrated training rooted in Islamic values and modern pedagogy. Affective commitment—covering emotional attachment, organizational identification, and active engagement—was also rated "Fair to Good," with active involvement needing further enhancement, particularly through increased lecturer participation in institutional decision-making. Lecturer performance showed similar ratings, with strong community service reflecting Islamic values (khidmah), but weaknesses identified in research output and innovation, including module development. Limitations of the study include its regional focus, modest sample size, and exclusion of external variables like organizational culture and institutional support. Future research should broaden the geographic scope, use mixed methods, and integrate additional variables to deepen understanding and support leadership development and performance improvement in Islamic higher education institutions.

## ACKNOWLEDGMENT

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