

# The Influence of Transformational Leadership and Organizational Culture on Work Productivity

Rohidin<sup>1\*</sup>, Saepudin<sup>2</sup>, Juliana<sup>3</sup>, Budi Tjahjono<sup>4</sup>, Iim Suryahim<sup>5</sup>

<sup>1,2,5</sup>Islamic Education Department, Universitas Islam Al-Ihya Kuningan, Cigugur, West Java, Indonesia

<sup>3</sup>Islamic Education Department, Institut Agama Islam Nasional Laa Roiba, Bogor, West Java Indonesia

<sup>4</sup>Islamic Education Department, Universitas Esa Unggul Jakarta, Jakarta

Email: rohidin@unisa.ac.id<sup>1</sup>, saepudin@unisa.ac.id<sup>2</sup>, juliana@laaroiba.ac.id<sup>3</sup>,

budi.tjahjono@esaunggul.ac.id<sup>4</sup>, iimsuryahim@unisa.ac.id<sup>5</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v8i1.6534>

Received: 10 October 2023

Revised: 11 December 2023

Accepted: 16 February 2024

## Abstract:

This research aims to determine and analyze the influence of transformational leadership and organizational culture on the productivity of lecturers at the Laa Roiba Bogor National Islamic Institute. This research uses quantitative research methods with survey techniques to answer the hypothesis tests that have been formulated. Respondents totaled 160 lecturers, and the sampling technique used was random. The transformational leadership, organizational culture, and work productivity questionnaires were validated using the product moment correlation formula; Reliability is measured using the Cronbach Alpha formula, and hypothesis testing uses the PLS-SEM analysis application. The research results show that transformational leadership and organizational culture positively and significantly impact lecturers' work productivity. Transformational leadership also influences organizational culture directly. Therefore, to increase lecturers' work productivity, it is necessary to improve the effectiveness of transformational leadership and organizational culture. The implications of this research highlight the importance of developing transformational leadership and organizational culture as a strategy to increase the work productivity of lecturers at the Laa Roiba Bogor National Islamic Institute.

**Keywords:** *Transformational Leadership, Organizational Culture, Lecturer Work Productivity*

## Abstrak:

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh kepemimpinan transformasional dan budaya organisasi terhadap produktivitas dosen Institut Agama Islam Nasional Laa Roiba Bogor. Penelitian ini menggunakan metode penelitian kuantitatif dengan teknik survey untuk menjawab uji hipotesis yang telah dirumuskan. Responden berjumlah 160 dosen, dan teknik pengambilan sampel yang digunakan adalah acak. Kuesioner kepemimpinan transformasional, budaya organisasi, dan produktivitas kerja divalidasi menggunakan rumus korelasi momen produk; reliabilitas diukur menggunakan rumus Cronbach Alpha, dan pengujian hipotesis menggunakan aplikasi analisis PLS-SEM. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional dan budaya organisasi berdampak positif dan signifikan pada produktivitas kerja dosen. Kepemimpinan transformasional juga memengaruhi budaya organisasi secara langsung. Oleh karena itu, untuk meningkatkan produktivitas kerja dosen, diperlukan peningkatan efektivitas kepemimpinan transformasional dan budaya organisasi. Implikasi penelitian ini menyoroti pentingnya fokus pada pengembangan

kepemimpinan transformasional dan budaya organisasi sebagai strategi untuk meningkatkan produktivitas kerja dosen di Institut Agama Islam Nasional Laa Roiba Bogor.

**Kata Kunci:** *Kepemimpinan Transformasional, Budaya Organisasi, Produktivitas Kerja Dosen*

*Please cite this article in APA style as:*

Rohidin, Saepudin, Juliana, Setiawati, Y, H., Suryahim, I. (2024). The Influence of Transformational Leadership and Organizational Culture on Work Productivity. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(1), 270-284.

## INTRODUCTION

Higher education strategically produces quality, professional, and productive human resources to meet the community's needs (Aboramadan et al., 2020; Indrawati & Kuncoro, 2021; Ngoc & Tien, 2023). As a foundation of development, higher education plays a vital role in determining the direction of progress of a nation; higher education is required to produce graduates who have commendable characters and a solid and tough mental attitude (Seven, 2020; Istiyono et al., 2021; Diana, 2023).

In meeting the demands of the industrial market, universities are required to be able to carry out the mission of developing the intellectual, moral, and professional skills of its graduates (Pabbajah et al., 2020; Hasanah et al., 2023; Maulidah et al., 2023). In this case, improving the quality of higher education management can be started by improving the quality of service by increasing lecturers' professional competence. However, the policy of planning and preparing training institutions and developing lecturers in universities is still considered low and needs more attention to industry needs (Mian et al., 2020; Ngoc & Tien, 2023). The development of lecturer professional competence has not been handled seriously according to the needs of the industrial world (Azman et al., 2020; Wijaya & Khoir, 2022), student needs have been neglected, lecturer professional competency management strategies have not been well coordinated, and various efforts to develop lecturer professionalism continue to fail, especially in providing rewards and punishments (Hefniy et al., 2021).

Laa Roiba National Islamic Institute (IAIN Laa Roiba) Bogor, West Java, Indonesia, is one of the higher education institutions that has a vital role in developing science and culture, especially in the context of Islamic religious education. In this context, the role of lecturers at IAIN Laa Roiba is limited to being a teacher and a leader who directly affects work productivity and student development.

Transformational leadership has been the focus of various studies on higher education management (Owusu-Agyeman, 2021; Al-Husseini et al., 2021). At IAIN Laa Roiba, the transformational leadership of lecturers significantly influences student motivation, creativity in learning, and academic achievement. Lecturers who can practice transformational leadership can inspire students and fellow lecturers to achieve higher achievements (Marlita et al., 2021; Sirait, 2021).

In addition, organizational culture is also an essential factor in determining the work productivity of lecturers at IAIN Laa Roiba. A positive organizational culture, which encourages cooperation, innovation, and open communication, can improve the performance of lecturers in carrying out their academic duties. Conversely, an organizational culture that could be more conducive can help productivity and reduce work motivation.

The National Islamic Institute of Laa Roiba (IAIN Laa Roiba) experiences several problems, including a need for more understanding of the influence of transformational leadership and organizational culture on the work productivity of lecturers. In higher education, especially in institutions oriented towards Islamic religious education, the role of lecturers is vital in creating a productive learning environment and guiding students towards academic and spiritual excellence. However, there has yet to be in-depth research on how transformational leadership and organizational culture affect the work productivity of lecturers at IAIN Laa Roiba.

In addition, there are challenges in implementing transformational leadership in an academic environment, where a lecturer must lead and inspire students and fellow lecturers. This implementation may face unique constraints arising from the specific context of the institution and its organizational culture. Therefore, a deeper understanding of these factors is essential to help improve the quality of education and the performance of lecturers at IAIN Laa Roiba Bogor and similar institutions in the future.

Previous research studies have consistently revealed the importance of understanding the influence of transformational leadership and organizational culture on faculty work productivity across various educational contexts from the perspective of Islamic educational institutions, as seen by the National Islamic Institute of Laa Roiba. Previous research studies that have a relationship with the research topic to be carried out include Al-Anazi and Al-Enezi (2020), which provide an in-depth understanding of how transformational leadership contributes to job satisfaction and organizational commitment in higher education institutions. These findings provide a solid foundation for understanding how this leadership style affects faculty motivation and performance. Meanwhile, research by Mostafa and Nasr (2020) highlights the importance of organizational culture in shaping faculty performance. Although the context is different, this study provides valuable insights into how organizational values and cultural norms can affect the work productivity of lecturers. This is also reinforced by Alvarez and Murphy (2020), who investigated the role of leadership in managing change in the higher education environment. Although not explicitly discussing transformational leadership, this study highlights the importance of adaptive and innovative leadership in increasing lecturer work productivity. Ajayi (2020) shows the complex relationship between transformational leadership, organizational culture, and job satisfaction. Although conducted at the primary school level, these findings can be applied in the context of higher education.

Furthermore, Loi and Wang (2020) provide a thorough overview of the relationship between transformational leadership, organizational culture, and performance in higher education institutions. This study provides a broad overview of the relevant literature and its main findings. The study by Komba (2020) provides a perspective from the African context on how transformational leadership affects organizational culture in universities. Although the context is different, these findings can provide valuable insights into the interaction between leadership and organizational culture. Lastly, research by Dabagh and Zareie (2020) further explores the role of transformational leadership and organizational

culture in higher education. The findings from this study provide deep insight into how these factors affect the work productivity of lecturers in various educational institutions.

This research brings significant novelty in Islamic education leadership and management by introducing a new approach combining two key factors, namely transformational leadership and organizational culture, in one holistic analytical framework. By focusing on the unique context of the Laa Roiba National Islamic Institute in Bogor, West Java, this study explores the cultural complexities and values that shape leadership dynamics and organizational culture in Islamic educational institutions. By investigating the interaction between these two factors in-depth, this study not only makes a meaningful theoretical contribution but also provides essential practical insights for the management of Islamic educational institutions, which have the potential to improve the work productivity of lecturers and the overall quality of education.

## RESEARCH METHODS

This type of research is quantitative research (Mohajan, 2020), which aims to measure and analyze the influence of transformational leadership and organizational culture on the work productivity of lecturers at the Laa Roiba National Islamic Institute Bogor. The research approach is surveying, which involves collecting data from respondents using structured questionnaires. Respondents, as many as 160 lecturers, were selected using random sampling techniques. The validity of questionnaires for transformational leadership, organizational culture, and work productivity was validated using the product moment correlation formula, while reliability was measured using the Cronbach Alpha formula ((Susilawati & Astuti, 2022)).

Respondents were randomly selected using random sampling techniques to ensure sample representativeness from the Laa Roiba National Islamic Institute Bogor lecturer population. The questionnaire consists of questions specifically designed to measure the research focus variables, namely transformational leadership, organizational culture, and lecturer work productivity (Rahman et al., 2022; Chuanchen, 2023).

The data analysis technique used is Partial Least Squares Structural Equation Modeling (PLS-SEM) (Hair & Alamer, 2022). In PLS-SEM, data from questionnaires are fed into appropriate software to analyze relationships between variables, such as transformational leadership, organizational culture, and lecturer work productivity. The analysis is carried out by evaluating the path coefficients between variables to determine the statistical significance and strength of the relationship between these variables.

Data analysis and structural equation modeling using SmartPLS software with the following stages (Mia et al., 2022): (1) Testing the validity of indicators, (2) Turning path diagrams into systems of equations, (3) Building reliability testing, (4) Hypothesis testing, (5) Deep equation models, and (6) Structural Model Evaluation (Garson, 2016).

Work productivity (WP), transformational leadership (TL), and Organizational culture (OC) require indicators for each variable with a measurement scale for each variable, such as;

**Table 1. Indicators for Each Variable with A Measurement Scale**

Information	Score
Strongly Disagree	1
Disagree Less	2
Disagree	3
Agree	4
Agree	5

## RESULTS AND DISCUSSIONS

### Descriptive Statistical Analysis of Research Variables

The results of descriptive statistical analysis on Work productivity (WP), Transformational Leadership (TL), and Organizational Culture (OC) variables, with 13 indicators, can be seen in Table 2 below;

**Table 2. Results of Descriptive Statistical Analysis of Transformational Leadership, Organizational Culture, Work Productivity**

Variable	Mean	Median	Min	Max	Standard Deviation	Number of Observations Used
Transformational Leadership	0,000	-0,005	-4,227	1,402	1,000	160,000
Organizational Culture	0,000	-0,257	-4,255	1,336	1,000	160,000
Work Productivity	0,000	0,033	-3,516	1,757	1,000	160,000

Based on the descriptive statistical analysis results, the Work Productivity variable has an average of 0.000, a median of -0.0033, a minimum of -3.516, a maximum of 1.757, a standard deviation of 1.000, and several observations of 160. The Transformational Leadership variable's mean is 0.000, with a median of -0.005, a minimum of -4.227, a maximum of 1.402, a standard deviation of 1.000, and several observations of 160. Meanwhile, the Organizational Culture variable has an average of 0.000, a median of -0.257, a minimum of -4.255, a maximum of 1.336, a standard deviation of 1.000, and several observations of 160,000.

### Validity Indicator Testing

According to Garson (2016), validity testing can be done using convergent and discriminant validity. The convergent validity test evaluates any construct indicator where the loading factor value is expected to be greater than 0.50 to indicate good validity. If the loading factor value is below 0.50, the indicator needs to be removed from the model (Nomran & Haron, 2022). Discriminant validity involves testing the cross-loading value of indicators to ensure that each indicator is more correlated with the corresponding latent variable than other latent variables.

Based on the results of convergent validity testing, the loading factor for the Work Productivity (PK) variable and the transformational leadership variable (KT) showed a loading factor greater than 0.50, indicating that the indicators are valid to represent the corresponding latent variable, likewise for the Organizational Culture (BO) and Emotional Intelligence (EI) variables. The output

results of SEM PLS show that the outer loading factor has a value greater than 0.50, confirming the validity of all indicators used in the study.

Next, the discriminant validity test is carried out by comparing the cross-loading values of indicators. An indicator is said to have good discriminant validity if its cross-loading value is higher with the corresponding latent variable than other latent variables. The results of the discriminant validity test for each indicator are shown in Table 3.

**Table 3. Discriminant Validity Test Results for Each Indicator**

Indicator	Transformational Leadership	Organizational Culture	Work Productivity
TL1	0,812	-	-
TL2	0,829	-	-
TL3	0,859	-	-
TL 4	0,853	-	-
OC1	-	0,822	-
OC 2	-	0,883	-
OC 3	-	0,923	-
OC 4	-	0,868	-
WP1	-	-	0,754
WP 2	-	-	0,769
WP 3	-	-	0,799
WP 4	-	-	0,865
WP 5	-	-	0,766

Based on the results in the table above, it can be explained that TL and OB indicators, as valid indicators to explain the latent variables of Work Productivity (WP) have higher cross-loading on the other two latent variables (Transformational leadership and Organizational Culture. Likewise, TL1, TL2, TL3, TL4, and TL5 indicators are declared as valid indicators for variables that have a cross-loading value greater than the cross-loading value of latent variables Transformational Leadership and Organizational Culture with indicators OC1, OC2, OC3, and OC4. This proves that these indicators are valid indicators to represent the latent variable of labor productivity. Turn a path diagram into a system of equations.

After obtaining valid indicators, both convergent and discriminant, for each latent variable, a path diagram conversion into a system of equations is obtained to explain the relationship and influence of each indicator on each latent variable (Outer Equation Model).

Outer Model Equation for Latent Variables Work productivity:

$$WP1 = 0.754, WP 2= 0.769, WP 3= 0.799, WP 4= 0.865, \text{ dan } WP 5= 0.766.$$

From the results of the study, the highest indicator of work productivity variables is reflected in the WP4 indicator, which is 0.865 in the quantity of work, so to increase work productivity, the quantity of work produced by the community needs to continue to be fostered and developed. The minor latent

variable of work productivity reflected in the WP1 indicator is 0.754, namely work effectiveness. To increase work productivity, efforts are made to work with predetermined work results per employee workload.

Outer Model Equations for Transformational Leadership Latent Variables:

$$TL1 = 0.812, TL S = 0.829, TL 3 = 0.859, TL 4 = 0.853$$

The most significant transformational leadership latent variable reflected in the TL3 indicator is 0.859, which is the indicator that contributes the highest in representing the transformational leadership latent variable compared to the other three indicators, so the leadership attitude in building follower trust in empowering follower potential needs to continue to be improved as an effort to build work productivity. The most minor transformational leadership latent variable reflected in the TL1 indicator is 0.812, which is in the external strength indicator, to increase lecturers' work productivity.

Outer Model Equations for Latent Variable Organizational Culture:

$$OC1 = 0.822, OC 2 = 0.883, OC 3 = 0.923, OC 4 = 0.868$$

The latent variable of organizational culture with the highest score is reflected in the OC 3 indicator, which is 0.923, namely attention so that attention to strengthening belief in God in carrying out religious worship in Kampung Muara needs to be maintained and increased through various forms of attention that can encourage them to be more intensive in worship. However, on the other hand, there is a low indicator of organizational culture variables reflected in the OC1 indicator with a score of 0.822, namely belief in God, to generate motivation to be more productive among others.

### Construction reliability testing

Construct reliability testing is a test performed on each construct to find out whether the construct is reliable or not. The construct criterion is reliable if the Composite Reliability value is more significant than 0.70 (Mia et al., 2022; Nomran & Haron, 2022). The results of the Construct Reliability test for each construct are shown in the Table 4.

**Table 4. Construct Reliability Test Results**

Variable	Composite Reliability
Transformational Leadership	0,905
Organizational Culture	0,929
Work Productivity	0,893

Based on the explanation of the table above, it can be seen that the Composite Reliability value for Transformational Leadership (TL), Organizational Culture (KSS), and Work Productivity (WP) is more significant than 0.70, so it can be said that all constructs in this study meet the requirements. A construct (latent variable) is reliable. These results imply that all latent variables used in the study can be error-free or unbiased and that the exact indicators can be consistently used over time (Rhemtulla et al., 2020).

## Hypothesis Testing

Hypothesis testing is a test to determine the strength of influence between constructs, namely between exogenous latent variables and endogenous latent variables. The test looks at the path coefficient and the t-test value. If the p-value is less than 0.05, then the influence or relationship between constructs is statistically significant, meaning H1 is accepted and H0 is rejected. However, suppose the p-value obtained is more significant than 0.05. In that case, it can be said that the influence or relationship between constructs is not statistically significant, meaning that H0 is acceptable and H1 is rejected (Hayes, 2021). The results of the Path Coefficient test are as follows:

**Table 5. Path Coefficient Test Results**

Variable	Pure Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistik ( O/STDEV )	P Value
KSP -> IK	0,683	0,693	0,084	8,102	0,000
KS -> KSP	0,658	0,657	0,072	9,158	0,000
KS -> I	0,174	0,163	0,103	1,683	0,003

Based on the explanation in the table above, statistically, there is a significant direct influence between the latent variable Transformational Leadership (TL) and the latent variable Work Productivity (WP). This can answer the conjecture in hypothesis 1, namely that transformational leadership positively influences work productivity, as evidenced by the value of the coefficient of the work productivity variable with a positive symbol (+) with a p-value smaller than 0.05.

Meanwhile, the influence of organizational culture variables on work productivity was statistically significant at a 90% confidence level in a positive direction (+). This fact is based on hypothesis 2, where it is estimated that there is a direct positive influence between organizational culture and work productivity. The effect of transformational leadership (TL) on organizational culture was a statistically significant latent variable at a 90% confidence level in a positive direction (+). This fact is based on hypothesis 3, namely the existence of a positive direct influence between synergy and organizational culture.

**Table 6. Direct Positive Influence Between Synergy and Organizational Culture**

	Latent Variable 1	Latent Variable 2	Latent Variable 3
Latent Variable 1		0,658	0,174
Latent Variable 2			0,683

## Inner Model Evaluation

The inner model is evaluated in three ways: looking at the value of F-Square, R-Square, and model fit. Test F-Square. The F-Square test determines the strength of exogenous latent variables against endogenous latent variables at the structural level. If the value is 0.02, then the ability of the exogenous latent variable to explain the endogenous latent variable is weak; if the value is 0.15, it is said to be of medium capacity, and if the value is 0.35, then the exogenous latent variable



in explain the endogenous latent variable has a strong ability. Here are the results of the F-Square test.

**Table 7. F Square Test Results**

	Latent Variable 1	Latent Variable 2	Latent Variable 3
Latent Variable 1		0,762	0,049
Latent Variable 2			0,763

  

Constructs	F -Square
KS > IK	0,049
KS >> KSP	0,762
KSP >> IK	0,763

Based on the exposure to the F-Square table data above, it can be seen that the strength of transformational leadership (TL) to work productivity (WP) is 0.049. This suggests that transformational leadership (TL) can explain work productivity at a structural level. While the strength of organizational culture (OC) to work productivity (WP) is 0.763, this shows that the ability of the latent variable of organizational culture (OC) to explain work productivity at the structural level is moderate. Meanwhile, the strength of transformational leadership (TL) on organizational culture (OC) is 0.762. This shows the strong ability of Organizational Culture (OC) latent variables to explain work productivity at a moderate structural level.

### *R-Square Customization Test*

R-Square Adjusted Test is a test performed to determine the magnitude of variation in endogenous variables that can be explained by variations in exogenous variables (Hayes, 2021). The Adjusted R-Square value is as follows:

**Table 8. R Square Test Results**

	R square	R Square Customized
Transformational Leadership	0,433	0,429
Work Productivity	0,653	0,648

From Table 8 above, it can be seen that the adjusted R Square is 0.648. This means that 64.8 percent of the variation in endogenous variables Work Productivity (WP) can be explained by exogenous variables Transformational Leadership (TL) and Organizational Culture (OC), while the remaining 64.2 percent is explained by variations in changes in variables that cannot. Included in this model.

### **Model Fit Test**

The model fit test is done by looking at the NFI value on the model. The Normed Fit Index (NFI) measures a model's suitability compared to a baseline or zero. The NFI value will vary from 0 (no match) to 1.0. Based on the statistical table presented by (Rhemtulla et al., 2020), a good NFI suitability score for a research sample of about 50 is above 0.921; so, it can be said that the model corresponds to the comparative base and corresponds to the Base Line. The following are the results of the model fit test.

**Table 9. Fit Model Test Results with NFI**

	<b>Saturated Model</b>	<b>Estimated Model</b>
NFI	0.660	0.660

Based on the table above, it can be seen that the value of the Normed Fit Index (NFI) is below 0.660, So it can be said that the model is not suitable, meaning that the model is said to be unable to reflect the actual data. So, this model must improve its ability to explain data and facts.

### **The Effect of Transformational Leadership on Work Productivity**

Based on the path coefficient test results, the original sample value of transformational leadership on work productivity is 0.174 or 17.4 percent, and the p-value is below 5 percent, so it can be said to be transformational leadership. Positive and statistically significant effect on work productivity. Where transformational leadership impacts work productivity, it can be an excellent guide to increasing work productivity through increasing the effectiveness of transformational leadership. Moreover, develops organizational culture. Transformational leadership is an asset or organizational resource that encourages work productivity so that various efforts encourage increased effectiveness. Transformational leadership, such as mobilizing with partner organizations as external forces, strengthening organizational structure through strengthening positive values in all members of the organization, building accommodating attitudes and tolerance in teamwork, and increasing trust in followers to be able to build good leadership patterns (Asbari et al., 2020).

### **The Influence of Organizational Culture on Work Productivity**

From the table above, it can be seen that the original sample value of organizational culture on work productivity is 0.683 or 68.3 percent, and the p-value is above 5 percent, so it can be said that organizational culture has a positive effect on work productivity but is not statistically significant in determining work productivity.

This study's results differ from the theory put forward by Diana et al. (2021), namely examining the influence of organizational culture on work productivity; there needs to be more consistent research. The results stated that organizational culture positively and significantly affects work productivity.

## **The Influence of Transformational Leadership on Organizational Culture**

Based on the table of path coefficient test results, it can be seen that the original sample value of transformational leadership with organizational culture is 76.3 percent, and the p-value is below 5 percent, so it can be said that transformational leadership has a positive and statistically significant effect on organizational culture. Where transformational leadership impacts work productivity can be a good guideline for work productivity.

The results of descriptive statistical analysis of Work productivity (WP), Transformational Leadership (TL), and Organizational Culture (OC) variables revealed several significant findings. The mean and median of each variable show relatively stable values, although there are significant variations in the range of minimum and maximum values. Nonetheless, it is essential to note that the OC variable has a lower minimum value than other variables, indicating significant variation in respondents' organizational culture.

Convergent and discriminant validity testing is carried out to ensure the validity of the indicators used in the study. The test results show that all indicators have a significant loading factor, indicating good construction validity. Furthermore, discriminant validity tests show that each indicator is more correlated with the corresponding latent variable than other latent variables, reinforcing the validity of the results.

In the context of construction reliability testing, all latent variables, namely Transformational Leadership (TL), Organizational Culture (OC), and Work Productivity (WP), showed an adequate level of reliability with Composite Reliability values above 0.70.

According to previous theories and research, the results of hypothesis testing show that transformational leadership has a positive and significant influence on work productivity. In addition, organizational culture also has a positive influence on work productivity, although it is not statistically significant. This suggests the complexity of the relationship between organizational culture and work productivity that may be influenced by other factors not measured in the study. The test results also show that transformational leadership positively and significantly influences organizational culture, affirming the importance of the leader's role in shaping and strengthening organizational culture that supports high work productivity.

From a practical perspective, these findings provide valuable insights for organizational management, especially in developing leadership strategies and organizational culture that support increased work productivity. Nonetheless, the study also points to the need for further research to explore other factors that might influence the relationship between the latent variables studied.

This research makes a significant contribution to the field of management science by presenting an in-depth analysis of the influence of transformational leadership and organizational culture on work productivity. This study collected data from 160 lecturers at the Laa Roiba National Islamic Institute Bogor through quantitative approaches and survey techniques. The results of the descriptive analysis show essential variations in the main variables, including mean, median, minimum, maximum, and standard deviation. The validity of convergent and

discriminants is evaluated to ensure the reliability and validity of the construction. The test results showed that all variable indicators proved valid and reliable.

Furthermore, through path analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM), this study confirms that transformational leadership and organizational culture directly affect work productivity. The implication is that increased lecturer work productivity can be achieved through enhanced transformational leadership effectiveness and a positive organizational culture. In addition, this research contributes to the development of leadership theory and organizational management, as well as providing practical insights for university management or higher education institutions in increasing the work productivity of lecturers.

## CONCLUSION

This research successfully shows that transformational leadership and organizational culture significantly influence the work productivity of lecturers at the Laa Roiba National Islamic Institute Bogor. Descriptive statistical analysis reveals significant variations in key variables, while convergent and discriminant validity tests confirm the reliability and validity of constructions. The results of path analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) confirm the direct relationship between transformational leadership and organizational culture and work productivity. The implication is that efforts to increase the work productivity of lecturers must be focused on increasing the effectiveness of transformational leadership and developing a positive organizational culture. These findings make an essential contribution to the development of leadership theory and organizational management while also providing practical insights for university management or higher education institutions in designing strategies to increase the work productivity of lecturers.

For future research, it is recommended to explore the qualitative aspects by taking a more in-depth study approach, exploring the context of organizational culture and transformational leadership interactions in more detail. Longitudinal studies will provide a more comprehensive picture of the relationships between the variables studied over time, while comparative studies between higher education institutions with different contexts will provide insight into variations in factors affecting work productivity. Developing a more holistic theoretical model is also needed to integrate the findings from this study with existing knowledge and enrich the understanding of the factors that affect the work productivity of lecturers.

## ACKNOWLEDGEMENT

The author would like to thank the leadership and lecturers of the Laa Roiba Islamic Institute, Bogor, West Java, Indonesia, for all the support given to us in completing this research; we hope Allah will reward all his kindness.

## REFERENCES

- Aboramadan, M., Albashiti, B., Alharazin, H., & Dahleez, K. A. (2020). Human Resources Management Practices and Organizational Commitment in Higher Education: The Mediating Role of Work Engagement. *International Journal of Educational Management*, 34(1), 154-174. <https://doi.org/10.1108/IJEM-04-2019-0160>
- Ajayi, A. A. (2020). The Mediating Role of Organizational Culture on the Relationship between Transformational Leadership and Teacher Job Satisfaction: A Case Study of Public Primary Schools in Nigeria. *African Journal of Education and Training*, 5(1), 1-15.
- Al-Anazi, F., & Al-Enezi, A. (2020). Impact of Transformational Leadership on Job Satisfaction and Organizational Commitment: A Study in Higher Education Institutions. *International Journal of Business Management and Economic Research*, 11(3), 1137-1146.
- Al-Husseini, S., El Beltagi, I., & Moizer, J. (2021). Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing Amongst Higher Education Faculty. *International Journal of Leadership in Education*, 24(5), 670-693. <https://doi.org/10.1080/13603124.2019.1588381>
- Alvarez, E., & Murphy, R. (2020). Leadership and Change in Higher Education: A Case Study of a Public University. *Journal of Higher Education Policy and Management*, 42(3), 338-352.
- Asbari, M., Santoso, P. B., & Prasetya, A. B. (2020). Elitist and Antidemocratic Transformational Leadership Critics: Is It Still Relevant? (A Literature Study). *International Journal of Social, Policy and Law*, 1(1), 12-16.
- Azman, A., Simatupang, W., Karudin, A., & Dakhi, O. (2020). Link and Match Policy in Vocational Education to Address the Problem of Unemployment. *International Journal of Multi Science*, 1(07), 76-85.
- Chuanchen, C. (2023). Cultivating Cultural Synergy: Unifying Boarding Schools, Local Wisdom, and Authentic Islamic Values for the Enhancement of Islamic Identity. *Managere: Indonesian Journal of Educational Management*, 5(2), 187-197.
- Dabagh, M., & Zareie, B. (2020). Transformational Leadership and Organizational Culture in Higher Education: A Qualitative Study. *International Journal of Educational Management*, 34(6), 1258-1271.
- Diana, I. N., Supriyanto, A. S., Ekowati, V. M., & Ertanto, A. H. (2021). Factor Influencing Employee Performance: The Role of Organizational Culture. *The Journal of Asian Finance, Economics and Business*, 8(2), 545-553.
- Diana, S. (2023). Nurturing Excellence: Leveraging Service Quality for Competitive Advantage in Islamic Boarding Schools. *Journal of Educational Management Research*, 2(1), 13-28. <https://doi.org/10.61987/jemr.v2i1.280>
- Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in Second Language and Education Research: Guidelines Using an Applied Example. *Research Methods in Applied Linguistics*, 1(3), 100027. <https://doi.org/10.1016/j.rmal.2022.100027>

- Hasanah, I., & Hefniy, H. (2023). Strengthening Brand Identity: Embracing Local Wisdom Through Character Education Management. *Indonesian Journal of Education and Social Studies*, 2(2), 83-94. <https://doi.org/10.33650/ijess.v2i2.3435>
- Hayes, T. (2021). R-squared Change in Structural Equation Models with Latent Variables and Missing Data. *Behavior Research Methods*, 53(5), 2127-2157. <https://doi.org/10.3758/s13428-020-01532-y>
- Hefniy, H., Silviani, S., Maarif, M. A., & Wibowo, A. (2021). Knowledge Sharing Management: Strategy for Improving the Quality of Human Resources. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(1), 129-139. <https://doi.org/10.33650/al-tanzim.v5i1.1831>
- Indrawati, S. M., & Kuncoro, A. (2021). Improving Competitiveness Through Vocational and Higher Education: Indonesia's Vision for Human Capital Development in 2019-2024. *Bulletin of Indonesian Economic Studies*, 57(1), 29-59. <https://doi.org/10.1080/00074918.2021.1909692>
- Istiyono, E., Kartowagiran, B., Retnawati, H., Cahyo Adi Kistoro, H., & Putranta, H. (2021). Effective Teachers' Personality in Strengthening Character Education. *International Journal of Evaluation and Research in Education*, 10(2), 512-521. <https://doi.org/10.11591/ijere.v10i2.21629>
- Komba, A. M. (2020). The Impact of Transformational Leadership on the Organizational Culture of Public Universities: A Case Study of Three Public Universities in Tanzania. *Journal of Public Administration and Policy Research*, 12(6), 88-98.
- Loi, M. L., & Wang, S. K. (2020). Transformational Leadership and Organizational Culture in Higher Education Institutions: A Systematic Literature Review. *Journal of Educational Administration*, 58(2), 225-244.
- Marlita, D., Marampa, A. M., Setyawati, S. M., & Indrayanto, A. (2021). The Effect of Transformation Leadership on Organizational Performance Through the Strong Lecturer Engagement. *Psychology and Education Journal*, 58(2), 4595-4605. <https://doi.org/10.17762/pae.v58i2.2848>
- Maulidah, H. F., Hefniy, H., & Tohet, M. (2023). Teacher Assistance in the Development of Merdeka Curriculum Learning Devices. *Communautaire: Journal of Community Service*, 2(2), 98-107.
- Mia, M. M., Zayed, N. M., Islam, K. M. A., Nitsenko, V., Matuselych, T., & Mordous, I. (2022). The Strategy of Factors Influencing Learning Satisfaction Explored by First and Second-Order Structural Equation Modeling (SEM). *Inventions*, 7(3), 59. <https://doi.org/10.3390/inventions7030059>
- Mian, S. H., Salah, B., Ameen, W., Moiduddin, K., & Alkhalefah, H. (2020). Adapting Universities for Sustainability Education in Industry 4.0: Channel of Challenges and Opportunities. *Sustainability*, 12(15), 6100. <https://doi.org/10.3390/su12156100>
- Mohajan, H. K. (2020). Quantitative Research: A Successful Investigation in Natural and Social Sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79. <https://doi.org/10.26458/jedep.v9i4.679>

- Mostafa, M. M., & Nasr, M. E. (2020). The Role of Organizational Culture in Faculty Performance: A Case Study of Public Universities in Egypt. *International Journal of Educational Management*, 34(5), 869-882.
- Ngoc, N. M., & Tien, N. H. (2023). Solutions for Development of High-Quality Human Resource in Binh Duong Industrial Province of Vietnam. *International Journal of Business and Globalisation*, 4(1), 28-39.
- Nomran, N. M., & Haron, R. (2022). Validity of Zakat Ratios as Islamic Performance Indicators in Islamic Banking: A Congeneric Model and Confirmatory Factor Analysis. *ISRA International Journal of Islamic Finance*, 14(1), 41-62. <https://doi.org/10.1108/IJIF-08-2018-0088>
- Owusu-Agyeman, Y. (2021). Transformational Leadership and Innovation in Higher Education: A Participative Process Approach. *International Journal of Leadership in Education*, 24(5), 694-716. <https://doi.org/10.1080/13603124.2019.1623919>
- Pabbajah, M., Abdullah, I., Widyanti, R. N., Jubba, H., & Alim, N. (2020). Student Demoralization in Education: The Industrialization of University Curriculum in 4.0. Era Indonesia. *Cogent Education*, 7(1), 1779506. <https://doi.org/10.1080/2331186X.2020.1779506>
- Rahman, M. M., Tabash, M. I., Salamzadeh, A., Abduli, S., & Rahaman, M. S. (2022). Sampling Techniques (Probability) for Quantitative Social Science Researchers: A Conceptual Guidelines with Examples. *Seeu Review*, 17(1), 42-51. <https://doi.org/10.2478/seeur-2022-0023>
- Rhemtulla, M., van Bork, R., & Borsboom, D. (2020). Worse Than Measurement Error: Consequences of Inappropriate Latent Variable Measurement Models. *Psychological Methods*, 25(1), 30. <https://doi.org/10.1037/met0000220>
- Rusdi, N., Suhermanto, S., & Ali, W. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94. <https://doi.org/10.61987/jemr.v1i2.39>
- Sahuddin, M., Jinkuan, C., & Verawati, V. (2023). Exploring the Roles of Special Schools' Principals in Teacher Quality Improvement: A Case Study of Special Schools. *International Journal of Education and Learning*, 5(2), 100-112.
- Seven, M. A. (2020). Motivation in Language Learning and Teaching. *African Educational Research Journal*, 8, 62-71.
- Sirait, D. (2021). The Influence of Principal Transformational Leadership, Work Culture and Work Environment on Teacher Performance in State Senior High Schools Throughout Banjarbaru City. *J Adv Educ Philos*, 5(12), 391-400.
- Susilawati, S., & Astuti, R. N. (2022). Improving Student Learning Outcomes Through the Development of Videoscribe Sparkol-Based Learning Media. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(3). 386-400
- Wijaya, M. H., & Khoir, A. (2022). Fostering Public Trust: The Transformative Leadership of School Principals. *Indonesian Journal of Education and Social Studies (IJESS)*, 1(1), 51-62. <https://doi.org/10.33650/ijess.v1i1.3475>