

## Synergistic Transformational Leadership and Academic Culture on The Organizational Performance of Islamic Higher Education in LLDIKTI Region IV West Java

Ika Kartika<sup>1</sup>, Saepudin<sup>2</sup>, Yanti Hasbian Setiawati<sup>3</sup>

<sup>123</sup>IAI Nasional Laa Roiba Bogor

[ikakartika@laaroiba.ac.id](mailto:ikakartika@laaroiba.ac.id), [saepudin@el-mal.net](mailto:saepudin@el-mal.net)

[yantihاسبians@laaroiba.ac.id](mailto:yantihاسبians@laaroiba.ac.id)

### ABSTRACT

*This study focuses on increasing the effect of synergistic transformational leadership and academic culture on organizational performance. This study aims to determine and analyze the positive effect of synergistic transformational leadership and academic culture on organizational performance. This research uses quantitative research method. The sample was determined randomly amounting to 145 people. Data collection tools use instruments that are distributed to research respondents. The data were analyzed using the Path Analysis model, which is to analyze the positive effects of synergistic transformational leadership and academic culture on organizational performance. The results of this study indicate that there is a positive influence of academic culture and synergistic transformational leadership on organizational performance and there is a positive influence of Synergistic Transformational Leadership on academic culture.*

*To improve the organizational performance, it is necessary to increase synergistic transformational leadership and academic culture.*

**Keywords:** *Synergistic Transformational Leadership, Academic Culture, Organizational Performance.*

### INTRODUCTION

Education is something needed by every individual human being. Education in the Reformation era should determine the future of a country. If the vision of education is not clear, what is at stake is the welfare and progress of the nation. Therefore, changes in the education subsystem area are reasonable to keep pace with the times.

Efforts to improve education and efforts to uphold the ideals of the Indonesian nation require hard work to achieve better education and improve the standard of living for the citizen. In the context of human needs, humans must enter the world of education. Even the government is obliged to provide quality education and educational institutions and provide broad access for every citizen. It concerns the availability of quality infrastructure, educational facilities, and human resources.

In the globalization era, universities play an essential and strategic role in producing quality and professional human resources in their fields that they can apply, develop and create Science and Technology. In-Law Number 12 of 2012, it is

stated that the function of higher education is: a) developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the life; b). an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tri Dharma; and c) developing Science and Technology by taking into account and applying human values.”

According to John N. Hawkins, leading universities play a significant role as a means of socio economic mobility, produce economic and social leaders, generate knowledge, and encourage innovation and social reflection of society. Leading universities are continuously developing their activities in reaction to the demands of society, generating new avenues through research and extending their reach to most aspects of modern life. (John N. Hawkins, 2016:37).

The higher education management model can be related to a service business model or services. Stakeholder satisfaction (students, lecturers, staff, and managers) is also a measure of its success. Islamic Higher Education seeks to prepare its graduates according to national education goals.

Modernization of higher education in facing the demands of the global market is a must by implementing a strategic pattern to adapt to the global environment. Islamic Religious Universities are required to prepare qualified and professional human resources in line with the development of science and technology.

Universities as a place for the learning process to take place are strived to be able to produce human resources who have academic and professional abilities in their fields. However, in reality Tilaar stated, “Higher education in Indonesia is still not meaningful in improving the quality of Indonesian people, both morale, work ethic, abilities and skills are still far from the desired expectations. Today's global life demands the mastery and application of science and technology, but higher education efforts are still not fully meeting these demands, because our higher education as reported in various studies is low in the Asian region (Sukarman Purba, 2009: 2).

The normative demands that are so high for universities have resulted in universities having to be able to carry out the mission of developing individual reasoning abilities as one of the main strengths so that graduates have academic abilities and can fill job vacancies according to their fields. Considering that the performance of an organization depends on individual performance, for the smooth running of its mission, especially higher education organizations whose mission is to improve the quality of human resources for their students, it is necessary to support higher education resource management competencies.

The existence of Islamic Religious Colleges aims to: (1) prepare students to become members of the community who have academic, moral, and professional abilities who can apply, develop, and or enrich the repertoire of science, technology, art, and or culture. which breathes Islam. (2) develop and disseminate science,

technology, and art with an Islamic spirit and or an Islamic culture to improve people's living standards and enrich the nation's culture, (3) formulate, disseminate, and educate the philosophy and values of the Islamic religion so that it can be used by the community as a parameter of life behavior, being an inspiration and catalyst for development, as well as a motivator for the creation of religious tolerance, as well as a harmonious life between followers of different religions. (Directorate General of Institutions, 2011: 5-6).

In preparing competitive human resources, Islamic Higher Education is required to be managed professionally by applying management to support success following the objectives. To produce quality, creative, innovative and professional human resources, Islamic universities have experienced many problems, including the lack of success in achieving the main goals of higher education as stated in PP 60 of 1999, namely the quality of graduates and the contribution of Islamic Higher Education to development. (Directorate General of Institutions, 2011:11).

The most basic competencies include the ability to read the Qur'an slowly with clear and correct tajwid and makhraj (tartil) and daily behavior (akhlaq), to their professionalism in work. This condition is considered to be one of the reasons why there are still many graduates of Islamic Religious Colleges who have not been able to be utilized by the community so that many of them are still unemployed. (Directorate General of Institutions, 2011:11).

The existence of Islamic Religious Colleges aims to: (1) prepare students to become members of the community who have academic, moral, and professional abilities who can apply, develop, and or enrich the repertoire of science, technology, art, and or culture that breathes Islam, (2) develop and disseminate science, technology, and art with an Islamic spirit and or Islamic culture to improve people's living standards and enrich the nation's culture, (3) disseminate and educate Islamic philosophy and values so that they can be utilized by the community as behavioral parameters life, being an inspiration and catalyst for development, as well as a motivator for the creation of religious tolerance, as well as a harmonious life between followers of different religions. (Directorate General of Institutions, 2011: 5-6).

The contribution of Islamic Higher Education to the development of science, technology, art, and culture with an Islamic spirit is also considered by the community to be less significant. Society does not see Islamic Religious College as a center for the study of religious knowledge. In religious matters, people often turn to other religious institutions, such as the Ulema Council, Muhammadiyah Tarjih Council, and others. This is because most of them are considered to be of low quality, or because the results of their research are not disseminated to the public. (Directorate General of Institutions, 2011:16).

Community service activities carried out as one of the Tri dharmas of higher education are also not associated with the results of research and educational

outcomes that have been carried out by the Islamic Religious College. This results in the relevance, benefit, and real contribution of the results of research conducted by the Islamic Religious College to society being less visible. (Directorate General of Institutions, 2011:16).

The low quality of most graduates of Islamic Higher Education in applying the results of their studies at Islamic Higher Education for the benefit of the community can create an image that the quality of the educational program at Islamic Higher Education is indeed of low quality so that it has an impact on the opinion of experts that Islamic education in Islamic Higher Education Islam is not able to make quality Islamic education programs and can produce graduates who are under the expectations of society.

Various problems experienced by Islamic universities in Indonesia in general are also experienced by the University of Muhammadiyah Jakarta, especially related to the professional competence of lecturers, namely the low competence of lecturers in carrying out their duties as academics, especially those related to the implementation of the Tri dharma of higher education, namely: learning activities are still carried out conventionally. , less use of modern information media and technology, less productive lecturers in conducting research, and low community-oriented activities. This is because lecturers concentrate more on educational and teaching activities.

Based on the description of the thoughts above, the authors are interested in studying the synergy of transformational leadership and academic culture on the organizational performance of Islamic Higher Education in the Higher Education Service Institute (LLDIKTI) Region IV West Java.

## **THEORETICAL FRAMEWORK**

### **1. Sustainability Organizational Performance**

According to Suwanto M.S (2014), performance is the behavior or what employees do. Two behavioral characteristics can be labeled as performance. Colquitt et al. (2019) define work performance as the set of employee behavior that contributes both positively and negatively to the achievement of organizational goals. It has three components: 1) task performance, or the transformation of resources into goods and services; 2) citizenship behavior, or employee voluntary actions associated with the organization; and 3) counter productive behavior." While, Gibson et al., (2012), stated "Performance refers to the level of success in carrying out tasks and the ability to achieve the goals that have been set. On the other hand, good performance will be successful if the desired goals can be achieved with good quality. Ivancevish (2008) shows "Performance is a set of employee work-related behaviors designed to achieve organizational goals." Furthermore, Cascio (2015), describes the performance as a way to ensure that individual or team workers know what is

expected of them and stay focused on effective performance by paying attention to goals, measures, and assessments.

Some performance measurements that can be used as indicators of employee performance, according to Gomes (2005) are as follows: (1) Quantity of work: The amount of work done in a certain period; (2) Quality of work: The quality of work achieved is based on conditions of suitability and readiness; (3) Occupational knowledge: The level of knowledge about the job and its skills; (4) Creativeness: The originality of ideas that arise from actions to solve problems that arise; (5) Cooperation: Willingness to cooperate with other people (fellow members of the organization); (6) Dependability: Awareness and confidence in the presence and completion of work on time; (7) Initiative: enthusiasm to carry out new tasks in enlarging their responsibilities; (8) Personal qualities: Regarding personality, leadership, friendliness and personal integrity.

## 2. Synergistic Transformational Leadership

The term transformational leadership consists of two syllables, namely leadership (leadership) and transformational (Danim, 2005: 53). In terms of terminology, transformational leadership is a style of leader who can change the form of thought into real action. (Danim, 2005: 54). It can be said that the transformational leadership style can be applied if it can instill trust, obedience, admiration, loyalty, and respect for lecturers, and institution employees. The followers of transformational leaders are always motivated to do better things to achieve organizational goals. In this regard, Lethwood as quoted by Sudarman shows that transformational leadership is a leadership pattern that can inspire, motivate and be able to change behavior in line with the development of the organization's vision (Yukl, 2004: 29).

The implementation of transformational leaders strives to become successful leaders by increasing the commitment of their followers by building organizational values, developing organizational vision, making changes, and seeking breakthroughs to increase creativity, innovation, and independence of their subordinates. The ideal criteria for transformational leaders are being able to build awareness of their followers in increasing creativity, developing organizational commitment, awareness of responsibility to maintain the needs and life of the organization. (Wuradji, 2008: 30-31).

The ability of a transformational leader to be able to provide inspiration and motivation requires good cooperation skills. Leaders must have a good way of thinking, the right articulation of words, and be able to simplify problems. (Suryanto, 2007: 81). The characteristics of transformational leaders are being able to arouse the enthusiasm and motivation of their followers to work hard, be able to develop a spirit of togetherness, discipline, and motivation to move forward, able to build organizational awareness of their followers by developing a sense of belonging, responsibility, and building the highest achievement. (Wuradji, 2008: 52-53). Transformational leaders are known as people who are good at generating creativity

in their followers. (Suryanto, 2007: 22). In awakening the creativity of their subordinates, transformational leaders have a clear vision, clarity of vision greatly determines the strength of a leader's influence, from this clarity of vision the leader can emerge as a leader who can create creative change. (Snair, at. Al: 2008: 135). Transformational leaders must believe in the vision. (Suryanto, 2007: 22). Another way to communicate the new vision is by setting a consistent example (Bennis).

According to Suwanto M.S (2014), performance is the behaviour or what employees do. Two behavioural characteristics can be labelled as performance, Colquitt et al. (2019), States Job performance is formally defined as the value of the set of employee behaviours that contributes either positively or negatively to organizational goal achievement. It has three components: 1) task performance, or transformation of resources into goods and services; 2) citizenship behaviours, or voluntary employee actions that attribute to the organization; and 3) counter productive behaviour "Gibson et al., (2012), states" Performance refers to the level of success in implementing the task and the ability to achieve the goals set. Otherwise good performance and successful if the desired goal can be achieved with good quality "According to Ivancevish (2008)" Performance is a set of employee work related behaviours designed to accomplish organizational goals " behaviour in completing organizational goals. While Cascio (2015), describes performance as a way to ensure that individual or team workers know what is expected of them and remain focused on effective performance by paying attention to objectives, measures and assessments.

Some measurements of employee performance, according to Gomes (2005) that can be used as indicators of employee performance as follows: (1) Quantity of work: The amount of work done in a specified period; (2) Quality of work: The quality of work achieved is based on conditions of suitability and readiness; (3) Job knowledge: The extent of knowledge about the job and its skills; (4) Creativeness: Authenticity of ideas arising from actions to solve problems that arise; (5) Cooperation: Willingness to cooperate with others (fellow members of the organization); (6) Dependability: Awareness and trustworthiness in terms of attendance and completion of work on time; (7) Initiative: enthusiasm to carry out new tasks in enlarging their responsibilities; (8) Personal qualities: Regarding personality, leadership, hospitality and personal integrity.

Innovative everyday life is the process of exploring the brain into the forms of ideas. An innovative attitude encourages a person's possibility to develop (Moorhead at al., 2005:721). A person's innovative level will describe the ability, motivation, opportunity, and art in creating something both verbal and non verbal. Robbins argues that the innovative level is the product of several components that synergize with the creation of motives in acting. (Hasibuan. 2001: 29). Michael A. West categorizes innovation into seven things based on creative thinking. This is a basic concept in the process of building and exploring one's innovation. The seven things are: (1) innovating in the workplace, (2) having confidence in being creative, (3) being an innovator, (4) having a vision at work (5) in the field of innovation in the

organization, (6) being able to manage innovation, (7) able to strengthen innovation (Evans. 2004: 5). James R. Evans stated that an innovative attitude is a person's ability to respond to something that is seen and felt or experienced through various efforts in overcoming problems. (Evans. 2004: 6-7).

The ability of transformational leaders to generate innovation for their followers requires good collaboration skills. are required to have a good way of thinking, articulate the right words, be able to simplify problems, and be able to determine how to view problems correctly and correctly. (Suryanto, 2007: 81).

Based on the description above, it can be stated that transformational leadership is a leadership process that requires subordinates to fight for glory, togetherness, and humanity. With indicators, leadership can build motivation, creativity, innovation, and independent institutions.

Synergistic leadership is a form of leadership based on the interaction between leadership behaviour, organizational structure, external forces, values, attitudes, and beliefs (Trautman, 2000). Five aspects of synergistic leadership theory make it unique: (1) female leaders are involved in their development, (2) female leaders can be influenced by external forces, organizational structures, or values, attitudes, and beliefs in ways that male leaders are not. . and conversely, (3) women's leadership behavior may interact with the factors of synergistic leadership theory in different ways than men's leadership behavior, (4) leaders at various positions or levels can be influenced by these factors in different ways. . 5) The four factors are interactive (Holtkamp, 2001; (Trautman, 2000).

From the description above, synergistic transformational leadership synthesis is a form of leadership that can influence and inspire subordinates to raise awareness to achieve maximum results. and develop leadership capacity with indicators, (1) hard work, able to cooperate, discipline, and drive to move forward. (2) Initiative, self-confidence, desire to know, and dare to take risks. work (4) beliefs and values, ( 5) leadership behaviour, (6) external factors, and (7) organizational structure.

### 3. Academic Culture

Academic culture is one of the higher education subsystems that plays an important role in efforts to build, develop the culture and civilization of society and the nation that involve themselves in academic activities. Academic culture is a lifestyle that is perpetuated in three ways, namely: (1) efforts to develop new knowledge continuously (2) efforts to find the truth that is carried out continuously, (3) efforts to maintain the existing knowledge repertoire from various types of counterfeiting. (Buchari, 1995:113).

According to Kurniawan, academic culture is a higher education system that plays an important role in efforts to build and develop culture and human civilization and the nation as a whole, where indicators of the quality of higher education are determined by the quality of education, the academic community in developing and building their academic culture. (Kurniawan, 2014: 45).



Academic culture is a system of shared values and beliefs held by college members. (Alvi, 2010: 76). According to Mahfud, "Academic culture is an academic activity outside of academic norms which is often a requirement in the learning process. Seminars, discussions, and scientific publications are examples of academic culture (Suara Merdeka: 2016).

Academic culture must be fostered and preserved. Mulyana defines culture as an order of knowledge about the experience of beliefs, values, attitudes, meanings, hierarchies, religion, time, roles, spatial relationships, concepts of the universe, material objects, and belongings that a large group of people acquires from generation to generation. through individual and group efforts (Mulyana, 2003:18).

Academic culture is a universal culture which means it is owned by everyone who carries out academic activities. Paltzian describes academic culture as an educational art and is progressive. This intellectual freedom of thought has implications for intellectual risks in the form of critical thinking, debating, and often conflicting with authority is commonplace. In contrast to the political culture which tends not to be progressive, but tends to the provisions, rules, and regulations. (Bowen. 2001:15).

Based on the opinion above, it can be synthesized that academic culture is the habit of academic activities in the form of a set of values, beliefs, and norms shared by members of the academic community as a guide in carrying out activities or actions and problem-solving, with quality indicators, ideal behaviour, scientific cooperation networks, share scientific information, comply with applicable regulations in the use of facilities, and respect each other in scientific meetings.

The dimension of academic culture is the habit of academic activities in the form of a set of values, beliefs, and norms that are shared by members of the academic community as a guide in carrying out activities or actions and solving problems with indicators. (1) responsibility and support (2) a set of academic tradition values with indicators: value system and norms (3) academic tradition with indicators: division of labour, rewards and punishments, expectations and adjustments.

## RESEARCH METHODOLOGY

The method used in this study is a survey method, namely conducting research directly into the field. Collecting data is done using questionnaires. Therefore, the data could be developed and given to samples from the population.

The research respondents were 145 people. The sampling is determined using a cluster random sampling technique. While product-moment correlation measures the instruments of a transformational leader, academic culture, and sustainability organizational performance to validate correlation, Alpha Cronbach measures reliability. Data is analyzed using path analysis techniques.

## RESEARCH RESULTS

Based on the path analysis test above, we can explain the following hypothesis testing:



a) Transformational leadership (X1) has a direct positive effect on sustainability organizational performance (X3). Next, to find out the direct effect of transformational leadership (X1) on sustainability organizational performance (X3), the researcher performs a path analysis using the SPSS 22 computer program for Windows:

Table ANOVA X<sub>1</sub> On Y

**ANOVA<sup>a</sup>**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4812.636	1	4812.636	143.385	.000 <sup>b</sup>
1	Residual	4967.524	148	33.564		
	Total	9780.160	149			

a. Dependent Variable: Sustainability Organizational Performance

b. Predictors: (Constant), Synergistic Transformational Leadership

**Coefficients<sup>a</sup>**

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	25.318	3.443		7.353	.000
1	Transformational leader	.642	.054	.701	11.974	.000

a. Dependent Variable: Sustainability Organizational Performance

From the results of the path analysis of the influence of transformational leadership (X1) on sustainability organizational performance (Y) the path coefficient  $\rho_{y1}$  is 0.666 with  $t_{count} = 10.860$ , while the value of  $t_{table} = 1.91$  ( $\alpha = 0.05$ ;  $df = 146$ ). Because  $t_{count} > t_{table}$ , then  $H_0$  is rejected,  $H_1$  is accepted. To sum up, transformational leadership has a direct positive effect on sustainability organizational performance.

b). Academic culture (X2) has a direct positive effect on sustainability organizational performance (X3)

To find out the direct effect of academic culture (X2) on sustainability organizational performance (X3), a path analysis was performed using the SPSS 22 computer program for Windows:

Tabel ANOVA X<sub>2</sub> on X<sub>3</sub>

**ANOVA<sup>a</sup>**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	110.117	1	110.117	1.685	.196 <sup>b</sup>
1	Residual	9670.043	148	65.338		
	Total	9780.160	149			

a. Dependent Variable: Sustainability Organizational Performance

b. Predictors: (Constant), transformational leadership

### Coefficients<sup>a</sup>

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	60.217	4.625		13.019	.000
1	Academic culture	.096	.074	.106	1.298	.196

a. Dependent Variable: Sustainability Organizational Performance

The results of the analysis of the influence of academic culture (X2) on sustainability organization performance (X3) the  $\rho_2$  path coefficient is 0, 261 with  $t_{count} = 3.289$  while the value of  $t_{table} = 1.91$  ( $\alpha = 0.05$ ;  $df = 146$ ). Because  $t_{count} > t_{table}$ , then,  $H_0$  is rejected,  $H_1$  is accepted. In conclusion, academic culture has a direct positive effect on sustainability organizational performance. Transformational leadership (X1) has a direct positive effect on academic culture (X2).

c). Transformational Leadership (X1) has a positive direct effect on academic culture (X2)

To find out the direct effect of transformational leadership (X1) on academic culture (X2) a path analysis was performed using the SPSS 22 computer program for Windows:

### ANOVA<sup>a</sup>

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	14.996	1	14.996	.188	.665
1	Residual	11816.797	148	79.843		
	Total	11831.793	149			

a. Dependent Variable: Academic Culture

b. Predictors: (Constant), Transformational Leadership

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	63.887	5.311		12.029	.000
1 Transformational Leader	-.036	.083	-.036	-.433	.665

a. Dependent Variable: Academic Culture

The results of the path analysis: the effect of transformational leadership (X1) on academic culture (X2) the  $\rho^2$  path coefficient is 0, 261 with  $t_{count} = 3.289$  while the  $t_{table} = 1.91$  ( $\alpha = 0.05$ ;  $df = 146$ ). Because  $t_{count} > t_{table}$ , then,  $H_0$  is rejected,  $H_1$  is accepted. Thus, it can be concluded that transformational leadership (X1) has a direct positive effect on academic culture (X2).

**DISCUSSION**

1. Synergistic Transformational Leadership (X1) has a direct effect on Sustainability organization Performance (X3).

The results of hypothesis testing show that there is the effect of transformational leadership that has a direct positive effect on sustainability organizational performance. The more positive transformational leadership, sustainability the organizational's performance tends to increase.

A transformational leadership is one of the variables that constantly and stably contributes to sustainability organizational performance. The interpretation of the results of hypothesis testing can guide that efforts to improve sustainability organizational performance can be initiated by improving transformational leadership first.

2. In reality, the academic culture (X2) has a positive direct and indirect effect on sustainability organizational performance (Y).

The results of hypothesis testing indicate that academic culture has a direct and indirect positive effect on sustainability organizational performance. The greater influence of the academic culture, the better the sustainability organizational performance of lecturers.

3. Synergistic Transformational Leadership (X1) has a direct positive effect on academic culture (X2).

Hypothesis results tested indicate that transformational leadership has a direct positive effect on academic culture. So, the more effective synergistic

transformational leadership, means the more positive the effect of the academic culture of lecturers.

Variants of academic culture can be described by synergistic transformational leadership. Transformational leadership is one of the main variables that constantly and stably contribute to academic culture. From these results, it can also be interpreted that an increase in synergistic transformational leadership will make a meaningful contribution to academic culture.

In the management of human resources, synergistic transformational leadership influences academic culture, because leadership that wants its subordinates to strive for success, togetherness, and humanity is done by building motivation, creativity, innovation, and an independent campus to build their institutions with providing quality services, ideal behavior, build a network of scientific cooperation, share scientific information, comply with the applicable provisions in the use of facilities, and respect each other in scientific meetings. As stated by Kurniatami that transformational leadership has a positive effect on proven Organizational Citizenship Behavior (OCB), so that the level of employee perceptions of transformational leadership at Muhammadiyah University Surakarta is very high. (Kurniatami, 2014).

Thus, the greater positive effect of transformational leadership on academic culture, the better the atmosphere of academic culture.

## CONCLUSION

Based on the results of the study, conclusions can be made about the effect of transformational leadership and academic culture on the sustainability organizational performance of lecturers in Indonesia, both individually and collectively, as follows:

1. There is the effect of synergistic transformational leadership on the Sustainability Organization Performance of lecturers in Indonesia. It means that the increase of the Sustainability Organization Performance follows the rise of Transformational Leadership.
2. There is the effect of academic culture on the Sustainability organization Performance of lecturers. It means that an increase in Academic Culture will increase the Sustainability Organization Performance of lecturers in Indonesia.
3. There is the influence of transformational leadership on academic culture. Therefore, the increase of synergistic transformational leadership followed by the increase of the sustainability organization performance of lecturers.

Based on the conclusions described above, this study has succeeded in testing the hypothesis that Transformational Leadership and Academic Culture affect the sustainability organizational performance of lecturers in Indonesia. Therefore, to increase Sustainability organization Performance, lecturers in Indonesia need to make various strategic breakthroughs that can transform synergistic transformational leadership and improve academic culture by using digital media that can be accessed and as a source of information.

## ACKNOWLEDGEMENT

The researcher would like to thank the leaders and staff of the Private Universities in the LLDIKTI IV West Java.

## REFERENCES

- Alvi, M. (2016). A Manual for Selecting Sampling Techniques in Research, Online at <https://mpra.ub.uni-muenchen.de/70218/> MPRA Paper No. 70218.
- Assauri, S. (2009). *Manajemen Produksi dan Operasi*, Jakarta: FEUI.
- Atmosoeperto, K. (2000), *Produktivitas :Aktualisasi Budaya Perusahaan*, Jakarta: Gramedia.
- Bowen. R. W. (2001). "The New Battle Between Political And Academic Culture"the Chronicle of higher education.vol 47.
- Buchari, M. (1995) *Transformasi Pendidikan* Jakarta Pustaka; Sinar Harapan dan IKIP Muhammadiyah, Jakarta Press.
- Collquitt. (2019). *Organizational Behavior Improving Performance and Commitment in the Workplace 6th Edition Colquitt Solutions Manual No Title*.
- Gomes, F.C. (2000). *Manajemen Sumber Daya Manusia*, Jogjakarta: Andi Offset.
- Danim, S. (2005). *Menjadi Komunitas Pembelajar (Kepemimpinan Transformasional Dalam Komunitas Organisasi Pembelajaran)*, Jakarta: Bumi Aksara.
- Evans, J. R. (2004). *Berpikir Kreatif Dalam Pengambilan Keputusan dan Manajemen* Bandung: Bumi Aksara.
- Fattah, N. (2012). *Sistem Penjaminan Mutu Pendidikan*, Bandung: Remaja Rosda Karya.
- \_\_\_\_\_, (2009) *Ekonomi Dan Pembiayaan Pendidikan*, Bandung: Remaja Rosda Karya
- Hasibuan, M.S.P. (2001). *Organisasi dan motivasi: Dasar Meningkatkan Produktivitas*, Jakarta, Bumi Aksara.
- Hawkins, J.N. (2016). *International and Development Education*, Los Angeles, Palgrave Macmilla.
- Ivancevish, J. . I. (2008). *Organizational Behavior and Management*. singapore: McGraw-Hill.
- Jauhari, V. at.al. (2013) "*Developing effective university-industry partnerships: an introduction*", *Worldwide Hospitality and Tourism Themes*, Journal Vol. 5 Issue.
- Kisdarto, A. (2012). *Produktivitas :Aktualisasi Budaya Perusahaan*, Jakarta: Gramedia.
- Kotter, J.P. (2009). *Kepemimpinan dan Perubahan*, Jakarta: Erlangga.
- Kusriyanto, B. (2003). *Meningkatkan Produktivitas Karyawan*, Jakarta: Pustaka Binaman Prusindo.
- Mali, P. (2001). *Management Handbook: Ooperating Guidelines Techniques and Practices*, New York: John Wiley and Son.
- Malyana D. Dan Rakhma J. (2005). *Nuansa-nuansa Komunikasi*. Bandung Remaja Rosdakarya.

- Moorhead, G. dan W.G. Ricky. (2005). *Organization Behaviour: Managing people and Organization*, Boston: A.M.M Company.
- Mulyana D., (2003), *Komunikasi Antar Budaya*. Bandung: Remaja Rosdakarya.
- Nasution, D.R. (2016). Pengaruh Gaya Kepemimpinan Transformasional terhadap Stres Kerja Karyawan Media Massa Medan, *Jurnal Psikologi*, <http://repository.usu.ac.id/handle/123456789/54724>
- Parakhina, V. at. Al. (2017). universities as a factor of their global competitiveness, "Strategic management model with lens of knowledge management and competitive intelligence: A review approach", *VINE Journal of Information and Knowledge Management Systems*, Vol. 47 Iss 1.
- Ravianto, J., (2005). *Produktivitas Dan Tenaga Kerja Indonesia*, Jakarta: SIUP.
- Rochmawati, Y. D. (2014). *Pengaruh Budaya Kerja Terhadap Stres kerja Karyawan Pada PT Bank Jatim Cabang Lumajang di Lumajang*, Program Studi Ilmu Administrasi Bisnis. Jurusan Ilmu Administrasi. Fakultas Ilmu Sosial dan Ilmu Politik. Universitas Jember.
- Santana, S. (2009). "Budaya Akademis Internasional Mahasiswa Indonesia di Australia " *Mimbar*, Vol. XXV, (2).
- Sembiring, R. D. at al., ( 2013). Pengaruh Stres Kerja Terhadap Stres kerja Pegawai Pada PT PLN (PERSERO) area Medan, DOI: <https://doi.org/10.30996/persona.v5i03.856>.
- Shadaway, L. 2005. *Learning to Teach*, New York, Jose Luis Peloez, Inc.
- Snair, Sc. 2008, *Motivational Leadership*, Jakarta: Prenada.
- Soelton, M. at. Al. (2018). Pengaruh Kepemimpinan Transformasional, Lingkungan Kerja Fisik Dan Stres Kerja Terhadap Stres kerja Pegawai Pada Kantor Kecamatan Penjarangan Jakarta Utara *Jurnal Ekonomi Untar Jakarta* : ISSN : 0854-9842.
- Suhaemi, M E.& N. A., A Management Strategy for the Improvement of Private Universities Lecturers' Professional Competences, *International Education Studies Journal*; Vol. 8, No. 12; 2015ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education, p. 17.
- Suryanto, Dwi. 2007. *Transformational Leadership-Terobosan Baru Menjadi Pemimpin Unggul*, Jakarta: Gramedia.
- Terry, George, 2006. *Prinsiples Of Manajemen*, A.B. Winardi, Bandung: Winardi.
- Trautman, D. (2010). The validation of the synergistic leadership theory: A gender inclusive theory. *Dissertation Abstracts International*, 62 (OTA), 2598 (University Microfilms, No. 3020899).
- Wuradji, 2008, *The Educational Leadership (Kepemimpinan Transformasional)*, Yogyakarta: Gama Media.