Transformational Leadership and Lecturer Performance: The Mediating Role of Organizational Learning and Decision-Making

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ABSTRACT. The main objective of this study was to examine the influence of transformational leadership, assessment, and decision-making on lecturer performance, mediated by organisational learning. Using an explanatory research design with a survey method, data were collected from 100 lecturers at Balitar Islamic University through a validated questionnaire. Data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) with SmartPLS software. The findings indicate that transformational leadership, assessment, and decision-making have a significant direct effect on organisational learning and lecturer performance ($p < 0.05$). Furthermore, organisational learning also significantly influences lecturer performance. Mediation analysis revealed that organisational learning significantly mediates the relationship between assessment and decision-making and lecturer performance, but does not mediate the effect of transformational leadership. This study concludes that transformational leadership and strategic decision-making play a significant role in improving lecturer performance. The implication of this study is the importance of strengthening leadership strategies and organisational learning practices to improve the performance and sustainability of higher education institutions.

Keywords: *Judgment and decision-making, lecturer performance, organisational learning, transformational leadership*

INTRODUCTION

In the millennial era, higher education is required to enhance the quality of human resources significantly (Dung, 2021; Kooli & Abadli, 2022). This improvement is essential to respond to the increasingly competitive global landscape, which demands that universities integrate science and technology in learning processes (Mutohar & Trisnantari, 2020). The advancement of technology has transformed how education is delivered and perceived, necessitating an urgent call for educational transformation worldwide (Soim et al., 2022). This transformation aims to empower students not only to master competencies but also to engage actively in society (Hadi, 2016). The National Academy of Engineering emphasised future scholar roles in both professional and social domains, where education must equip individuals to develop technologies that support human development (Yiannis et al., 2009). In this context, lecturers have a vital responsibility as professional educators to implement the tri dharma of higher education: education, research, and community service (Daniawan, 2018; Salim & Septiana, 2020; Khasanah, 2022).

Despite their crucial role, many lecturers in Indonesian higher education institutions are not performing optimally, especially in fulfilling the tri dharma responsibilities (Hutapea, 2016). The

quality of lecturer performance is a strategic determinant of educational success. However, several challenges persist, such as the passive learning atmosphere, lack of professional development, and limited decision-making involvement in institutional management.

Previous studies have acknowledged the significant effect of transformational leadership on employee performance (Herman & Chiu, 2014; Rao & Kareem Abdul, 2015; Jiang et al., 2017; Buil et al., 2019; Eliyana & Ma'arif, 2019; Purwanto & Absari, 2020). Nevertheless, limited attention has been given to how transformational leadership, combined with judgment and decision-making, directly and indirectly affects lecturer performance through organisational learning as a mediating variable. Moreover, the integration of leadership and decision-making as predictors of performance within the context of higher education remains underexplored. Studies by Hussain et al. (2019) and Jedaman et al. (2019) support that leadership characteristics and strategic decision-making can improve performance by fostering organisational commitment and facilitating change. However, despite the growing call for lecturer-centred performance improvement, universities often fail to implement effective, transparent, and objective performance assessments, resulting in diminished motivation and stagnation in institutional goals (Hapsari et al., 2017).

In Indonesia, universities are under increasing pressure to improve the quality of graduates and their institutional reputation. Lecturers are required to adopt more student-centred learning (SCL) approaches to address evolving competencies and technology use in education (Susilo & Sudrajat, 2021). Nonetheless, lecturer performance assessments remain inconsistent and often lack transparency, which hinders performance growth and organisational learning (Syukri & Nugroho, 2017; Alhyasat & Sharif, 2018). Given these conditions, this study aims to examine the impact of transformational leadership and decision-making on lecturer performance, mediated by organisational learning. Specifically, the research investigates both the direct and indirect effects of leadership and decision-making on performance outcomes, providing empirical insights into their interplay in higher education settings.

METHOD

Research Approach and Design

This study uses a quantitative approach with an explanatory survey design to examine the influence of transformational leadership and decision-making on lecturer performance, with organisational learning as a mediating variable. This research is oriented toward Theory testing (predictive orientation) by analysing causal relationships between variables.

Population and Sampling Technique

The population in this study was all 120 lecturers at Balitar Islamic University College. Because the population was relatively small and fully accessible, the sampling technique used was census sampling (total sampling). A total of 100 questionnaires were returned and used for analysis, resulting in a final sample of 100 lecturers.

Research Instrument and Measurement Scale

Data were collected using a structured questionnaire developed based on theoretical indicators for each variable: Transformational Leadership, Assessment and Decision-Making, Organisational Learning, and Lecturer Performance. Each indicator was measured using a 5-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The instrument underwent content validity testing by experts and was then tested for validity and reliability through measurement model analysis (outer model).

Data Analysis Technique

Data analysis was conducted using the Partial Least Squares - Structural Equation Modelling (PLS-SEM) approach with the assistance of SmartPLS software. The PLS approach was chosen

because it can accommodate relatively small sample sizes, complex models, and predictive research objectives.

Measurement Model Testing (Outer Model)

The measurement model was evaluated using three main criteria: Convergent Validity, assessed based on factor loadings ≥ 0.70; Discriminant Validity, using AVE values (> 0.50) and cross-loadings < 0.90 between constructs; and Composite Reliability, with Composite Reliability (CR) values ≥ 0.70. All indicators in this study met these three criteria; thus, the instrument was declared valid and reliable.

Structural Model Testing (Inner Model)

Structural model testing is conducted to evaluate the causal relationships between latent variables. Assessment is carried out by examining: the path coefficient between constructs; the R-square (R^2) value for the dependent variable; and the t-statistic and p-value. The relationship between variables is considered significant if the t-statistic is > 1.984 (at $\alpha = 0.05$, one-tailed).

RESULT AND DISCUSSION

Result

Results of Data Quality testing (Outer Model)

There are three criteria for using data analysis techniques with SmartPLS to assess the outer model: Convergent Validity, Discriminant Validity, Composite Reliability, and Average Variance Extracted (AVE).

Convergent Validity Test

Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the item score/component score estimated with PLS Software. Individual reflexive measures are considered high if they correlate more than 0.70 with the measured construct. In this study, a loading factor limit of 0.70 will be used. Based on the table below, it can be seen that all outer loading results are > 0.60, and all research items are included in the criteria. The results of the outer loadings are shown in Table 1 below:

Table 1. Outer Loadings

Variables	Indicators	Outer Loadings
Transformational Leadership Styles	X11	0.781
	X12	0.807
	X13	0.821
	X14	0.777
	X15	0.730
Judgment and decision making	X21	0.721
	X22	0.734
	X23	0.778
	X24	0.747
	X25	0.688
Learning Organization	Y1	0.804
	Y2	0.782
	Y3	0.817
	Y4	0.805
Lecturer Performance	Y11	0.714
	Y12	0.742
	Y13	0.782
	Y14	0.816
	Y15	0.711
	Y16	0.678

Based on the results of processing using SmartPLS, as shown in Table 4.1, the value of the outer model or correlation between constructs and variables already meets convergent validity. The

results of the outer loading test calculation using PLS are also presented. From these outputs, it can be seen that all items are valid. It is because the Factor loading value is all more than 0.6.

Discriminant Validity Analysis

After it is ascertained that all indicators of the latent variable are constructs of the latent variable, the next step is to conduct a validity test of the discriminant. Discriminant validity is also necessary to ensure that the scale used does not contain two constructs that measure the same thing. To find out, the correlation between constructs should be < 0.90. If the ratio between constructs reaches 0.90 or more, there will be multicollinearity between constructs. The results of discriminant validity testing are obtained as follows.

Table 2. Discriminant Validity

Indicator	Transformational Leadership Styles	Lecturer Performance	Learning Organization	Judgment and decision making
X11	0.781	0.632	0.592	0.595
X12	0.807	0.649	0.640	0.663
X13	0.821	0.568	0.567	0.567
X14	0.777	0.616	0.552	0.558
X15	0.730	0.493	0.512	0.510
X21	0.600	0.618	0.538	0.721
X22	0.532	0.517	0.541	0.734
X23	0.479	0.588	0.501	0.778
X24	0.534	0.574	0.629	0.747
X25	0.503	0.582	0.470	0.588
Y1	0.555	0.647	0.804	0.600
Y2	0.561	0.582	0.782	0.530
Y3	0.674	0.615	0.817	0.646
Y4	0.558	0.551	0.805	0.634
Y11	0.516	0.714	0.537	0.625
Y12	0.506	0.742	0.503	0.617
Y13	0.564	0.782	0.562	0.642
Y14	0.636	0.816	0.570	0.676
Y15	0.544	0.711	0.580	0.532
Y16	0.609	0.678	0.580	0.485

The table above shows no multicollinearity between variables because each construct measures different things. The correlation value between constructs is evident, which is less than 0.90.

Evaluating Reliability and Average Extracted Variance (AVE)

The criteria for validity and reliability can also be seen from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. The construct is said to have high reliability if the value is 0.70 and the AVE is above 0.50 (Ghozali, 2008). In Table 3, Composite Reliability and AVE values for all variables will be presented as follows.

Table 3. Outer Model, AVE, and Composite Reliability

Variable	AVE	Composite Reliability	Description
Transformational Leadership Styles	0.615	0.888	Reliable
Lecturer Performance	0.550	0.880	Reliable
Learning Organization	0.644	0.878	Reliable
Judgment and decision making	0.513	0.839	Reliable

Based on Table 3, all constructs meet the criteria of reliability. It is indicated by a composite reliability value above 0.70 and AVE above 0.50 as the existing criteria.

Results of Model Feasibility Testing (Inner Model)

Inner or structural model testing was conducted to see the research model's relationship between constructs, significance value, and R-squared. The structural model was evaluated using R-squared for the t-test dependent construct and the significance of the structural path parameter coefficient. In assessing the model with PLS, start looking at the R-squared for each latent dependent variable. Table 4 is the result of R-squared estimation using SmartPLS.

Table 4. R-Square values

Variable	R-Square
Lecturer Performance	0.725
Learning Organization	0.634

Table 4 shows the R-squared value for the lecturer performance variable, which is 0.725. It indicates that the variability in transformational leadership constructs and judgment and decision making can explain 72.5% of the variability in lecturer performance constructs. In comparison, other variables outside the model studied explain the remaining 27.5%. The greater the R-squared number, the more the independent variable can explain the dependent variable, indicating a better structural equation. The organisational learning variable obtained a value of 0.634, indicating that 63.4% of the variability in the organisational learning construct can be explained by the variability in the transformational leadership construct and judgment and decision making. In contrast, the rest is explained by other variables outside the model studied. The greater the R-squared number, the more the independent variable can explain the dependent variable, indicating a better structural equation.

Hypothesis Testing

The significance of the estimated parameters provides very useful information regarding the relationship between the research variables. The basis used in testing the hypothesis is the value contained in the output result for the inner weight. Table 5 provides the estimated output for structural model testing. In SmartPLS testing, statistically, each hypothesised relationship is tested using simulation. In this case, a bootstrap method is performed against the sample. Testing with bootstrap is also intended to minimise the problem of abnormalities in research data. Test results with bootstrapping from SmartPLS analysis are as follows.
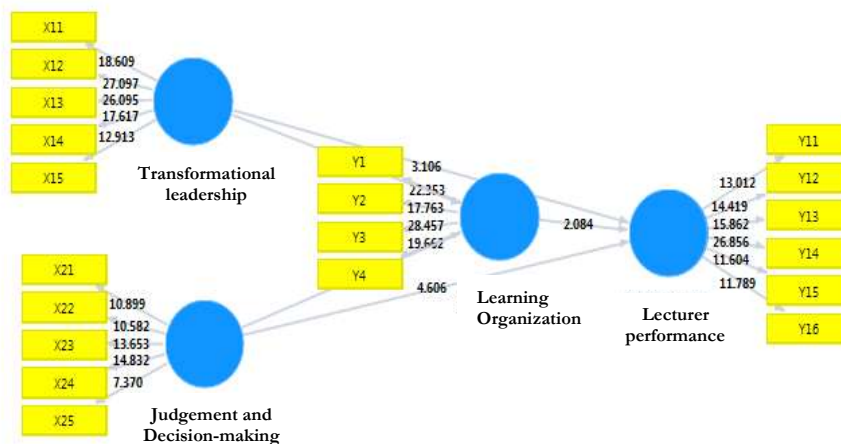

Figure 2. Bootstrapping Results

The significance level in hypothesis testing was measured using coefficient path parameter values (Abdillah & Hartono, 2015). This test examines path coefficient estimation and t-statistic

values with significance at α=5%. It is accepted if the t-statistic value is higher than the t-table value of 1.984 for the one-tailed hypothesis. The following are values of the path coefficient in testing the main hypothesis of this study.

Table 5. Path Coefficient value

Correlation	Original Sample	Sample Mean (*M*)	Standard Deviation	*t*-Statistics	*p* Values
Transformational Leadership - > Lecturer Performance	0.274	0.271	0.088	3.106	0.002
Transformational Leadership - > Learning Organization	0.390	0.398	0.094	4.171	0.000
Learning Organization - > Lecturer Performance	0.214	0.218	0.103	2.084	0.038
Judgment and decision-making - > Lecturer Performance	0.442	0.445	0.096	4.606	0.000
Judgment and decision making - > organizational learning	0.463	0.457	0.088	-5,265	0.000

The results of the hypothesis testing show that transformational leadership has a significant effect on lecturer performance, with a *t*-statistic value of 3.106 and a *p*-value of 0.002 (<0.05), so the first hypothesis is accepted. Furthermore, transformational leadership also has a significant effect on organisational learning, indicated by the same *t*-statistic value, namely 3.106 and a *p*-value of 0.002 (<0.05), so the second hypothesis is also accepted. Meanwhile, organisational learning is proven to affect lecturer performance, based on a *t*-statistic value of 2.084 and a *p*-value of 0.038 (<0.05), so the third hypothesis can be accepted. The fourth hypothesis, stating that assessment and decision making affect lecturer performance, is also supported by data with a *t*-statistic value of 4.606 and a *p*-value of 0.000 (<0.05). Finally, assessment and decision-making also significantly influence organisational learning, as indicated by a *t*-statistic of 5.265 and a *p*-value of 0.000 (<0.05). All primary hypotheses in this study were accepted.

Results of Mediation Testing

Influence analysis is carried out to analyse the strength of influence between variables, including both direct and indirect influences, as well as total influences. The direct effect is nothing but the coefficient of all the lines with an arrow at one end.

Table 6. Indirect Effects

Correlation	Original Sample	Sample Mean (*M*)	Standard Deviation	*t*-Statistics	*p* Values
Transformational Leadership - > Lecturer Performance - > Learning organization	0.083	0.089	0.053	1.580	0.115
Judgment and decision making - > Lecturer Performance - > Learning Organization	0.099	0.098	0.048	2.057	0.040

From Table 6 above, the results show that there is no indirect effect of leadership on lecturers' performance through organisational learning, P-value 0.115 > 0.05. The results indicate that the indirect effect of Judgment and decision-making on lecturers' performance through organisational learning is significant, with a P-value of 0.040 < 0.05.

Discussion

Transformational leadership is a leadership behaviour model that combines and refines the previous concepts of a transformational leader as a leader who made a breakthrough (breakthrough leadership). It is referred to as a leader who makes breakthroughs because leaders with this character can bring enormous changes to individuals and organizations by repairing the character of the individual or also organizational improvement, initiating the process of creating innovation, reviewing the structure, processes, and values of the organization, in order to be better and relevant in an interesting and challenging way for all employees and other parties involved in the organization, and trying to realize organizational goals that have been considered impossible to implement.

Results of this study show that transformational leadership affects lecturers' performance. It is reinforced by the research, according to Yıldız, Baştürk, and Boz (2014), which indicates that

transformational leadership has a positive effect on performance. Furthermore, transformational leadership guides employee performance both individually and as a work team, resulting in a direct positive effect on performance. Leadership capabilities and skills can help maintain the quality of the workforce in an organisation (Hussain et al., 2019). Similarly, research (Purwanto & Absari, 2020) shows that transformational leadership styles positively and significantly affect performance.

Judgment and decision-making are carried out to solve problems regarding assessing lecturers' performance. Assessment is carried out by exploring information related to the effect of the learning process carried out by lecturers on their students. Lecturers are academic staff who carry out the tri dharma of higher education, including education and teaching, research and development of science and technology, and community service (Andoyo et al., 2017). Results of this study show that judgment and decision-making affect performance. According to research conducted by Chen Tien and Wang Hung (2020), performance is defined as the behaviour or actions delivered by a member organisation to meet the organisation's expectations, regulations, or formal roles.

The results of this study show that transformational leadership affects organisational learning. A learning organisation facilitates the continuous learning and development of human resources capacity within the organisation. It ensures all human resources have opportunities and access to learning to improve their capacity (Hutapea, 2016). Judgment and decision-making are beneficial for evaluating a lecturer's performance appraisal. This activity is carried out to assess achievement and increase lecturers' productivity in a university. However, this goal is often not achieved because few universities conduct performance assessments in a non-transparent and less objective manner (Hutapea, 2016). As a result, it can impact the decline in work motivation and the decline in achievement of college goals from year to year (Kamil, 2024; Sanjeev & Singh, 2017; Susanti, 2020). In order to avoid these negative impacts, the university must conduct an objective and transparent performance assessment by further improving organisational learning. The results showed that Judgement and Decision Making affect the Learning Organisation.

A Learning Organisation is designed to instil knowledge for change among its members, fostering the organisation's success in obtaining, instilling, and building civility to adjust to change sustainably. For example, suppose a university makes a mistake while learning from a lecturer. In that case, they can learn how to analyse the results of work when carrying out learning activities that are carried out to correct their mistakes (Asif et al., 2014). The results showed that a learning organisation affects performance. To improve lecturers' performance, several efforts must be made to implement changes, including lecturers being committed to self-improvement through competition, increasing their willingness to make changes in their careers, and their desire to participate in training to acquire new skills. Learning has a positive influence on employee performance. Employees who acquire more knowledge and abilities tend to have higher duties and levels in carrying out their duties. If the learning is carried out in the company, the learning organisation has a direct positive effect on performance. (Hussain et al., 2019)

CONCLUSION

Transformational leadership and decision-making play a significant role in improving lecturer performance and organisational learning. Transformational leadership has been shown to have a direct effect on lecturer performance and organisational learning. In contrast, decision-making has both direct and indirect effects on lecturer performance through the mediation of organisational learning. However, the indirect effect of transformational leadership on lecturer performance through organisational learning was not significant. These findings provide a theoretical contribution by strengthening the understanding of the relationship between leadership, decision-making, and organisational learning in the context of higher education. The results of this study imply the importance of developing transformational leadership and strategic decision-making

training programs for higher education leaders, as well as the importance of building an organisational culture that supports continuous learning. The limitations of this study lie in its focus on a specific institutional context and the use of a solely quantitative approach. Therefore, further research is recommended to involve a mixed-method approach, expand the context and sample diversity, and examine other mediating variables such as job satisfaction or motivation in the relationship between leadership, decision-making, and performance.

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