Lecturer's Performance: The Effect of Leadership Communication, Organizational Culture and Achievement Motivation by Mediating Variables

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ABSTRACT: Many aspects, such as leadership communication, organizational culture, and, of course, performance, can improve motivation. The goal of this study was to examine the impact of leadership communication and organizational culture on lecturer performance through achievement motivation in tertiary institutions in East Java that administer Islamic boarding schools. This is an explanatory study that use quantitative methodologies. The research data were collected by distributing questionnaires to 146 lecturers and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the SmartPLS 3.0 application. The path analysis results reveal that leadership communication and organizational culture have a direct and substantial effect on lecturer achievement motivation, and that organizational culture and achievement motivation have a direct and significant effect on lecturer performance. In the meanwhile, leadership communication has no direct effect on lecturer performance. The indirect test results also suggest that leadership communication has little effect on lecturer performance through motivation. Similarly, organizational culture has no influence on lecturer performance through achievement motivation. According to the research findings, tertiary institutions' attempts to improve lecturer performance must pay attention to organizational culture and increase lecturer success motivation in order to fully support them in carrying out their operations.

Keywords: Lecturer's Performance, Leadership Communication, Organizational Culture, Achievement Motivation

INTRODUCTION

A good leader anticipates and harnesses the power of seizing opportunities to encourage improved productivity, remediate poor performance, and push target goals. The idea of a leader's effectiveness is most frequently carried out by academics, in this case with the repercussions of the leader's actions for followers and other organizational stakeholders. According to (D. Barrett,

2006), "effective leadership is still largely a communication problem" Every leader must be a professional and effective communicator, as they will communicate with many people outside of the organization or firm, in addition to their employees. Every leader must be a professional and effective communicator, as they will communicate with many people outside of the organization or firm, in addition to their employees. Every day, leaders will interact with a large number of people from various levels of the organization. Communication is used by leaders to motivate and objectify individuals around them on a shared purpose and identity, as well as to ensure that the vision and plan reach out to and are deeply accepted by personnel (Hamrin, 2016).

One of the responsibilities of organizational leaders is to encourage individuals of the organization to work and participate, which can increase performance. According to (Sellers, 2017), a person enjoys working or participating in activities in the hope of improving his living situations. According to (Kovjanic et al., 2012), the talents and abilities of a person who holds a position as a leader of a work to influence the conduct of others, particularly those under him, to act and act through good behavior such as making a real contribution in controlling corporate goals. The performance of the organization's members is required to achieve the organization's aims. Performance is frequently referred to as productivity, which refers to what specific employees have produced. Performance is used to analyze or evaluate employees, and the system can be a powerful factor in influencing employee behavior. According to (Vance, 2006), performance is the outcome of a person based on the size of the task in question as anything done or a product created by someone. (Vosloban, 2012) defines performance as "measurable actions or task implementation." This can be related to the quantity and quality of work that individuals can perform in a given amount of time.

Other elements greatly influence a person's success as a member of an organization in many organizational activities, as theoretical studies and empirical evidence have explained. Among other things, (Valentina, 2016) found that leadership communication influences performance and that employing better communication leadership techniques will boost performance and satisfaction in the workplace. In addition to the research described above, there is empirical evidence that organizational culture influences individual performance (Idris, 2017; Kumari & Singh, 2018; Wambugu & Box, 2014). Furthermore, (Pranita, 2017) highlights empirical research that reveal a favorable association between organizational practices, such as organizational culture, leadership communication, and HR managers, and organizational commitment. Organizational culture and leadership communication, according to (Dharmanegara et al., 2016), are organizational characteristics that influence organizational commitment. Employees, in general, desire to pursue things that are meaningful to them and to the organization, and that offer them a sense of accomplishment (Aloysius, 2012). Employee achievement motivation begins with the fulfillment of their life demands, which change for each individual in the organization and are also motivated by different factors. If wants and desires are not addressed, poor employee performance results; therefore, organizational leaders must pay attention to this component of motivation (Kljajić-Dervić, 2017).

East Java has many private universities that are growing and developing. According to 2019 data, higher education institutions in East Java in the form of universities hold 70 institutions, institutes hold 15 institutions, colleges hold 124 institutions, academies hold 54 institutions, and polytechnics hold 9 institutions (Directory of LLDikti Region VII in 2021). This phenomena demonstrates the intense competition that university administrators must face in order to participate in national development, particularly in the sphere of higher education.

There are specific higher education institutions among the various educational institutions, namely universities whose management is under the coordination (shade) of Islamic boarding schools. As we know, pesantren, as a traditional Islamic educational institution that is also organizing a formal education system in its development, has very strong management, leadership communication, Islamic values and norms.

Pesantren, as a religion-based educational institution, is currently increasing not only their activity that accelerates vertical mobility (via religious material regions), but also horizontal mobility (via social awareness). Pesantren is not just concerned with a religious curriculum, but also with a curriculum that addresses societal issues. The shift in focus does not destroy the pesantren's identity in its entirety, but rather underlines that the pesantren has been a community-owned organization that was built on a non-governmental basis since its inception.

The phenomenon of pesantren organizing tiered formal education until higher education appears in response to community questions about Islamic boarding schools producing graduates who are experts in the field of religion as well as experts in other fields of science and technology. higher education. Higher education implementation by Islamic boarding schools is a type of Islamic boarding school educational institutions and community engagement of graduates from institutions to generate graduate students who have a balance of religious knowledge, general knowledge, and technology. The rise of educational institutions that began with pesantren did not create its own challenges; pesantren educational institutions, which previously only managed religious-based education units, today manage multi-disciplinary educational institutions. This is a problem because the management of higher education institutions, such as universities, is becoming more complex and involves a large number of human resources with diverse backgrounds in scientific and educational disciplines, making the management of organizational members' resources increasingly complex. Many studies on human resource management issues, such as leadership communication, organizational culture, and individual behavior in organizations such as achievement and lecture performance, are motivating research on performance aspects, which is most often carried out in outside organizations educational institutions and non-Islamic boarding schools.

This research delves into various aspects of lecturer performance, spurred by the extensive body of studies addressing human resource management issues in the education sector. Notably, leadership and organizational culture exert a direct and positive impact on lecturer performance, as highlighted by (Jalaluddin & Azwir, 2021). (Rusmini, 2021) further emphasizes the positive and significant influence of organizational culture and work motivation on lecturer performance,

whether considered individually or concurrently. (Anra & Yamin, 2017) proposes that enhancing organizational culture, leadership, and achievement motivation can effectively boost lecturer performance. Additionally, (Gultom et al., 2023) asserts the substantial influence of organizational culture and leadership on lecturer performance. It's worth noting that research exploring the interplay of leadership, organizational culture, achievement motivation, and lecturer performance often centers on universities not affiliated with Islamic boarding schools. The significance of the performance aspect is underscored by the current distribution of lecturers in LLDIKTI Region VII, comprising 238 Professors (*Guru Besar*), 1,340 Associate Professors (*Lektor Kepala*), 4,178 Assistant Professors (*Lektor*), 7,671 Assistant Professors (*Asisten Ahli*), and 10,038 lecturers without designated positions (as per SISTER data on July 15, 2022). These academic functional positions serve as indicators of lecturer performance, reflecting their engagement in the Tri Dharma of Higher Education. Despite this, there remains a dearth of research examining the relationship model between leadership communication, organizational culture, achievement motivation, and lecturer performance, particularly in educational institutions with an Islamic boarding school background within higher education.

This study also takes into account the following factors: first, the structural model used in this study is an elaboration of several conceptual models supported by previous research on the relationship between leadership communication, organizational culture, and achievement motivation with performance lecture. Second, the structural model tested in this study differs from previous research in that it is a model with characteristics of private university leadership communication in the form of a university, organizational culture, achievement motivation, and performance of lecturers at an Islamic boarding schools university.

This study is based on the perception of private university lecturers with a pesantren background by examining the pattern of relationships between variables used in the study, which include leadership communication variables, organizational culture, and achievement motivation to lecturers' performance. This research was conducted at institutions in East Java that were founded and maintained by Islamic boarding schools.

As a determinant of the quality of the higher education service system, lecturers must be competent to manage professional duties. (Alicias, 2005) defines lecturers as professional educators and academics entrusted with reforming, developing, and sharing science, technology, and the arts through teaching, research, and community service projects. A lecturer, according to (Sok-Foon et al., 2012), must contribute to teaching, research, and community empowerment. Lecturers are an essential part of the university's resource system. Functions, tasks, and obligations are critical in achieving the goals of national education, which include educating the nation's life, improving the quality of the Indonesian people, including success/taqwa, morals, and mastery of science, technology, and art, and advancing the Indonesian people to be just, prosperous, and civilized. Professional lecturers must perform the duties, roles, and key positions. (Khan, 2012) defines performance as the capacity to operate efficiently and effectively in both quality and quantity. This denotes that a person is successful in terms of both the quality and quantity of services supplied by an employee in carrying out their responsibilities. Performance in the context of lecturers is the

amount and quality of work that lecturers complete in fulfilling their duties as assigned in the Tri Dharma of Higher Education, which entails research, service to the community, and teaching and learning (Son & Faisal, 2017).

(Atatsi et al., 2019) assert that achievement and aptitude are linked to teacher performance. (Burroughs et al., 2019) define teacher performance as the capacity to complete tasks or work in line with motivation, attitudes, knowledge, and abilities. (Reidl et al., 2020) state that it is essential for all instructors to regularly evaluate their own performance. Teachers are evaluated based on numerous criteria, including attendance, topic expertise, curriculum adherence, instructional methods, student evaluation methods, pupils studying, and class engagement. The general performance measured in (Koopmans et al., 2011) study include the following factors: (1) amount of work, (2) quality of work, (3) knowledge about work, (4) views or questions offered, (5) decisions made, (6) work planning, and (7) work organization areas. In addition, (Olivia Little, 2009) provide six standards by which to evaluate the performance of teachers. These standards are as follows: (1) quality; the extent to which an operation's process or outcomes approach perfection or the intended goals; (2) quantity; the total amount produced, including revenue, units produced, or the entire production cycle; and (3) timeliness; the extent to which a settlement is completed on schedule, with other outputs coordinated and time available for additional operations; (4) Cost effectiveness; the extent to which organizational resources—human, financial, technological, and material—are used to their fullest potential in order to optimize outcomes or minimize losses associated with each resource consumption unit; (5) requirement for supervision; the extent to which educators uphold their own dignity, reputations, and collaboration with colleagues and subordinates; and (6) influence on relationships; the extent to which educators uphold their own dignity, reputation, and collaboration with colleagues and coworkers.

Several dimensions of performance measurement are stated above, so in this study performance is measured based on three dimensions, namely: work continuity (volume of work), quality of work (the ability of lecturers to master the work), and creativity of innovation or lecturer initiative in carrying out work), as well as by consideration that it has comprehensively covered all the measurements and dimensions put forward both theoretically by performance research experts, and is suitable for application in goal-oriented and development-oriented educational organizations. In understanding the performance of lecturers, they will always watch the implementation of the Tri Dharma of Higher Education.

Communication Leadership (CmL)

A leader's trust and confidence in their ability to influence employees will determine excellent and effective communication, since successful leadership in persuading others is mostly defined by their abilities and capability to carry out the communication function correctly. Confidence and trust can only be established in a peaceful environment between leaders and their subordinates who can truly communicate properly, which is akin to the definition of the communication function. Effective leaders often have good communication abilities, which allows them to effectively engage the people they manage. Communication is essential for a company leader's performance, and bad leader communication causes problems in many firms. (Tatarinova & Olga,

2021) asserts that effective communication is one of the most important leadership skills as it makes it possible to achieve both individual and group objectives. In reality, employee engagement, better performance, and higher customer satisfaction all depend on corporate communication (Obi, 2018). Therefore, a leader's ability to communicate ideas, facts, and opinions to their team members contributes to the effectiveness of the organization.

Leadership communication includes creating and preserving an environment at work where information flows quickly and freely in all directions. One of the most important parts of managing any organization is effective leadership communication. Effective communication in work promotes cooperation, understanding, and action. Conversely, ineffective communication ruins relationships and is a waste of time and money. It also delays the achievement of important objectives. For the reasons listed above, effective communication is the most crucial component of excellent leadership, and managers cannot lead effectively without it (D. Barrett, 2006; D. J. Barrett, 2006). There is also a clear correlation between communication and organizational commitment. Effective communication is regarded as the most important factor in effecting organizational change. Communication's importance in change implementation has been empirically established and widely accepted among practitioners. It has long been recognized that organizational change and successful communication are inextricably linked (Fashiku, 2016). One of the most crucial leadership characteristics is communication (Mulyana et al., 2019). Employees are affected by leadership communication. Transformational leaders can drive followers to be more active through excellent communication. Effective communication entails more than just expressing information vocally (Ayub et al., 2014).

Barrett presents a spiral model for leader communication abilities. This spiral model describes three degrees of communication abilities for leaders. Core communication skills are the most basic level, in the heart of the spiral. From there, one moves to management communication skills, the second level, and finally, corporate communication skills, which is at the outside of the spiral. Effective leader communication must include the following goals: (i) educating employees about the company's strategic vision and objectives; (ii) motivating employees to support company strategy; (iii) encouraging higher performance and effort from all employees; (iv) reducing misunderstandings and gossip that can undermine productivity; and (v) encouraging and assisting personnel in adhering to the company's performance and position targets. A leader must make his communications clear, consistent, and targeted in order to achieve the four fundamentals of effective leader communication with personnel. Effective corporate leadership communication consists of the following dimensions: (i) supportive management, (ii) targeted messaging, (iii) effective forums/media, (iv) effectively situated workers, and (v) continual assessment (S. Barrett, 2013).

The variable leadership communication in this study is measured based on 5 (five) aspects, namely supportive management, targeted messages, effective media/forums, well-placed staff, and ongoing assessors, based on the components of leadership communication measurement that have been indicated above. It is employed in educational organizations that are resource-oriented and

development-oriented since it thoroughly encompasses all elements of measurement and dimensions proposed both theoretically and empirically by experts.

Organizational Culture (OCl)

The values, beliefs, and behavioral patterns that permeate an organization's members' decisions and choices are known as its organizational culture. (Schneider et al., 2013) describe organizational culture as the norms that influence how members behave and adjust to achieve organizational goals and that members view as part of their work environment. Organizational culture is characterized by how its members interact with different stakeholders and other parties. In order for an organization to develop teams and function efficiently, organizational culture serves as the binding agent between its non-human and human resources, according to (Groysbrg et al., 2018). Organizational culture is beneficial to management and corporate governance (Pathiranage et al., 2020). A lot of company managers are aware of how a strong organizational culture affects the success of their companies (Unger et al., 2014). Building an effective organizational culture inside corporate groups is a critical technique for improving organizational performance (Idris, 2017). The study's findings demonstrate how senior managers use effective organizational culture to increase corporate group performance. According to (Gavric et al., 2016), the relevance of culture in commonly recognized attitudes of a real organizational culture (suitable for business conditions) contributes to success, improved efficiency and effectiveness of operations, and their growth and development. An organizational culture can be understood by observing its cultural features, which can be turned into many dimensions of organizational culture. In order to maximize organizational practice, (P. T. Berg & Wilderom, 2004) state that organizational culture should include the following five features: job autonomy, external orientation, interdepartmental orientation, orientation to human resources, and orientation to development.

The degree of individual freedom in completing work is referred to as job autonomy. These include the following: the organization provides employees with a great degree of independence in planning and carrying out work, as well as the ability to express thoughts and concepts before decisions are taken by the leadership. External orientation, on the other hand, is an organizational practice that focuses on the external world, such as consumers, markets, and competitors. These include organizations that are active in paying attention to the needs of organizational service consumers, as well as organizations that respond favorably and swiftly to changes in labor market needs, as well as organizations that are alert and intensely competitive (on a local, national, and international scale).

Inter-departmental orientation is an organizational approach that involves aligning departments within an organization so that there are no or few barriers to attaining organizational goals. This encompasses information use, cooperation, problem solving, and interactive communication amongst departments within the corporation. Human resource orientation is an organizational practice that regards employees as the organization's primary resource. This comprises honest assessments, strengthening human resource capabilities and skills, paying close attention to selection and recruitment, and getting potential and quality human resources in accordance with the organization's expectations and needs.

Development orientation is an organizational technique that focuses on enhancing worker quality as it is implemented in the organization or in conjunction with organizational changes. This includes conducting research for organizational progress, creating initiatives to improve work processes, and continuously enhancing competitiveness (local, national, and international). Additionally, it was clarified that organizational culture has two ways in which it influences top management leadership: first, it recruits from individuals who embody the culture within the company, and second, it serves as an organizational resource for top management to use when making strategic decisions.

The organizational dimensions used to measure culture in this study are four cultural dimensions that were adapted from a comparative study of the cultural dimension by Van den (P. T. Berg & Wilderom, 2004) with comprehensive considerations that covered all aspects of measurement and dimensions proposed theoretically by experts and researchers. Culture, which is also ideal for use in educational institutions, encompasses a set of values connected to teamwork, participation, commitment, and cooperation), as well as work autonomy, orientation, human resources, and development orientation.

Achievement Motivation (AcM)

The word accomplishment motivation may be defined by taking the terms achievement and motivation apart. Achievement is the state or quality of effectiveness, ability, assessment, or success that is known as competence. The force (motivation) and purpose (aim) that propel conduct are known as these. The energy and behavior associated with competence, or the reason individuals aspire to competence (success) as opposed to incompetence (failure), is therefore the definition of accomplishment motivation. Motivational theorists focus their research on motivating behavior. Based on prior research and approach-avoidance theory, the individual strives to achieve competence or may seek to overcome handicap. By a theorist named Lewin, the drive for achievement and the need to avoid being misdiagnosed were discovered as significant factors of aspiration. McClelland stated in his theory of accomplishment motivation that there are two sorts of motivation for achievement, one that focuses on avoiding failure and the other on gaining success. The achievement-needs theory, a mathematical framework that identifies the desire to succeed and avoid failure as significant predictors of success behavior, was developed by Atkinson, another motivational theorist, based on the work of Lewin and McClelland (Elliot & Harackiewicz, 1996). McCleland's theory of desires (Moore et al., 2010) states that knowledge of the managerial situation may be gained by considering the desire for accomplishment, power, and a significant influence on human behavior. As the name suggests, the need for achievement is the desire that an individual have over others, to control and exert authority over them, and to influence and modify their decisions in accordance with their own needs or desires. On the other hand, the need for affiliation is the desire that an individual have over other people or a particular group of people, as well as establish interpersonal and social relationships.

There are two approaches to achievement motivation theory: (a) a satisfaction approach to achievement and (b) an approach to the achievement process. The satisfaction hypothesis focuses on individual self-factors that move, guide, sustain, maintain, and support behavior. This idea seeks

to identify the precise demands that drive a person's motivation. Theories that describe and examine how behavior is formed, directed, observed, and terminated (Tziner & Elizur, 1985). Achievement motivation and satisfaction are notions that are connected but not synonymous. Goal-directed behavior is the primary source of achievement motivation. The motivation theory used in this study is McClelland's motivation theory, which includes: (1) the desire for achievement, (2) the need for power, and (3) the need for development.

This study compares the performance of a lecturer to the evaluation of leadership communication, organization, organizational commitment, and accomplishment motivation. The performance variable for the lecture was created using a dynamic model of educational efficacy (Koopmans et al., 2011; Olivia Little, 2009). To increase performance, leaders must communicate in ways that are informational, regulatory, integrative, and persuasive (Fashiku, 2016). Similarly, in organizational culture, a person's or employee's soul or personality will help growing job motivation and improving work performance (Lee & Raschke, 2016; Sokro, 2012). Organizational culture characteristics have a good impact on organizational commitment (Aranki et al., 2019; Azizollah et al., 2015; Feizi et al., 2013) and on increasing employee performance quality (Idris, 2017; Nikpur, 2017). In terms of the relationship between achievement motivation and organizational commitment, which is indicated by the presence of motivation in forming a positive and very strong commitment, high motivation will also have implications for high commitment (Amdan et al., 2016; Calvi et al., 2020; Kheirkhah et al., 2018). Lecturer performance is strongly related to organizational commitment (Dinç & Gökmen, 2019; Jaramillo & Saavedra, 2005; Karsmakers, 2017). Motivation is strongly linked to organizational culture (Panagiotis et al., 2014; Taslim, 2011). Employee performance and motivation are inextricably linked (Afful-Broni, 2012; Mohd Said et al., 2015; Novita, 2010). Figure 1 displays the effect model among the variables in this research that may be summarized based on the findings of previous works:
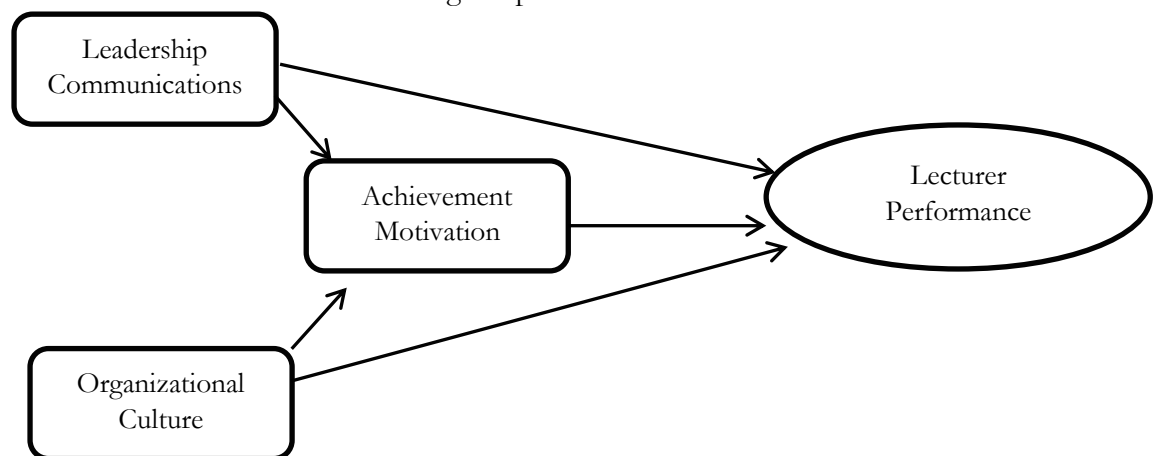

Figure 1: Conceptual Model of Research Variable Relationships

The study's hypothesis, which is based on the conceptual framework depicted in Figure 1, is as follows:

1. There is a significant direct effect of leadership communication on achievement motivation in tertiary institutions in the management of Islamic boarding schools in East Java
2. There is a significant direct effect of leadership communication to lecture performance at the university in the management of Islamic boarding schools in East Java.
3. Is there a direct effect between organizational culture to the performance of lecturers at the university in managing Islamic boarding schools in East Java.
4. There is a significant direct effect between organizational culture to achievement motivation at the university in managing Islamic boarding schools in East Java.
5. There is a significant direct effect between achievement motivation to the lecturers' performance at the universities in managing Islamic boarding schools in East Java.
6. There is a significant an indirect effect between leadership communication to lecture performance through achievement motivation at the university in the management of Islamic boarding schools in East Java.
7. There is a significant an indirect effect between organizational culture to the lecturers' performance through achievement motivation at the university in the management of Islamic boarding schools in East Java.

METHODS

Using Partial Least Squares Structural Equation Modeling (PLS-SEM), an analysis used to construct or forecast an existing theory, the goal of this study was to ascertain the effect of factors on achievement motivation, organizational culture, and leadership communication on lecture performance. The influence of study variables is examined and evaluated using a quantitative approach to survey research design. The model integrating the variables in this study has never been studied before, according to a theoretical examination of the literature, and PLS-SEM was used to assess its suitability (Tarka, 2018).

According to the 2021 directory published by LLDIKTI Region VII East Java, there are at least five private universities with an Islamic boarding school background, including:
a. Darul 'Ulum University in Jombang Regency
b. Darul 'Ulum Islamic University in Lamongan Regency
c. Darul 'Ulum Islamic Boarding School University in Jombang Regency
d. Yudharta University in Pasuruan Regency
e. Madura Islamic University in Pamekasan Regency

For this research, three universities were purposively selected: Darul 'Ulum Lamongan Islamic University, Darul 'Ulum Jombang Islamic Boarding School, and Yudharta Pasuruan University. The rationale behind choosing these locations is their shared geographical proximity in the eastern part of Java Island, assuming similar organizational management characteristics as higher education institutions under the umbrella of Islamic boarding school education. The population in this study consists of all academics (lecturers) who work at higher education institutions in the East Java

Region that are managed by private universities or whose management is based on Islamic boarding schools. Table 1 presents the population of this study:

Table 1. Population of the Study

No	University	Number of Lecturers
1	Darussalam Gontor University	121 people
2	Ibrahimi University	46 people
3	Hasyim Asy'ari Tebuireng University	61 people
	Total population	288 people

To determine the sample of respondents in each university, the sample is taken according to the number that has been determined by proportional random sampling. To determine the number of samples, the refers to the Slovin formula with a precision (percentage of inaccuracy leeway) of 5%, so that the number of samples determined in this study is the formulation:

$$n = N /(1 + N\alpha^2)$$

n = 228 / (1+228 x 0.052)

= 228 / {1+228 x (0.05 x 0.05)}

= 228 / (1+228 x 2.5-03)

= 228 / (1+0.57)

= 228 / 1.57

= 145.2 = 146

Furthermore, to determine the number of samples to be selected in each sub-population, the characteristics of the population based on the research location. To select respondents for each university, we employ proportional random sampling. This method ensures a balanced representation by taking subjects from each stratum or region, aligning with the predetermined numbers for each research location, calculated using the Krejcie formula, the result can be seen in Table 2 below.

Table 2. Distribution of population and research samples.

University Name	freq(n)	% (Fi)	Fi xn	Sub-total of Samples (Fi)
Univ. Islam Darul Ulum Lamongan	121	53%	53% x 146	78
Univ. Darul Ulum Islamic Boarding School Jombang	46	20%	20% x 146	29
Univ. Yudharta Pasuruan	61	27%	27% x 146	39
Total	228	100%		146

The research instrument is a measuring device utilized in this study to investigate and test the variables. The leadership communication variable study instrument comprises of five questions that were constructed and changed based on the perspectives of (Fashiku, 2016). The organizational culture research instrument was adapted and created based on (P. van den Berg et al., 2014), and it contains eight questions. There are five questions on the accomplishment

motivation instrument. This instrument was developed based on David McClelland's theory (Moore et al., 2010), which addresses 7 issues about lecturer performance. This instrument was adapted and developed based on the performance of lecturers from Bernardin and Wiatrowski conducted by previous researchers (Koopmans et al., 2011; Olivia Little, 2009). The questionnaire used in this study is based on a 5-point Likert scale with alternatives (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always). The questionnaires have 25 statement items that respondents must answer. Before it can be used to gather data, the questionnaire must meet the requirements for validity and reliability in order to measure study variables that can be scientifically supported. Table 3 describes the variable matrix used in this investigation.

Table 3 Research Variables and Indicators

Variables	Indicators	Code
Communication Leadership	Educating employees regarding the institution's strategic vision and objectives	LC1
	Motivating employees to support the institution's strategy	LC2
	Encourage higher performance and effort from all employees	LC3
	Reduce misunderstandings and gossip that can undermine productivity	LC4
	Embracing employees to stay behind the institution's performance and position targets and helping them to achieve them;	LC5
Organizational Culture	A. Affective commitment,	
	Lecturers are a component of the institution community.	OC1
	Lecturers like their work.	OC2
	Lecturers have strong emotional bonds with their colleagues and the institution.	OC3
	B. The pledge for sustainability	
	Presently, lecturers are driven to work for the institution.	OC4
	Lecturers do not have many options for alternate employment, thus they do not consider leaving institution	OC5
	C. Normative commitment	
	Lecturers feel that they have a duty to finish work at this institution.	OC6
	Lecturers should be loyal to their institutions.	OC7
	Given the advantages they have, lecturers feel they owe the institution a great deal.	OC8
Achievement Motivation	Workplace sense of responsibility	AM1
	Motivation to achieve job contentment	AM2
	A strong desire to improve life	AM3
	Self-improvement behavior	AM4
	Recognition, admiration, and self-assurance in one's work	AM5
	A. planning lessons,	

Lecturer's Performance	Lecturers develops learning objectives in accordance with the curriculum/syllabus and takes into account student characteristics.	LP1
	Lecturers select learning resources/media based on the subject and learning methodologies	LP 2
	B.　　carry out learning,	
	Lecturers make it easier for students to interact with learning resources.	LP 3
	Lecturers help students think critically, examine situations, and act fearlessly.	LP 4
	Lecturers provide constructive feedback to students while also serving as a resource and facilitator.	LP 5
	C.　　Evaluating learning	
	Lecturers create an evaluation instrument to assess students' learning progress and success.	LP 6
	Lecturers can create evaluation results reports and conduct out improvement and enrichment initiatives.	LP 7

Construct validity was evaluated in PLS using the Average Variance Extracted (AVE), Convergent Validity, and Discriminant Validity tests. Utilizing two different types of measures—Composite Reliability and Cronbach Alpha—the reliability test is used to evaluate the measuring instrument's consistency in measuring ideas or the consistency of respondents' responses to the instrument. Smart PLS version 3.0 was used to analyze the data in this work. A multivariate normal distribution, a sizable sample size, and the model's adherence to goodness of fit requirements are not necessary for this version (Shi & Maydeu-Olivares, 2020). According to (Van Riel et al., 2017), the first-order construct functions as the indicator, while the second-order construct is used to measure the measurement model. As shown in Table 4, the assessment model that was produced is based on (Richter & Georgiadou, 2016) criteria.

Table 4. Standards under which reflecting models are evaluated

Standards	Explanation
Composite Reliability	Internal consistency is measured by composite reliability, which should not be less than 0.70.
Cronbach Alpha	If the Cronbach Alpha is more than 0.60, the construct is deemed to be highly reliable.
AVE	The AVE has to be greater than 0.50.
Loading factor	A loading factor greater than 0.50 is required.
Discriminant Validity	The AVE's square root value must be greater than the correlation between the latent variables in order for it to be valid.

Cross loading	When compared to other latent variables, each indicator block should have a higher loading for each hidden variable.
Significance value	t-table with 5% confidence level = 1.656

RESULTS AND DISCUSSION

1. Model test quality assessment using the outer model

If the validity and reliability of each individual indicator are high, the model can be considered a good predictor. Two assessments are made of the model: first for the first-order construct that the indicators have formed, and again for the second-order construct that the indicators have formed. If the loading factor value of an indicator is larger than 0.50, it is considered a good variable measure (Hair et al., 2021). The findings of this investigation's outside loading test are displayed in Figure 2.
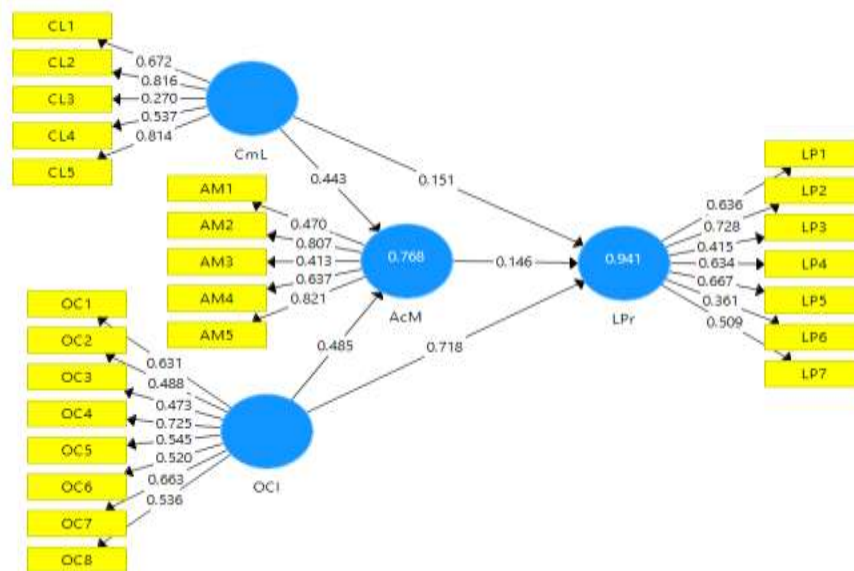

Figure 2. Algorithm of PLS

The results of evaluating the outer loading in figure 2 reveal values less than 0.50 on the indicators LC3 (Encourage higher performance and effort from all employees), AM3 (A strong desire to improve life), and OC1 (Lecturers are a component of the institution community), OC2 (Lecturers like their work), OC5 (Lecturers do not have many options for alternate employment, thus they do not consider leaving institution), OC8 (Given the advantages they have, lecturers feel they owe the institution a great deal.), LP3 (Lecturers make it easier for students to interact with learning resources), and LP6 (Lecturers create an evaluation instrument to assess students' learning progress and success). These indications are omitted and are not tested in the hypothesis.

The current requirements state that an indicator is considered important if its loading factor is more than 0.50. As a result, any indication that has a loading factor less than 0.50 will be eliminated, resulting in the modification shown in Figure 3 of the Algorithm of PLS.
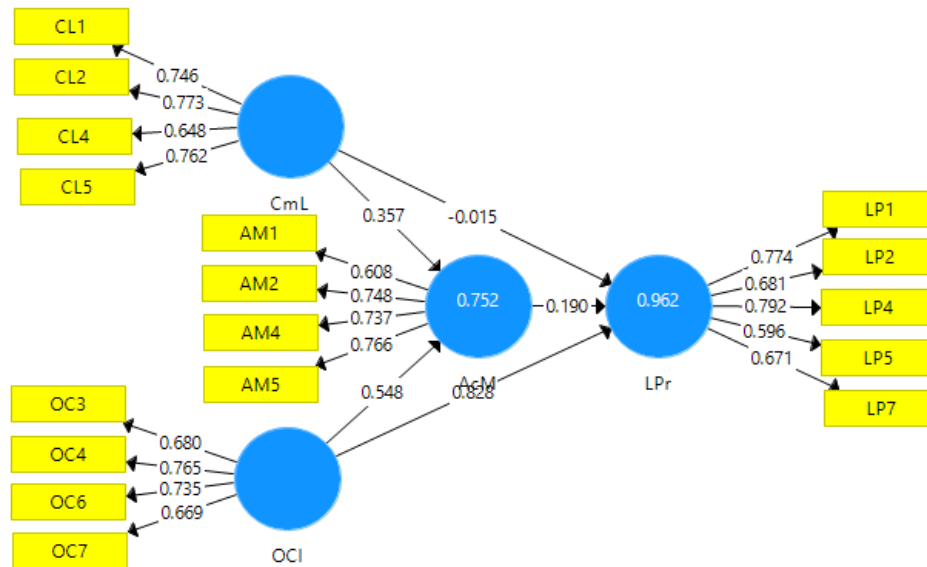

Figure 3. Modified Algorithm of PLS

a.   Convergent Validity

Table 5. Reliability and Loading Factor

Variables	Indicators	Leadership Communications	Organizational Culture	achievements motivation	Performance Lectures
Communications leadership	CL1	0.746			
	CL2	0.773			
	CL4	0.648			
	CL5	0.762			
Organizational Culture	OC3		0.680		
	OC4		0.765		
	OC6		0.735		
	OC7		0.669		
achievements motivation	AM1			0.608	
	AM2			0.748	
	AM4			0.737	
	AM5			0.766	
Performance Lectures	LP1				0.774
	LP2				0.681
	LP4				0.782

LP5	0.596
LP7	0.671

According to Table 5, all indicators of all variables have a loading value larger than 0.50. This signifies it has a high level of validity and meets the convergent validity requirements.

b. Discriminant Validity

The discrimination validity study's conclusions show how each construct or latent variable is conceptualized differently in relation to other factors. In the cross-loading test, it must demonstrate a higher indicator value from each construct than the indicators in the other constructs; in the Fornell-Larcker criterion test, discriminant validity is considered good if the roots of the AVE in the construct are greater than the construct's correlation with other latent variables. Table 6 displays the AVE value that was derived from analyzed study data.

Table 6. AVE root value and correlation between Latent Variables

Variables	Leadership Communications	Organizational Culture	achievements motivation	Performance Lectures
Leadership Communications	0.815			
Culture of organizations	0.663	0.841		
Achievement Motivation	0.724	0.693	0.827	
Performance Lectures	0.661	0.582	0697	0.842

Table 6 shows that the square root value of AVE on Leadership Communication (0.815), Organizational Culture (0.841), Achievement Motivation (0.827) and Lecture Performance (0.842) variables, is greater than the construct correlation values on other latent variables. This can prove that all research variables have fulfilled discriminant validity.

c. Composite Reliability

A construct is deemed reliable if its composite reliability value is more than 0.7, as determined by Cronbach's Alpha values and Composite Reliability.

Table 7. Latent Variable Reliability Test Results

Variables	Alpha Cronbach	Rho_A	Composite reliability
Leadership Communications	0.818	0.953	0.934

Organizational Culture	0.816	0.922	0.935
Achievement Motivation	0.836	0.909	0.930
Performance Lectures	0.861	0.870	0.906

Table 7 shows that all constructs have composite reliability values greater than 0.70. Based on the obtained value, every construct exhibits strong reliability in compliance with the stipulated minimum value limit. Furthermore, the value of Composite Reliability surpasses the value of Cronbach's Alpha. This suggests that every study variable satisfies the dependability criterion needs.

2. Structural model evaluation (Inner Model)

The coefficient of determination, or R Square (R2), shows how well the model can predict how exogenous factors will affect endogenous variables. According to (Hair et al., 2021), the model is considered weak as a predictor if the R2 value is less than or equal to 0.25, moderate if the R2 value is 0.50, and strong if the R2 value is equal to or more than 0.75. Table 9 displays the R2 value from the PLS software.

In addition, the R2 value for the Achievement Motivation variable is 0.752, as seen in Table 8. The ability of the model to forecast how the Communication leadership variable would affect the school's culture is explained by the coefficient of determination, which is 75.2%. While the R2 score for Lecture Performance is 0.962, it explains that the model has a 96.2% accuracy in predicting the influence of leadership communication, company culture, and achievement motivation. Because of this, both models are very reliable and able to forecast the connection among the variables under consideration.

Table 8. Structural Model Assessment

Variables	R Square	R Square Adjusted
Achievement Motivation	0.752	0.744
Performance Lectures	0962	0.951

3. Hypothesis testing

Two methods were used to examine the hypothesis using the path coefficient value: first, t-statistics were used to compare the t table, and then the p-value was confirmed. In this investigation, the t table was established with (α: df) = (0.05:142) = 1.656. A t-statistic was considered significant if its value exceeded 1.656. Additionally, the p-value was less than 0.05 in both cases, indicating that the results were significant. Consequently, if the p-value is less than 0.05 and the t-statistic value is higher than 1.656, the hypothesis is accepted. Tables 9 and 10 display the t-statistics and p-values

that were used to view path analysis, as seen in Figure 3, and the choice to test the hypothesis in this investigation.
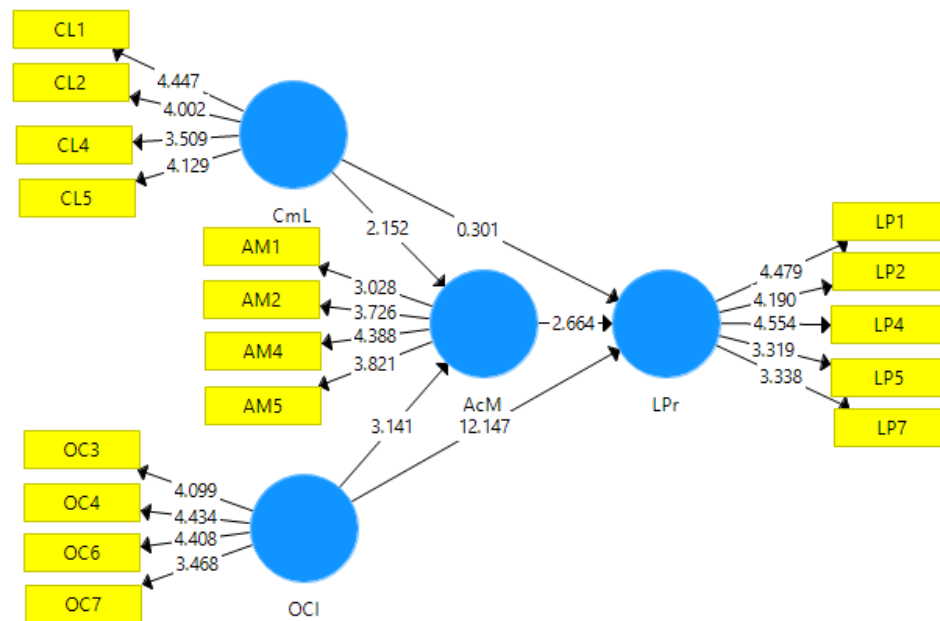

Figure 3. Result of Bootstrapping

Table 9: The t-statistics and p-values for the direct effect hypothesis test

Direct Effects	Original sample	Sample Means	Standard deviation	t statistics	P-value
Achievement Motivation-> Lecture Performance	0.190	0.189	0.076	2,488	0.013
Leadership Communications-> Achievement Motivation	0.357	0.373	0.157	2,271	0.024
Leadership Communications-> Lecture Performance	-0.015	-0.014	0.047	0.311	0.756
Organizational Culture-> Achievement Motivation	0.548	0.537	0.166	3,301	0.001
Organizational Culture-> Lecture Performance	0.828	0.827	0.072	11,572	0.000

Table 10: The t-statistics and p-values for the indirect effect hypothesis test

Indirect Effects	Original sample	Sample Means	Standard deviation	t statistics	P-value
Organizational Culture-> Achievement Motivation -> Lecture Performance	0.104	0.105	0.058	0.798	0.073
Leadership Communications-> Achievement Motivation -> Lecture Performance	0.068	0.068	0.038	0.767	0.078

a. Hypothesis 1 states that communication leadership has a direct effect on achievement motivation at universities in managing Islamic boarding schools in East Java.

b. The path coefficient test results between communication leadership and achievement motivation show a beta coefficient value of 0.357 and a t-statistic value of 2.271, which is less than the t-table value of 1.656 with a p-value of 0.024, indicating that hypothesis 1 is accepted.

c. Hypothesis 2 asserts that there is a direct relationship between leadership communication and lecture performance at universities in the management of Islamic boarding schools in East Java.

d. Hypothesis 2 is rejected based on the path coefficient test findings between lecturers' performance and leadership communication, which reveal a beta coefficient value of -0.015 and a t-statistic value of 0.311, which are less than the t-table value of 1.656 with a p-value of 0.756.

e. Hypothesis 3 states that organizational culture has a direct effect on the effectiveness of university lecturers in managing Islamic boarding schools in East Java.

f. Hypothesis 3 is accepted based on the findings of the path coefficient test between organizational culture and lecturers' performance, which indicate a beta coefficient value of 0.828 and a t-statistic value of 11.572, both of which are higher than the t-table value of 1.656 with a p-value of 0.000.

g. Hypothesis 4 indicates that organizational culture has a direct effect on motivation at the university in managing Islamic boarding schools in East Java.

h. The path coefficient test results between organizational culture and achievement motivation show a beta coefficient value of 0.548 and a t-statistic value of 3.548, which is greater than the t-table value of 1.656 with a p-value of 0.001, so hypothesis 4 is accepted.

i. According to hypothesis 5, the success of university lecturers in overseeing Islamic boarding schools in East Java is directly impacted by their drive for accomplishment. A beta coefficient value of 0.190 and a t-statistic value of 2.488 are found in the path coefficient test findings between lecturers' performance and accomplishment motivation. These values are higher than the t-table value of 1.656 with a p-value of 0.013, suggesting that hypothesis 5 is supported. To further investigate the impact of the indirect effect, the route coefficient between the independent variables is multiplied in a single direction. By comparing the direct and indirect influence coefficients in Figure 1, it is possible to determine whether the real effect is direct or indirect. Multiplying the indirect coefficient yields the indirect effect's size. If the direct effect coefficient is higher than the indirect effect coefficient, the real effect is a direct effect. If the

indirect impact is greater than the direct effect, it is possible to conclude that the real effect is an indirect effect.

j. Hypothesis 6 argues that there is an indirect influence between leadership communication and lecture performance at the university in the management of Islamic boarding schools in East Java. According to the results of the path coefficient test, which examines the indirect impact of leadership communication on lecture performance through achievement motivation, hypothesis 6 is rejected because the beta coefficient value of 0.068 and the t-statistic value of 0.767 are less than the t-table value of 1.656 with a p-value of 0.078.

k. Hypothesis 7 indicates that organizational culture has an indirect effect on lecturers' performance through success motivation at the university in the management of Islamic boarding schools in East Java. The indirect effect of organizational culture on lecturers' performance through achievement motivation is shown by the path coefficient test results, which indicate a beta coefficient value of 0.104 and a t-statistic value of 0.798. Since these values are higher than the t-table value of 1.656 with a p-value of 0.073, hypothesis 7 is rejected.

Leadership communication has a strong and favorable effect on achievement motivation. A leader's communication skills are vital because they relate to persuading, directing specific activities, and motivating individuals to attain the goals that have been set. In companies, the communication process produces a variety of outcomes, including authority relationships, roles, communication networks, and communication atmosphere. The leader's communication style is a person's ability to persuade a group of individuals or subordinates to work together and make enthusiastic and confident attempts to attain the goals that have been set. This study's findings support the conclusions of (Cherfan & Allen, 2021; Groysbrg et al., 2018; Wilhelm, 2016). Similarly, leadership communication has a strong correlation with achievement motivation. Effective leadership communication will positively influence employees to increase motivation. This is consistent with the findings of Muchran BL et al's research (Bl et al., 2017), which show that the indirect effect of leader communication on performance, which is moderated by motivation, has a positive and significant influence in the Bureau of Companies Travel & Travel Services in Makassar, which are members of ASITA.

Meanwhile, organizational culture has a good and considerable impact on lecturers' performance. The findings of this study are consistent with those of (Chatelain et al., 2014; Trang & Tu, 2021), who found that organizational culture has a favorable and significant effect on employee performance. Organizational culture has the ability to move the conscience and mind to achieve better. These findings are also compatible with Wirawan's research (in Wijaya, 2018), which asserts that since it takes a lot of unity and energy to create an internal atmosphere, a solid culture has a significant influence on how its members behave. Organizational culture also helps to establish, improve, and sustain high performance.

This study found that organizational culture has a favorable and significant effect on achievement motivation. Achievement motivation is simply the desire of employees to do their work as well as possible and to fulfill or even exceed the work targets that have been set. While organizational culture refers to the values, ideas, and beliefs that members of an organization create in order to

achieve organizational goals. A positive workplace culture, such as one of assisting others and working together, will undoubtedly enhance one's accomplishment motivation. This is consistent with the findings of (Panagiotis et al., 2014; Trumbull & Rothstein-Fisch, 2011).

According to the findings of this study, there is a positive and significant relationship between accomplishment motivation and lecturers' performance. Organizational motivation is required to boost employee morale. Achievement motivation is a person's proclivity to strive for achievement, to have a goal and action orientation, and to avoid failure. Efforts to avoid failure might be viewed as efforts to complete work as efficiently as feasible in order to capitalize on possibilities that will arise. The premise is that individuals with achievement incentive in the organization will continue to strive to meet predefined criteria, hence ensuring their survival in the firm. This is consistent with the findings of study by (Asi Siburian, 2013; Liao & Hsieh, 2017; Salleh et al., 2016).

CONCLUSION

In conclusion, the study affirms Hypothesis 1, establishing a direct influence of communication leadership on achievement motivation. However, Hypothesis 2 is rejected, negating a direct link between leadership communication and lecturer performance. Hypothesis 3 is supported, indicating a direct impact of organizational culture on lecturer performance. Hypothesis 4 is validated, demonstrating a direct effect of organizational culture on achievement motivation. Hypothesis 5 is upheld, asserting that lecturer performance is directly impacted by their drive for accomplishment. Hypothesis 6 is refuted, rejecting the idea of an indirect influence between leadership communication and lecture performance. Finally, Hypothesis 7 is dismissed, challenging the notion of an indirect effect of organizational culture on lecturer performance through achievement motivation.

This study aims to provide a solid scientific foundation for understanding the dynamics of leadership communication, organizational culture, achievement motivation, and their impact on lecturer performance in universities managing Islamic boarding schools in East Java. In addition to contributing to existing theories, this research introduces a model that reinforces the direct connection between leadership communication, organizational culture, and lecturer performance. It also explores the indirect influence on lecturer performance through an intermediary variable—achievement motivation. The findings not only enhance existing theories related to organizational culture and human resource management but also elucidate patterns of organizational interaction within the context of educational administration, offering valuable insights into the impact of leadership policies in educational organizations.

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