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Re: JHETP 23(6), 2023 Corrections

JHETP <jhetp@nabpress.com>

Jum 14/04/2023 17.53

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

Naufal,

If you have a new submission, it will still follow the regular submission process. However, please be informed that the review process of JHETP has been extended to 60 days. Thank you!

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

On Thu, Apr 13, 2023 at 11:45 PM naufalaffandi_7647167451@mhs.unj.ac.id
<naufalaffandi_7647167451@mhs.unj.ac.id> wrote:

Dear,

thank you very much for your help, and for publishing our article.

We will submit a new article, if I submit it now, when will it be published, or is there proof?

Best regards

Dari: JHETP <jhetp@nabpress.com>**Dikirim:** Kamis, 13 April 2023 19.03**Kepada:** naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>**Subjek:** Re: JHETP 23(6), 2023 Corrections

Naufal,

Thank you for your email. Based on the file, you are already the second author. The online version should be updated as well.

**Higher Education Governance and Lecturer Performance:
The Role of Leadership, Commitment, and Culture**

Syamsul Hidayat
Universitas Bina Bangsa

Naufal Affandi
Universitas Bina Bangsa

Henry Eryanto
Jakarta State University

Dede Rahmat Hidayat
Jakarta State University

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

On Thu, Apr 13, 2023 at 12:08 PM naufalaffandi_7647167451@mhs.unj.ac.id

<naufalaffandi_7647167451@mhs.unj.ac.id> wrote:

Dear,

I've sent an email changing the first author to Syamsul Hidayat and the second author Naufal Affandi. but the result is no change.
Please can it be changed?

best regards

Dari: JHETP <jhetp@nabpress.com>

Dikirim: Jumat, 07 April 2023 18.59

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

Subjek: Re: JHETP 23(6), 2023 Corrections

Naufal,

Thank you for your email. We are yet to provide you with a publication notification since the manuscript is still under audit. But you may already check it online.

If you have further questions, please let me know. Have a nice day ahead!

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

On Thu, Apr 6, 2023 at 5:41 PM naufalaffandi_7647167451@mhs.unj.ac.id

<naufalaffandi_7647167451@mhs.unj.ac.id> wrote:

Dear,

Thank You for your information.

Let me ask about my article, When will it be published? can it be published in the near future, I need an article link for a very important matter, the deadline is April 10, 2023. Hopefully, this request can be accommodated, please answer.

Best regards

Dari: JHETP <jhetp@nabpress.com>

Dikirim: Selasa, 04 April 2023 09.28

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

Subjek: Re: JHETP 23(6), 2023 Corrections

Naufal,

Thank you for your email. Your manuscript has been updated. Please let us know if you need anything else.

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

On Tue, Apr 4, 2023 at 12:50 AM naufalaffandi_7647167451@mhs.unj.ac.id

<naufalaffandi_7647167451@mhs.unj.ac.id> wrote:

Dear,

Allow me to inform you that there has been a change in the author's position, namely

Naufal Affandi as second author
Syamsul Hidayat as first author
the third and fourth authors have not changed

Hopefully this change can still be accommodated by the journal editor

best regards

Dari: JHETP <jhetp@nabpress.com>

Dikirim: Kamis, 30 Maret 2023 18.31

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

Subjek: Re: JHETP 23(6), 2023 Corrections

Naufal,

Thank you for the confirmation. Please feel free to contact us for further assistance. Have a great day ahead!

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

On Wed, Mar 29, 2023 at 6:19 PM naufalaffandi_7647167451@mhs.unj.ac.id
<naufalaffandi_7647167451@mhs.unj.ac.id> wrote:

Dear,

This article has no changes

Thank You

Dari: JHETP <jhetp@nabpress.com>

Dikirim: Selasa, 28 Maret 2023 17.20

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

Subjek: JHETP 23(6), 2023 Corrections

Naufal,

I hope you are doing well. I would like to inform you that your manuscript has reached the final production stage. We have attached the manuscript for review. We request that

you review your manuscript for any minor mistakes.

We will be accepting any minor changes until April 2, 2023. If we receive no confirmation from your end by the mentioned date, we will consider this a go signal to publish the sent manuscript to avoid delays.

Should you have any other questions, feel free to let me know. Thank you.

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

Please sign this document - JABE_AAPA_V1.pdf

DJ Smith <delivery@eversign.com>

Sel 27/12/2022 20.15

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

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You are requested by DJ Smith to sign this document.

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Requester: DJ Smith (customerservice@nabpress.com) on behalf of NABP

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Contact

Re: Submission

JHETP <jhetp@nabpress.com>

Kam 24/11/2022 09.30

Kepada: naufalaffandi_7647167451@mhs.unj.ac.id <naufalaffandi_7647167451@mhs.unj.ac.id>

Naufal,

This is to inform you that your manuscript has been officially processed with the North American Business Press for review.

Your manuscript reference number is JHETP 1.1363. The review process takes around 20 days. We will reach out to you once your manuscript has completed this step.

Please email us your manuscript reference number if you have any questions regarding the review.

Best Regards,

Sunila Luitel

MBA for...

Dr. Donald Smith, Editor

Journal of Higher Education Theory and Practice

North American Business Press

On Wed, Nov 23, 2022 at 7:43 AM naufalaffandi_7647167451@mhs.unj.ac.id
<naufalaffandi_7647167451@mhs.unj.ac.id> wrote:

Dear,
JHETP Editor

I am pleased to submit an original research article entitled "Higher Education Governance and Lecturer Performance: The Role of Leadership, Commitment, and Culture" by Naufal Affandi, et all. for consideration for publication in Journal of Higher Education Theory and Practice. In this manuscript, we show that higher education governance very important for private university. We believe that this manuscript is appropriate for publication by Journal of Higher Education Theory and Practice because its Higher Education.

If you feel that the manuscript is appropriate for your journal, we suggest the following reviewers:

Amirul Mukminin (Amirul.mukminin@unja.ac.id)

Thank you for your consideration!

Sincerely,

Naufal Affandi
Jakarta State University

Higher Education Governance and Lecturer Performance: The Role of Leadership, Commitment, and Culture

ABSTRACT

This study aims to formulate a model and analyze the direct influence of Transformational Leadership, Organizational Commitment, and Organizational Culture on Governance and Lecturer Performance in Private Universities in Banten. This study uses an associative quantitative approach or research aimed at knowing the effect of exogenous variables on endogenous variables. The population in this study were lecturers at Bina Bangsa University, Banten Jaya University, and Serang Raya University; as many as 211 lecturers participated as respondents in this study. XXX Data collection using survey methods and analysis techniques using SEM with Lisrel 8.80 software. The results showed that (1) Transformational Leadership Has No Significant and Positive Effect on Governance, (2) Transformational Leadership Has No Significant and Negative Effect on Lecturer Performance, (3) Organizational Commitment Has a Significant and Negative Effect on Governance, (4) Organizational Commitment Significant and Positive Influence on Lecturer Performance, (5) Organizational Culture Has No Significant and Negative Effect on Governance, (6) Organizational Culture Has No Significant and Negative Effect on Lecturer Performance, (7) Governance Has Positive and Influence on Lecturer Performance. There is empirical evidence and novelty or new findings that the existence of good Governance can improve Lecturer Performance, with a positive correlation direction coefficient.

Keywords: Transformational Leadership, Organizational Commitment, Organization Culture, Governance, and Lecturer Performance.

INTRODUCTION

The performance of lecturers is also responsible for the decline in academic teaching (Holert, 2016). Thus, universities have the authority to consider aspects related to lecturer performance issues. The quality of the implementation and management of higher education is also essential because it indicates that a university meets the required quality standards.

The management of universities has undergone a degradation of change from classical management to modern management of universities so that the quality of student services and the performance of lecturers will be improved. The thought of Deem & Lucas (2007) confirms that the paradigm of change is critical in the Governance of quality universities (*Good University Governance*). The quality of higher education is reflected in the evaluation and acquisition of accreditation scores from BAN-PT (National Accreditation Board-Higher Education).

With the accreditation status, it is increasingly growing awareness from the public about the importance of education and the reachability of the community to the cost of education (Atmanti, 2005). As evidence, jumlah private universities 96% (Data & Tinggi, 2019) more

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than state universities, which shows a high interest in the private sector to be actively involved in the implementation of higher education. However, on the other hand, this involvement poses another problem, namely the low quality of private universities due to inadequate Governance, so the achievement of accreditation is still minimal. The low acquisition of accreditation is related to the low performance of lecturers, including the published research and community service results.

Realizing the importance of the role of higher education institutions for national development to achieve community welfare, the government, through the Ministry of Education and Culture of the Republic of Indonesia, continues to encourage and facilitate the continuous improvement of the quality and independence of universities both in terms of quality, quantity, learning process, results of the educational process and the resulting alumni. The quality of the implementation and management of higher education is also essential because it indicates that a university meets the required quality standards.

The presence of lecturers as part of the organizational system in universities is focused on carrying out a strategic role, but the meeting point is in the Governance of universities. Thus, performance must constantly adapt to the rapid paradigm shift in higher education today.

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In addition to the strategic role of lecturers in improving the quality of education, the quality of higher education implementation is determined and influenced by several factors, including leadership factors, organizational Commitment, organizational culture, and Governance, as well as the performance of the lecturers themselves in carrying out their tri dharma (Holert, 2016; Milder, 2011; Pradana, A.S, Hakim, M.S., dan Kunaifi, 2018; Purwanto et al., 2020; Rahmah, 2016; Razak et al., 2017).

The research that has been carried out is related to Higher Education Performance in addition to being carried out at State Universities, as carried out by Rohmah (2016), which discusses several variables, including leadership variables and organizational culture, while Dirwan (2014) confirms the leadership style and performance of university lecturers, as well as what was done by Pradan a, A.S, Judge, M.S., and Kunaifi (2018). Thus, the variables studied are the variables of Leadership, Organizational Culture, and Commitment. In this research to be carried out, the different variables are the variables of Governance of Private Universities.

XXX

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This study aims to develop a measurement model and structural model of Lecturer Performance variables based on Transformational Leadership variables, Organizational Commitment variables, Organizational Culture variables, and Governance variables of private universities.

LITERATURE REVIEW

Lecturer Performance

The performance of private higher education lecturers is a measure of the results of work or achievements/targets set by universities referred to by indicators that can be explained including tri dharma activities consisting of teaching results, research results, and community service results (Amstrong, Michael, 1998; Daniel C, 1995; Davis, 1996; Gibson, J.L, Ivancevich, J.M., Donnelly, J.H., & Konopaske, 2003; S. Hidayat et al., 2017; Kusdiby, 2021; Maryoto.S, 2000; R. Wayne Monday, Robert M. Noe, 1993; Stolovitch, H.D., & Keeps, E, 2006).

Transformational Leadership

Transformational Leadership is a state in which the followers of a transformational leader feel trust, admiration, loyalty, and respect for the leader, and feel motivated to do more than they initially expected with a charismatic dimension and have a central and strategic role in bringing the organization to achieve its goals, and have indicators *idealized influence, inspirational motivation, intellectual stimulation, and individual consideration*. (Dharma, 2006; Gray Yukl, 1989; S. Hidayat et al., 2017; Ken Blanchard, 1996; Kusdiby, 2021; Rivai, V.H., & Pure, 2009; Rivai, 2007; Robbin, S.P. & Judge, 2012; Siagian, 2003).

The relationship between transformational Leadership and Performance has been studied by Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh (2013); Chen, Kirkman, Kanfer, Allen, & Rosen (2007); Braun (2013); Nohe, Michaelis, Menges, Zhang, & Sonntag, (2013), and Charbonnier-Voirin, El Akremi, & Vandenberghe, (2010) with leadership results having a substantial effect on performance.

Governance is closely related to Leadership. The leader's influence on others needs to be carried out to keep the organization effective and for the leader to facilitate individual and collective efforts to achieve common goals. About the effectiveness of private higher

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education governance, Leadership tends to be delegated or channeled downwards through follower volunteerism.

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Based on studies on transformational Leadership, Governance, and performance, the research hypotheses are:

H1: Transformational Leadership affects Governance

H2: Transformational Leadership affects Lecturer Performance

Organizational Commitment

Organizational Commitment is an individual statement of good values and agreement with the organization, both organizational Commitment to employees and employee commitment to the organization, which is very important for the organization because employees who have a high commitment to the organization will tend to have a professional attitude, with three dimensions of Commitment, namely affective Commitment, continuance commitment, and normative Commitment. (Alhawary., F.A and Aboruman., A., 2011; Anat., F and Carmeli., 2003; Firat et al., 2009; S. (B. B. Hidayat & Tjahjono University, 2015; Jaros, 2007; Kumar and Eng., 2012; Meyer,J.P., Allen, N.J. & Smith, 2002; Meyer), 1997; Mowday et al., 1979; Robbin, S.P. & Judge, 2012; Solinger et al., 2008; Ulrich D, 1998).

The organizational commitment approach of Meyer (1997) consists of *attitudinal Commitment* and *behavioral Commitment*. The attitude approach (*attitudinal Commitment*) focuses on the process of thinking individuals about their relationship with the organization. Individuals will consider the appropriateness of their values and goals with the organization. High employee commitment will be demonstrated by solid confidence and acceptance of the values and goals of the organization. While the behavioral approach (*behavioral Commitment*) is related to the process by which the individual has been tied to a particular organization. The presence of action indicates the Commitment of the individual. Also included is *intellectual capital* (Ulrich D, 1998).

Commitment also reveals a practical side based on the function and meaning of Commitment as an exchange of values (*exchange*) between the owner of the organization and its members. Ideal, because of the Commitment shown by involvement in the organization, individuals put forward statements about the meaning of ethics, have a common understanding of good values, and are agreed upon and established together.

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In order for the goals of private universities to be realized, in this case, the participation of lecturer commitments is needed to support good Governance for universities. Research (Christy et al., 2018; Remeikiene et al., 2013; Ristanti et al., 2014; Septiawan, 2018) said that organizational Commitment affects good corporate Governance. Therefore, lecturers must commit to universities, strive to be involved in every organizational process, and apply the principles of good university *governance*.

Based on studies on organizational Commitment, Governance, and performance, the research hypothesis is:

H3: Organizational Commitment affects Governance

H4: Organizational Commitment affects Lecturer Performance

Organizational Culture

Work Culture is a reflection of the values, norms, and rules that are believed and owned by its members or organizations that are developed to create behaviors in working so that they are practical and efficient, where the dimensions of organizational culture are the values adopted. In contrast, the indicators of organizational culture consist of environmental culture, high-performance culture, communicative culture, innovative culture, and creative culture. (Hogan, S.J., & Coote, L., 2014; Kreitner, R. & Kinicki, 2012; Lunenburg, 2011; Naor, M., Linderman, K., & Schroeder, 2010; Nawawi Hadari, 2003; Ndraha, 2002; Rivai, V.H., & Pure, 2009; Sackman, 1991; Siregar, 2010; Suryadi, 2003; Triguno, 2004).

In the management and implementation of Private Universities, the work culture of lecturers plays a strategic role in improving the overall performance of private universities, and this work culture is shown by the role of lecturers in implementing the tri dharma of higher education, namely teaching, research and community service, as well as supporting activities.

Organizational culture reflects a superior organization's characteristics, which impact how the organization performs. Tseng's (2010) research examines the relationship between organizational culture and *knowledge conversion* to corporate performance. In this case, implementing organizational culture can significantly improve or hinder the success of knowledge management initiatives. The results of this study show that an appropriately applied organizational culture can increase knowledge conversion in knowledge management, which in turn has a positive and significant impact on lecturer performance.

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Organizational culture is several shared values, beliefs, and norms that influence the way of thinking, feelings, and behavior of organizational members in the workplace (Lunenburg, 2011).

Based on studies on organizational culture, Governance and performance, the research hypothesis is:

H5: Organizational Culture affects Governance

H6: Organizational Culture affects Lecturer Performance

College Governance

Governance is a new value system that is starting to be used as a reference for the success or failure of a person, organization, college/institution/company to exercise its authority in managing the organization; the college/institution or company concerned does not yet exist, there is only an expert statement stating that "*good governance*" wants a more transparent, responsive, certainty and accountable management. (Astin, 1993; Blanchard, 1992; Churches, 1988; Covey., 1992; Falchikov, 1989; Gibson, 1996; Ken Blanchard, 1996; Miller, 1974; Prokopenko, 1987; Ralph G. Lewis and Douglas H. Smith, 1994; Sabandar et al., 2018; Seldin, 1984; Sukamto, 1994).

The implementation and management of *good university governance* adopt from the Governance of government organizations. Meanwhile, Khumarga (2004) identified several characteristics of *good Governance*, including equality, the rule of law, Transparation, accountability, responsiveness, participation, and effectiveness.

These statements are synergized in such a way as to produce ten principles of *good Governance* that are agreed upon and recommended to be applied by all local governments throughout Indonesia. Of course, these ten principles in advance can also be adapted by university organizers, as *good university governance*, namely the Governance of Private Universities adapted from the concept of *good Governance*, with indicators that have been set into 5 aspects of the principles of good Governance, namely, (1) Accountability, (2) Credibility, (3) Transparency, (4) Responsible and (5) Fair. Thus the influence of good Governance is closely related to the performance of lecturers. Support for previous research on Governance came from Sabandar et al. (2018), so the research hypothesis is:

H7: High Teacher Governance affects Lecturer Performance

METHODOLOGY

Commented [U10]: Please organize this section into an explanation:
1. Types of research methods
2. Subjects and techniques for taking research subjects/samples
3. Data collection techniques
4. Data analysis techniques/research procedures

This study examines the relationship between transformational Leadership, organizational Commitment, organizational culture, Governance, and lecturer performance at private universities in Banten Province. The population of this study is lecturers at 3 private universities in Banten Province, namely Bina Bangsa University, Banten Jaya University, and Serang Raya University. Researchers used online questionnaires sent to respondents. Taking a sample using *the proportional random sampling* method, this technique was chosen based on the consideration that members of the population had an equal opportunity to be selected. Based on the Taro Yamane formula with an error rate of 5% of the population, the sample taken was 211 people or lecturers.

Modeling of structural equations can be used to confirm hypotheses or ideas and explain the lack of latent variables. This study used equation modeling structure (SEM); this method can also validate the model used in this study. Following the use of SEM, the results will confirm the relationship between the latent variables.

Confirmatory Factor Analysis (CFA) test, which tests all processed latent variables that have been simplified by calculating the Latent Variable Score (LVS). This study uses the two-step approach, first-order and second-order methods in the Confirmatory Factor Analysis (CFA) test because it is to measure unidimensional indicators from the constructs of Transformational Leadership, Organizational Commitment, Organizational Culture, Governance, and Lecturer Performance. After calculating and analyzing the Confirmatory Factor Analysis (CFA), the structural model is then used to study the validity and reliability of indicators forming latent variables (research variables) and for the influence between variables in other path analyses. The influence between these variables can be a direct influence or indirect influence of an independent (exogenous) variable on a dependent (endogenous) variable. To perform this measurement model, we will create a SIMPLIS program and run the SIMPLIS program using Lisrel 8.8.

RESULTS

In the research, researchers distributed questionnaires of 211 respondents consisting of permanent lecturers and permanent lecturers with additional assignments at 3 (three) private universities in Serang City, which were depicted in the respondent profile in the following table.

Table 1. Respondent Profile

Respondent Profile	Category	Sum	Percentage (%)
Gender	Man	142	67%
	Woman	69	33%
Age	≤ 30 Years	83	39%
	31 - 40 Years	48	23%
	41 - 49 Years	42	20%
	Old	42	20%
Recent Education	> 50 Years	38	18%
	S2	199	94%
	S3	12	6%
Length of Work	≤ 2 Years	49	23%
	3-9 Years	102	48%
	10-12 Years	35	17%
	≥ 13 Years	25	12%

Source: Primary data processed for this study (2020)

Based on the data obtained and processed during the study, it can be concluded that all construct variables are *fit* and *reliable* to the measurement model using calculations and analysis of the *Confirmatory Factor Analysis (CFA) two-step approach* both at the first level or *first order* and at the second level or *second order*, and have been measured latent *score* for each of the latent variables. Therefore, this structural measurement also uses a *Latent Variable Score (LVS)* and the SIMPLIS program for structural models to be formed by adding statements related to the relationship between latent variables to the SIMPLIS program. Then, the t-value of the structural equation (*Structural Equation*) ≥ 1.96 means that the study's coefficient or variable is significant/influential. The results of the t-values (*T-values*) are seen through the following *path diagram*:

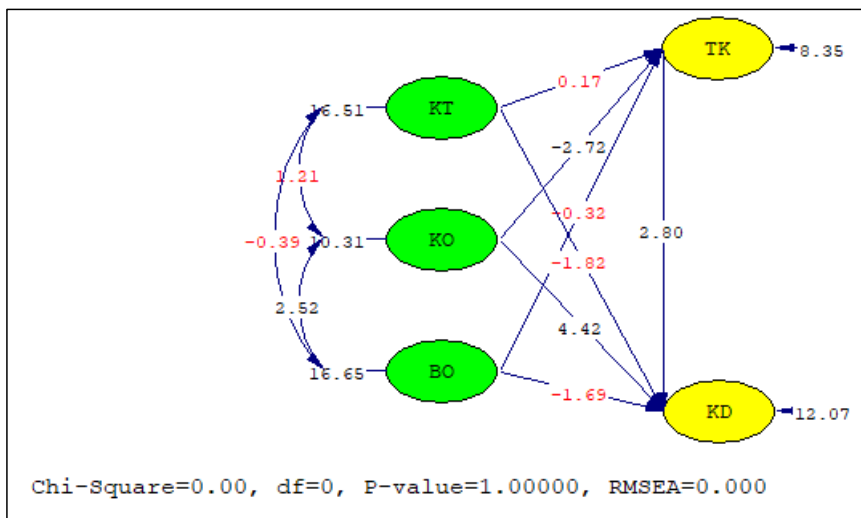


Figure 1. Path Diagram T-values

Figure 1. above shows the t-value in each path; there are two parts of variables, namely exogenous variables are consisting of KT (Transformational Leadership), KO (Organizational Commitment), and BO (Organizational Culture). At the same time, the endogenous variables consist of TK (Governance) and KD (Lecturer Performance).

This study used structural equation modeling (SEM) to test the hypotheses. First, the researcher measured the model's goodness of fit. The fit indices suggested that the model fitted the data reasonably well. Chi-Square=0.00, df=0, P-value=1.0000, RMSE=0.000, indicates that the model perfect fitted the data well. The researcher used path analysis to measure the seven hypotheses. The result of the data process is shown in Table 2.

Table 2. Hypothesis Test Result

Hypothesis /Path	Calculated t-value	Standard Coefficient	Estimation	Result
H1: KT → Kindergarten	0.17	0.01	0.00	Rejected
H2: KT → KD	-1.82	-0.13	-0.02	Rejected
H3: KO → Kindergarten	-2.72	-0.19	-0.02	Supported
H4: KO → KD	4.42	0.30	0.09	Supported
H5: BO → Kindergarten	-0.32	-0.02	-0.01	Rejected

Kindergarten				
H6: BO → KD	-1.69	-0.12	-0.18	Rejected
H7: Kindergarten → KD	2.80	0.19	0.45	Supported

Table 2 shows that three hypotheses were supported, and four were not supported and thus rejected (the result was under the path analysis standard). H1, H2, H5, and H5 were rejected. The result (Table 2) indicates that organizational Commitment ($\beta= 0.30$, t-value (4. 42) $\geq 1,645$) had a positive effect on lecturer performance. This condition also occurred in good university governance ($\beta= 0. 19$, t-value (2. 80) $\geq 1,645$) and was statically significant. According to the data analysis, H4 and H7 were accepted as the researcher expected that organizational commitment ($\beta= -0. 19$, t-value (-2. 72) $\geq 1,645$) hurt good university governance, but significantly, H3 was accepted. However, there was no relationship between transformational Leadership and good university governance, between transformational Leadership and lecturer performance, organizational culture, and good university governance and lecturer performance.

From the results of hypothesis test 1 in this study, it turns out that transformational Leadership does not affect higher education governance, which means that the better the transformational Leadership, the more it cannot necessarily improve the Governance of private universities. At the same time, Governance is closely related to Leadership, where Leadership is the process of influencing others to understand and agree with what needs to be done and how the task is carried out effectively, as well as the process of facilitating individual and collective efforts to achieve common goals. The results of this hypothesis show that the effectiveness of the Governance of private universities is not necessarily related to effective transformational Leadership.

From the results of hypothesis test 2 in this study, it turns out that transformational Leadership does not affect the performance of private university lecturers. This means that better transformational Leadership can not improve the performance of private university lecturers. So Bass (1985) in Yukl (2013) explains that transformational Leadership is a state in which the followers of a transformational leader feel that there is trust, admiration, loyalty, and respect for the leader, and they are motivated to do more than they initially expected. The results of this study provide evidence that leaders in private universities have not been able to transform and motivate lecturers to improve their performance enormously.

From the results of hypothesis test 3 in this study, organizational Commitment affects the Governance of private universities but has a negative relationship. This shows that private

university lecturers have a high commitment to their organization to improve the Governance of private universities, but private universities do not manage this commitment correctly. No matter how good the higher education governance system is made, it will never run effectively if lecturers do not participate in running the system. Therefore, lecturers who commit to higher education will try to be involved in every organizational process and apply the principles of *good university governance*.

From the results of hypothesis test 4 in this study, organizational Commitment affects the Governance of private universities. This shows that the high Commitment of lecturer organizations has improved the performance of private higher education lecturers. The Commitment of this lecturer is related to the desire of lecturers to continue their careers as lecturers, so it is necessary to have a lecturer's performance assessed from the implementation of the tri dharma of higher education in each lecturer.

From the results of hypothesis test 5 in this study, organizational culture does not affect the Governance of private universities. This shows that the organizational culture of a college is not able to improve the Governance of the college. Of course, these two variables may have differences in perception.

From the results of hypothesis test 6 in this study, organizational culture did not affect the performance of private university lecturers. This shows that a university's organizational culture cannot improve the college lecturers' performance. In the management and implementation of Private Universities, organizational culture plays a strategic role in improving the overall performance of private universities. This work culture is shown by the role of lecturers in carrying out the tri dharma of higher education, namely teaching, research, and community service, as well as supporting activities.

From the results of hypothesis test 7 in this study, Governance affects the performance of private university lecturers. This shows that universities are already good at managing lecturers and improving lecturer performance. This means that the performance of these lecturers is greatly influenced by good university governance. As the principle of organizing and managing *good university governance (GUG)*, this principle adopts from the Governance of governance organizations where aspects of credibility, accountability, transparency, responsibility, and providing access to justice can improve the performance of universities, including the performance of lecturers well. University organizers in the form of *good university governance*, adapted from the concept of *good Governance*, with indicators that

have been set into 5 aspects of sound governance principles, namely, (1) Accountability, (2) Credibility, (3) Transparency, (4) Responsible and (5) Fair.

MANAGERIAL IMPLICATION

The novelty of this study is that the governance model of private universities has been tested, which impacts the performance of private university lecturers. The concept of Governance is a new value system that is starting to be used as a reference for whether universities successfully carry out their authority in managing the universities concerned. It should be noted that until now, agreement on what indicators or aspects must exist so that universities can be said to have implemented good "*governance*" does not yet exist. There is only an expert statement stating that "*good governance*" requires implementing more transparent, responsive, anticipatory, and accountable management.

The principles of *good Governance* that are agreed upon and recommended to be applied by all local governments throughout Indonesia can be adapted by university organizers as *good university governance*, namely the Governance of Private Universities adapted from the concept of *good governance*, with indicators that have been set into 5 aspects of the principles of good Governance, namely, (1) Accountability, (2) Credibility, (3) Transparency, (4) Responsible and (5) Fair. The governance questionnaire of private universities becomes a theoretical contribution that can be applied to other colleges. Because, in principle, the questionnaire questions are adapted from good *governance* sources.

The failure of transformational Leadership and organizational culture to improve the Governance and performance of lecturers after being studied, it turns out that the management of private universities has not appropriately embraced other factors. Pts managers do not place organizational Commitment as an advantage that can improve Governance, which then if this Governance is adequately implemented in the form of internal quality, accreditation will also be good.

CONCLUSION

Based on the results of the research and the discussion of the conclusions of this study are (1) Transformational Leadership does not affect the Governance of private universities; (2) Transformational Leadership has no effect on the Performance of Private College Lecturers; (3) Organizational Commitment affects the Governance of private universities; (4)

Commented [U11]: Is this a discussion of your research data?
This section does not deserve to be called a discussion.
Please include at least 10 relevant expert opinions, theories or research in reviewing your research data.

Organizational commitment affects the performance of private university lecturers; (5)
Organizational Culture does not affect the Governance of private universities; (6)
Organizational Culture does not affect the Performance of Lecturers of private universities;
(7) Governance affects the work of a lecturer at a private university.

Theoretically, that transformational Leadership and organizational culture do not affect college governance and lecturer performance. However, organizational Commitment is a variable that affects the Governance and performance of lecturers, so this variable needs serious attention for private university managers.

XXX

Commented [U12]: Add your research implication, limitation and recommendation based your research result.

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