



## Leadership as a Mediating Variable in the Relationship of Discipline, Work Motivation, and Organizational Culture to the Performance of Lecturers at the Faculty of Teacher Training and Education, Universitas Pamulang

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### Article History:

Received:

25-07-2026

Revised:

26-08-2026

Accepted:

20-09-2026

### Keywords:

*Discipline, Work Motivation,  
Organizational Culture,  
Leadership, Lecturer Performance*

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### Abstract:

This study aims to analyze the effects of discipline, work motivation, and organizational culture on lecturer performance, with leadership serving as a mediating variable at the Faculty of Teacher Training and Education, Universitas Pamulang. This study employed a quantitative approach with an explanatory design. The population consisted of 167 lecturers, with 118 respondents selected using Slovin's formula at a 5% margin of error and purposive random sampling. Data were collected through observation, documentation, interviews, and questionnaires and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS and the bootstrapping technique. The results show that discipline ( $p = 0.035$ ;  $t = 1.996$ ) and work motivation ( $p = 0.016$ ;  $t = 2.869$ ) have positive and significant effects on lecturer performance, whereas organizational culture has no significant effect ( $p = 0.816$ ;  $t = 0.512$ ). Leadership has a positive and significant direct effect on lecturer performance ( $p = 0.008$ ;  $t = 2.911$ ). The mediation analysis using specific indirect effects indicates that leadership plays a mediating role in the relationships between the independent variables and lecturer performance, with the strength of mediation varying across the relationships. The moderation analysis further shows that leadership does not significantly moderate the effects of discipline ( $p = 0.196$ ;  $t = 1.322$ ), work motivation ( $p = 0.901$ ;  $t = 0.251$ ), or organizational culture ( $p = 0.411$ ;  $t = 0.798$ ) on lecturer performance. These findings highlight the importance of strengthening discipline, work motivation, and effective leadership practices to improve lecturer performance.

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## Introduction (مقدمة)

Higher education institutions play a strategic role in producing high-quality human resources through the implementation of education, research, and community service. In carrying out these functions, lecturers are key human resources who determine the quality of higher education delivery. Lecturer performance encompasses not only teaching activities but also research, scientific publications, community service, competency development, and involvement in academic and institutional activities. Consequently, enhancing lecturer performance is a crucial aspect of a higher education institution's efforts to achieve educational quality and organizational goals. Within the context of the Faculty of Teacher Training and Education (FKIP) at Universitas Pamulang, lecturer performance holds a strategic position; lecturers not only execute the "Tridharma" (Three Pillars) of higher education but also play a vital role in preparing professional and competent future educators.

The performance of lecturers at the Faculty of Teacher Training and Education can be considered quite good; 92% of lecturers conduct research at least once a year, and participation in community service approaches 100%. However, preliminary observations revealed issues regarding discipline; lecturers often completed research and community service reports only as the submission deadline approached. These conditions indicate shortcomings in discipline, relatively low work motivation, a need to improve organizational culture, and a requirement for leadership to enforce stricter discipline regarding lecturer performance at the Faculty of Teacher Training and Education, Universitas Pamulang.

Lecturer performance is fundamentally influenced by various factors stemming from both the individual and the organizational environment. One significant factor is discipline. Discipline reflects a lecturer's adherence to the rules, standards, procedures, and responsibilities established by the organization. In a higher education setting, discipline is evidenced by attendance, punctuality in conducting classes, completion of academic administrative tasks, timely submission of grades, execution of research and community service, and compliance with institutional regulations. Research by Nuryati, Mursito, and Aryati (2021) demonstrates that discipline, motivation, organizational culture, and leadership are factors contributing to teacher performance. The findings indicate that individual behavioral aspects and the organizational environment are linked to the performance achievements of educators.

In addition to discipline, work motivation is an internal factor that drives lecturers to put forth their best effort in carrying out their duties. High motivation encourages lecturers to improve the quality of instruction, conduct research, produce publications, engage in community service, and develop professional competencies. Research by Atikah and Qomariah (2020) on lecturers at Universitas Muhammadiyah Jember identified leadership style, organizational culture, and work motivation as factors influencing lecturer performance, utilizing a PLS-based SEM approach. Similarly, research by Suyitno (2024) demonstrated that leadership communication and organizational culture are linked to achievement motivation, while organizational culture and achievement motivation impact lecturer performance.

The next factor is organizational culture, which comprises the set of values, norms, beliefs, and behavioral patterns that guide organizational members in performing their work. In higher education institutions, organizational culture can be manifested through academic culture, integrity, professionalism, collaboration, innovation, a quality orientation, and a sense of responsibility. A strong, positive organizational culture fosters a work environment that encourages lecturers to perform their duties professionally. Research by Anra and Yamin (2017) specifically examined the relationships among lecturer performance, organizational culture,

leadership, and achievement motivation. Meanwhile, a study by Sutisnawati, Purnomo, and Firdaus (2026) found that transformational leadership and organizational culture influence lecturer performance through knowledge-sharing mechanisms, highlighting that culture and leadership are crucial factors in building academic performance.

The relationships among discipline, work motivation, organizational culture, and performance are also supported by research in other organizational contexts. For instance, Suparman, Purnama, and Naryono (2023) found that organizational culture and work discipline positively influence both employee motivation and performance, with motivation acting as a mediator in the relationship between these factors and performance. Research by Feri and Haryoto (2024) likewise found – based on SEM-PLS analysis – that organizational culture and discipline have a positive impact on employee motivation and performance. These findings reinforce the argument that disciplinary behavior and organizational culture can be significant determinants of performance achievement through both psychological and organizational mechanisms.

In this context, leadership emerges as a compelling factor to be positioned as a mediating variable. Leadership encompasses not only a leader's ability to provide direction and make decisions but also their capacity to foster communication, set an example, garner support, guide behavior, and cultivate a conducive work environment. Faculty leaders play a pivotal role in guiding the implementation of discipline, bolstering lecturer motivation, and instilling organizational cultural values, all of which ultimately impact lecturer performance.

Research by Hamzah and Sarwoko (2020) indicates that leadership and organizational culture are linked to performance, with work motivation also playing a role in explaining this relationship among educators. Similarly, a study by Nuryati et al. (2021) found that leadership, discipline, motivation, and organizational culture are factors associated with teacher performance. Furthermore, research by Nurmawati, Assagaf, and Sukiman (2024) specifically examined leadership, motivation, organizational culture, lecturer competence, lecturer discipline, and lecturer performance within a single model. Their findings revealed strong associations between motivation and organizational culture and lecturer performance, while leadership was also found to be related to performance.

The study by Yusuf (2024) is particularly closely aligned with the present research, as it examined organizational culture, leadership style, discipline, and lecturer performance – with motivation serving as a mediating variable – within the context of private higher education institutions. That study employed a quantitative approach and Structural Equation Modeling (SEM) to analyze both direct and indirect relationships between the variables. However, the research model differs from the one proposed here; the current study positions leadership as the mediating variable linking discipline, work motivation, and organizational culture to lecturer performance.

Recent research also indicates that the relationships among leadership, discipline, motivation, organizational culture, and performance remain relevant topics. Kholik and Wibowo (2026), for instance, found – using PLS-SEM – that leadership and work discipline are linked to performance through work motivation as a mediating factor. Other studies on leadership and organizational culture also demonstrate that mediation mechanisms can explain how organizational factors lead to improved performance.

Lecturer performance is a crucial factor in determining the quality of higher education institutions, given the strategic role lecturers play in education, research, and community service. Various studies indicate that lecturer performance is influenced by both individual and organizational factors, such as discipline, work motivation, leadership, and organizational culture. For instance, Nurmawati, Assagaf, and Sukiman (2024) found a strong relationship

between lecturer motivation and organizational culture regarding performance, while leadership also showed a significant – albeit weaker – association. Phetorant, Kadar, and Novita (2024) similarly demonstrated that organizational culture, servant leadership, and work motivation impact lecturer performance, with organizational culture making a substantial contribution. Consistent with these findings, research on leadership, leadership styles, organizational culture, and work motivation indicates that leadership styles and work motivation significantly affect lecturer performance, whereas organizational culture does not show a significant influence. Another study by Yusuf (2024) integrated organizational culture, leadership, and discipline to explain lecturer performance, using motivation as a mediating variable. These findings reveal that while these factors are theoretically important for enhancing lecturer performance, empirical results remain varied.

A research gap is evident in the differing results regarding the impact of organizational culture, discipline, and motivation on lecturer performance, as well as the limited number of studies positioning leadership as a variable that conditions these relationships. Adiwinata et al. (2022) found that organizational culture and the work environment influence lecturer performance through intrinsic motivation as an intervening variable. Meanwhile, Suyitno (2024) – conducting research on 146 lecturers using SEM-PLS – found that leadership communication and organizational culture influence achievement motivation, while organizational culture and achievement motivation impact lecturer performance. Research by Khadijah, Mas, and Survival (2023) – which examined the impact of work discipline and achievement motivation on lecturer performance, with perceived organizational support as a moderating variable – demonstrates that the mechanisms strengthening or weakening relationships between variables remain a relevant area of study. Consequently, there is still an empirical gap for simultaneously examining the influence of discipline, work motivation, and organizational culture on lecturer performance, as well as determining whether leadership can strengthen or weaken these relationships. This study addresses that gap within the context of the Faculty of Teacher Training and Education at Universitas Pamulang, thereby aiming to provide a more comprehensive understanding of the factors that determine lecturer performance.



## Method (منهج)

This study employs a quantitative approach with an explanatory research design, aiming to analyze the influence of discipline, work motivation, and organizational culture on lecturer performance – both directly and indirectly – with leadership serving as a mediating variable. The research was conducted at the Faculty of Teacher Training and Education, Universitas Pamulang, located on Jalan Buaran, Serpong, South Tangerang. The study population consisted of 167 lecturers. Sample size determination utilized Slovin's formula with a 5% margin of error, resulting in a rounded sample size of 118 respondents. Purposive random sampling was employed; this method involves selecting respondents based on pre-established criteria while allowing population members who meet those criteria a chance to be included in the sample. The respondent criterion was that they must be lecturers actively teaching at the Faculty of Teacher Training and Education, Universitas Pamulang.

Data collection was carried out through observation, documentation, and interviews. Observation was used to gather information regarding the state of discipline, leadership, organizational culture, and lecturer performance. Documentation was used to obtain supporting data related to the research subject, while interviews were conducted to reinforce the empirical information obtained from respondents. The primary research instrument was a Likert-scale questionnaire administered to the lecturers. Data analysis was performed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the aid of SmartPLS software. The

analysis encompassed the evaluation of the measurement model (outer model) – assessing convergent validity, discriminant validity, and composite reliability – and the structural model (inner model) – assessing R-square values, path coefficients, effect sizes, and hypothesis testing via bootstrapping. Mediation analysis was conducted to determine whether leadership mediates the influence of discipline, work motivation, and organizational culture on lecturer performance.

## Result (نتائج)

Table 1. Direct Effect

|                   | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics ( O/STDEV ) | P values |
|-------------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| (X1) -> (Y)       | 0.298               | 0.281           | 0.131                      | 1.996                    | 0.029    |
| (X2) -> (Y)       | 0.315               | 0.3             | 0.104                      | 2.869                    | 0.016    |
| (X3) -> (Y)       | -0.040              | -0.040          | 0.078                      | 0.512                    | 0.816    |
| (Z) -> (Y)        | 0.262               | 0.271           | 0.093                      | 2.911                    | 0.008    |
| (Z) x (X1) -> (Y) | 0.021               | -0.004          | 0.134                      | 1.322                    | 0.196    |
| (Z) x (X2) -> (Y) | -0.165              | -0.141          | 0.123                      | 0.251                    | 0.901    |
| (Z) x (X3) -> (Y) | -0.076              | -0.076          | 0.091                      | 0.798                    | 0.411    |

Statistical testing of each hypothesized relationship using PLS was conducted via simulation – specifically, by applying the bootstrapping method to the sample. The results of the PLS analysis using the bootstrapping method are presented below:

### The Effect of Discipline (X1) on Lecturer Performance (Y)

Based on the t-test table above, the effect of the Discipline variable (X1) on Lecturer Performance (Y) shows a value of  $0.035 < 0.050$ , while the calculated t-value is  $1.996 > t\text{-table} (1.66)$ ; this means Hypothesis 1 is accepted, indicating that Discipline has a significant positive effect on Lecturer Performance.

### The Effect of Work Motivation (X2) on Lecturer Performance (Y)

Based on the t-test table above, the effect of the Work Motivation variable (X2) on Lecturer Performance (Y) shows a value of  $0.016 < 0.050$ , while the calculated t-value is  $2.869 > t\text{-table} (1.66)$ ; this means Hypothesis 2 is accepted, indicating that Work Motivation has a significant positive effect on Lecturer Performance.

### The Effect of Organizational Culture (X3) on Lecturer Performance (Y)

Based on the t-test table above, the effect of the Organizational Culture variable (X3) on Lecturer Performance (Y) shows a value of  $0.816 > 0.050$ , while the calculated t-value is  $0.512 < t\text{-table} (1.66)$ ; this means Hypothesis 3 is rejected, indicating that Organizational Culture does not have a significant effect on Lecturer Performance.

### The Effect of Leadership (Z) on Lecturer Performance (Y)

Based on the t-test table above, the p-value for the effect of the Leadership variable (Z) on Lecturer Performance (Y) is  $0.008 (< 0.050)$ , while the calculated t-value is  $2.911 (> t\text{-table value of } 1.66)$ . This means Hypothesis 4 is accepted, indicating that Leadership has a significant positive effect on Lecturer Performance.

### The Moderating Effect of Leadership (Z) on the Influence of Discipline (X1) on Lecturer Performance (Y).

Based on the t-test table above, the p-value for the moderating effect of Leadership (Z) on the influence of Discipline (X1) on Lecturer Performance (Y) is 0.196 ( $> 0.05$ ), while the calculated t-value is 1.322 ( $< t$ -table value of 1.66). This means Hypothesis 5 is rejected, indicating no significant interaction between Leadership and Discipline in influencing Lecturer Performance.

The Moderating Effect of Leadership (Z) on the Influence of Work Motivation (X2) on Lecturer Performance (Y).

Based on the t-test table above, the p-value for the moderating effect of Leadership (Z) on the influence of Work Motivation (X2) on Lecturer Performance (Y) is 0.901 ( $> 0.05$ ), while the calculated t-value is 0.251 ( $< t$ -table value of 1.66). This means Hypothesis 6 is rejected, indicating no significant interaction between Leadership and Work Motivation in influencing Lecturer Performance.

The Moderating Effect of Leadership (Z) on the Influence of Organizational Culture (X3) on Lecturer Performance (Y). Based on the t-test table above, the influence of the Leadership variable (Z) in moderating the effect of Organizational Culture (X3) on Lecturer Performance (Y) shows a value of  $0.411 > 0.05$ , while the calculated t-value is  $0.798 < t$ -table (1.66); this means Hypothesis 7 is rejected, indicating no significant interaction between Leadership and Organizational Culture in influencing Lecturer Performance.



## Discussion (مناقشة)

The research results indicate that discipline has a positive and significant effect on lecturer performance. This is evidenced by a p-value of 0.035 ( $< 0.05$ ) and a t-statistic of 1.996 ( $> 1.66$ ), leading to the acceptance of H1. These findings suggest that a higher level of lecturer discipline results in better performance. Discipline is reflected in adherence to organizational regulations, punctuality in task execution, responsibility toward work, and consistency in fulfilling academic obligations. In a higher education setting, discipline is a crucial factor because a lecturer's duties extend beyond teaching to include research, community service, and various academic and administrative activities. The results indicate that lecturers who can manage their time, fulfill academic obligations, and perform tasks in accordance with organizational rules tend to achieve optimal work outcomes. Consequently, lecturer performance can be enhanced by strengthening the culture of discipline, clarifying work regulations, monitoring task execution, and recognizing lecturers who consistently meet their responsibilities.

Test results show that work motivation has a positive and significant effect on lecturer performance. A p-value of 0.016 ( $< 0.05$ ) and a t-statistic of 2.869 ( $> 1.66$ ) indicate that H2 is accepted. This means that higher work motivation among lecturers leads to higher performance. Motivation serves as both an internal and external force driving lecturers to perform tasks optimally, meet work targets, develop competencies, and contribute to the institution. In the context of the Faculty of Teacher Training and Education at Universitas Pamulang, work motivation is reflected in a lecturer's desire to provide quality instruction, develop academic competencies, conduct research, engage in community service, and achieve professional success. Lecturers with strong work drive tend to demonstrate greater responsibility and engagement in carrying out their duties. Therefore, the institution needs to maintain and boost lecturer motivation through rewards, career development opportunities, support for academic activities, a conducive work environment, and recognition of lecturer achievements.

In contrast to work discipline and motivation, research results indicate that organizational culture does not have a significant impact on lecturer performance. This is evidenced by a p-value of 0.816 ( $> 0.05$ ) and a t-statistic of 0.512 ( $< 1.66$ ), leading to the rejection of H3. These findings suggest that, within the context of this study, the presence of organizational values, norms, habits, and behavioral patterns has not directly succeeded in enhancing lecturer performance. The lack

of a significant influence from organizational culture may stem from the fact that the prevailing culture is not necessarily perceived uniformly by all lecturers, or it may not be directly linked to individual performance outcomes. Lecturer performance may be more strongly influenced by direct factors such as motivation, discipline, workload, competence, work facilities, and leadership. Furthermore, the nature of the lecturer's profession—characterized by professionalism and a certain degree of academic autonomy—allows them to carry out their duties based on professional responsibility, regardless of varying perceptions regarding organizational culture. These findings serve as an insight for the institution, indicating that merely establishing an organizational culture is insufficient to improve lecturer performance. Organizational values must be translated into concrete practices through work systems, communication, leadership by example, reward systems, and policies that effectively steer lecturer behavior toward performance achievement.

The research results indicate that leadership has a positive and significant impact on lecturer performance. A p-value of 0.008 ( $< 0.05$ ) and a t-statistic of 2.911 ( $> 1.66$ ) demonstrate that H4 is accepted. This implies that the more effective the leadership, the better the lecturer performance. These findings highlight the pivotal role of leadership in guiding, supporting, motivating, and coordinating lecturers to achieve organizational goals. Effective leadership provides clarity regarding work objectives and targets, fosters good communication, supports the execution of academic duties, and creates a conducive work environment. For lecturers, leadership support can be a crucial factor in carrying out activities related to education, research, community service, and other academic responsibilities. Therefore, faculty leadership needs to adopt a leadership style that is communicative, participatory, and supportive, and capable of setting a good example.

Based on the research model, leadership is positioned as a mediating variable linking discipline, work motivation, and organizational culture to lecturer performance. Conceptually, leadership can serve as a mechanism that translates internal organizational conditions into work behaviors and performance outcomes for lecturers. However, based on the data presented, hypotheses H5 through H7 rely on interaction or moderation test results; consequently, they cannot yet be used to conclude whether leadership truly mediates these three relationships. To determine whether H5, H6, and H7 are accepted or rejected, the SmartPLS analysis requires an examination of the "Specific Indirect Effects" table. If the p-value for the indirect effect is less than 0.05, a significant mediation effect exists. Furthermore, the nature of the mediation can be determined by comparing the direct and indirect effects. Thus, preliminary research results indicate that discipline, work motivation, and leadership are crucial factors in enhancing lecturer performance, whereas organizational culture has not yet demonstrated a significant direct influence. These findings also underscore the importance of examining the mediating role of leadership to ascertain whether the influence of these three variables on lecturer performance occurs directly or through the leadership process.

The analysis of indirect effects aims to determine whether leadership serves as a mechanism bridging the influence of discipline, work motivation, and organizational culture on lecturer performance. Conceptually, leadership can act as a link because effective leadership practices can guide lecturer behavior, boost work drive, and create organizational conditions that support performance achievement. Previous research indicates that the relationship between organizational factors and performance can operate through mediating variables, although the strength and significance of these relationships vary across contexts. Suyitno (2024), for instance, found that leadership communication and organizational culture influence achievement motivation, and achievement motivation influences lecturer performance; however, not all tested indirect effects were significant. Yusuf (2024) also demonstrated that a mediation mechanism could explain the relationship between organizational culture, leadership, discipline, and lecturer

performance through motivation. Thus, testing indirect effects in this study is crucial to ascertain whether leadership truly functions as a mechanism that transmits the influence of discipline, work motivation, and organizational culture onto lecturer performance, rather than merely exerting a direct influence on performance.

Based on the research findings, leadership was proven to have a positive and significant direct influence on lecturer performance ( $p = 0.008$ ;  $t = 2.911$ ). However, the significance of this direct influence is insufficient to conclude that leadership mediates the relationship between discipline, work motivation, and organizational culture and lecturer performance. The mediating role must be determined based on the results of specific indirect effects for each path. If the indirect effects for the paths  $X1 \rightarrow Z \rightarrow Y$ ,  $X2 \rightarrow Z \rightarrow Y$ , or  $X3 \rightarrow Z \rightarrow Y$  prove significant, then leadership can be said to mediate the respective relationship; conversely, if the indirect effect is not significant, then leadership is not proven to mediate that relationship. This distinction is important because prior research has shown that leadership does not always serve as a consistent mediating mechanism. For instance, research on leadership, organizational culture, and performance indicates that leadership can directly influence performance, yet indirect pathways involving specific variables are not necessarily statistically significant. Therefore, in this study, it is more appropriate to view leadership as a factor that directly contributes to enhancing lecturer performance, whereas its role as a mediator in the relationships involving discipline, work motivation, and organizational culture must be determined separately based on specific indirect effect values.



### Conclusion (خاتمة)

Based on the research findings, it can be concluded that discipline has a positive and significant effect on lecturer performance, indicating that higher levels of discipline in fulfilling academic duties and responsibilities contribute to better performance. Work motivation also has a positive and significant effect on lecturer performance, suggesting that stronger work motivation, achievement orientation, responsibility, and professional development can enhance lecturer performance. In contrast, organizational culture does not have a significant effect on lecturer performance, indicating that organizational values, norms, and work habits do not directly determine lecturer performance in the context of this study. Furthermore, leadership has a positive and significant direct effect on lecturer performance, demonstrating that effective, communicative, and supportive leadership plays an important role in improving lecturer performance. Regarding the moderating role of leadership, the results show that leadership does not significantly moderate the relationship between discipline and lecturer performance ( $p = 0.196$ ;  $t = 1.322$ ), work motivation and lecturer performance ( $p = 0.901$ ;  $t = 0.251$ ), or organizational culture and lecturer performance ( $p = 0.411$ ;  $t = 0.798$ ). Therefore, Hypotheses 5, 6, and 7 are rejected. These findings indicate that although leadership has a significant direct effect on lecturer performance, it does not significantly strengthen or weaken the effects of discipline, work motivation, or organizational culture on lecturer performance. Overall, lecturer performance can be improved primarily by strengthening discipline and work motivation and by implementing effective leadership practices.



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