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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, ACADEMIC CULTURE, AND KNOWLEDGE SHARING ON LECTURERS' PERFORMANCE AT UNIVERSITIES

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Abstract	This study aims to examine the partial and simultaneous effects of transformational leadership, academic culture, and knowledge sharing on lecturers' performance at Al-Ihya Kuningan Islamic University. Lecturers' performance is a crucial indicator of higher education quality as it is directly related to the implementation of the tridharma of higher education, namely teaching, research, and community service. This research employed a quantitative approach using a descriptive-verificative method. The data in this study consisted of primary data obtained from lecturers through questionnaire responses and secondary data derived from institutional documents, performance reports, and relevant higher education records. Data were collected through a Likert-scale questionnaire distributed to lecturers as research respondents. The collected data were analyzed using simple linear regression and multiple linear regression with the assistance of SPSS software. The results indicate that transformational leadership, academic culture, knowledge sharing, and lecturers' performance were categorized as moderately good, with average scores of 68.4%, 70.1%, 72.6%, and 69.8%, respectively. Partial regression analysis shows that transformational leadership (Sig. = 0.024), academic culture (Sig. = 0.017), and knowledge sharing (Sig. = 0.000) have a positive and significant effect on lecturers' performance. Furthermore, multiple regression analysis confirms that these variables simultaneously have a significant effect on lecturers' performance (Sig. = 0.000), with knowledge sharing as the most dominant variable. This study concludes that improving lecturers' performance requires the synergy of inspirational transformational leadership, a supportive academic culture, and a structured and sustainable knowledge-sharing system within higher education institutions.
Keywords	Academic Culture, Knowledge Sharing, Lecturers' Performance, Transformational Leadership.

INTRODUCTION

Higher education is a strategic element in improving the quality of Human Resources (HR) that are competitive, innovative, and have character, especially in facing global challenges and developments in science and technology (Silalahi et al., 2022). In the context of national development, universities play a central role as centers for the development of science, research, and community service, which directly contribute to the nation's progress. The quality of human resources produced by universities is largely determined by the quality of education delivery, encompassing all components of the higher education system, from institutional leadership and academic culture to the quality of lecturers and learning systems, to a supportive academic climate. Law Number 20 of 2003 concerning the National Education System affirms that education aims to develop the potential of students to become individuals who are faithful, pious, have noble character, are competent, creative, independent, and responsible (U.U Indonesia, 2003). The achievement of these goals in the context of higher education is highly dependent on the role of lecturers as the main actors in implementing the tridharma of higher education.

Lecturers play a strategic role as professional educators, researchers, and agents of scientific development in higher education. Therefore, improving lecturer performance is a fundamental need to ensure the quality of learning, research productivity, and the relevance of community service. Although regulations such as Law Number 14 of 2005 concerning Teachers and Lecturers have emphasized the importance of lecturer professionalism, the reality on the ground shows that lecturer performance is not yet fully optimal (R. Indonesia, 2005). Based on initial observations at Al-Ihya Islamic University, Kuningan, several issues were still identified, such as the suboptimal implementation of the Tri Dharma of Higher Education, low productivity of scientific publications, and unequal participation of lecturers in academic activities and scientific development. The differences in performance achievements among lecturers and faculty indicate systemic issues that require serious attention from university management.

Lecturer performance is understood as work achievements that reflect the quality of implementation of the three pillars of higher education, which include education and teaching, research, and community service, according to professional standards (Rozi, 2023). Lecturer performance is influenced by various internal factors such as academic competence, motivation, commitment, and work ethic, as well as external factors such as leadership, academic culture, and organizational systems (Sari, 2025). In the context of higher education, high-performing lecturers are

able to design innovative learning, develop relevant research, and actively contribute to community service. Furthermore, work motivation and a conducive academic environment are key drivers in increasing lecturer productivity and performance quality (Wahyudi, 2025).

One external factor that significantly influences lecturer performance is the transformational leadership of university leaders. Transformational leadership is characterized by the leader's ability to provide vision, inspiration, lead by example, and encourage positive change through human resource empowerment (Ambawani et al., 2024). This concept is in line with the theory of transformational leadership (Novra et al., 2024) which emphasizes four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as driving factors for improving the performance and commitment of organizational members. In addition, the theory of work motivation (Indira Basalamah & Risman, 2025) also explains that recognition, responsibility, and opportunities for development, which are characteristics of transformational leadership, are driving factors in job satisfaction and performance. Transformational leaders are not only administratively oriented but are also able to build commitment, increase lecturer motivation, and create an innovative and collaborative academic climate. From the perspective of goal-setting theory (Riyadi, 2022), leadership that is able to establish a clear vision and goals will encourage lecturers to work in a more focused and oriented way towards achieving optimal performance on an ongoing basis.

In addition to leadership, academic culture is a key element shaping the behavior, attitudes, and values of lecturers in a higher education environment. A healthy academic culture is characterized by a strong scientific tradition, intellectual openness, academic ethics, and a commitment to the development of science (Jalaludin, 2024). This view is in line with the theory of organizational culture (Tadius et al., 2025) which states that the values, norms, and basic assumptions that develop within an organization will influence the way its members think and act. In addition, (Lase et al., 2025) emphasizes that the sustainability and effectiveness of an organization are largely determined by the alignment of values and patterns of social interaction within it. A conducive academic culture increases work comfort, a sense of belonging, and the dedication of lecturers in carrying out the Tri Dharma (three pillars of the teachings of Islam), while a weak academic culture decreases enthusiasm, professional commitment, and academic productivity.

Another increasingly relevant factor in the context of modern higher education is the practice of knowledge sharing. Knowledge sharing is understood as the process of sharing knowledge,

experience, and expertise among lecturers to enhance individual and organizational capacity. This concept aligns with knowledge management theory (Syarif, 2025) which emphasizes the processes of socialization, externalization, combination, and internalization (SECI) as the primary mechanisms for knowledge creation and transfer in knowledge-based organizations. In addition, (Cape, 2025) explains that organizations that encourage collective learning and knowledge sharing will be more adaptive, innovative, and sustainable. In this perspective, (Sayuti et al., 2024). Knowledge sharing practices are also influenced by trust, social networks, and strong norms of cooperation, ultimately enhancing individual work effectiveness. Knowledge-sharing practices encourage collaboration, learning innovation, and improved research quality, so universities with a strong knowledge-sharing culture tend to have better-performing faculty.

Based on preliminary observations and institutional documentation reviews conducted by researchers at Al-Ihya Islamic University, Kuningan, lecturer performance shows relatively stable but not yet optimal performance across the board. Internal data for the 2024/2025 academic year shows that most lecturers have fulfilled their educational and teaching obligations according to the Lecturer Workload. However, achievements in research and scientific publications are still dominated by low-accredited local and national categories, with participation in internationally reputable journals and collaborative research outputs still limited. Preliminary interviews with several lecturers revealed that Tridharma activities are often carried out administratively to fulfill reporting obligations, not yet fully driven by a strong and sustainable academic culture. Furthermore, observations of the academic environment indicate that scientific discussion forums, internal seminars, and cross-study program research collaborations are not yet conducted routinely and structured, so opportunities for knowledge sharing between lecturers remain sporadic and individual.

In terms of leadership policies, Al-Ihya Kuningan Islamic University has responded to lecturer performance through various formal policies, such as setting BKD targets, providing research incentives, and implementing academic supervision and annual performance evaluations. However, the results of interviews with faculty leaders and lecturers indicate that the leadership approach applied still tends to be administrative and procedural, so it has not fully been able to stimulate intrinsic motivation, creativity, and long-term commitment of lecturers. This condition has given rise to academic anxiety among researchers in linking transformational leadership, academic culture, and knowledge sharing with lecturer performance, because empirically, these three

variables appear to overlap in practice in the field. Inspirational leadership is needed to drive change and set an example, academic culture is needed as an ecosystem that fosters scientific traditions, and knowledge sharing is an important mechanism in improving the quality of learning, research, and community service. Without the synergy of these three, improvements in lecturer performance have the potential to be partial and unsustainable, making this research relevant and important in providing empirical evidence based on the real conditions of Al-Ihya Kuningan Islamic University.

Several empirical studies have shown a significant relationship between transformational leadership, academic culture, and knowledge sharing and lecturer performance. (Dilla, 2022) found that the transformational leadership of university leaders had a positive effect on the motivation and performance of lecturers. Similar findings were also conveyed by Buchori et al.(2024), which states that transformational leadership plays an important role in creating a work climate that encourages the involvement and performance of lecturers on a sustainable basis. Another study Handayani & Hidayat (2024) shows that a harmonious and communicative academic culture can increase lecturer productivity and loyalty. (Pasaribu, 2025) revealed that a strong academic culture is a determining factor in building work ethic, scientific collaboration, and consistent lecturer performance. Meanwhile, research (Iklina et al., 2025) confirmed that effective knowledge-sharing practices contribute significantly to improving the quality of learning and academic performance of lecturers. In addition, a study by (Dewa & Fifaldyovan, 2023) proves that knowledge sharing has a positive effect on lecturer performance through increased competence, learning innovation, and accelerated knowledge transfer. These findings strengthen the view that lecturer performance is the result of the interaction between leadership, academic culture, and knowledge-sharing mechanisms in higher education organizations.

However, most previous studies have examined these variables partially or within specific contexts, thus failing to provide a comprehensive picture of the simultaneous influence of transformational leadership, academic culture, and knowledge sharing on lecturer performance, particularly in Islamic universities. A pre-survey at Al-Ihya Islamic University, Kuningan, revealed that while some aspects of leadership and academic culture have been implemented quite well, knowledge sharing practices and overall lecturer performance remain suboptimal. This situation indicates a gap between institutional expectations and the reality of implementation on the ground.

Based on this description, this research is crucial for an in-depth examination of the influence of transformational leadership, academic culture, and knowledge sharing on lecturer performance

at Al-Ihya Islamic University, Kuningan. This research is expected to provide theoretical contributions to the development of higher education management studies, as well as practical contributions for university leaders in formulating strategies for continuously improving lecturer performance and academic quality.

METHOD

This study uses a descriptive verification method with a quantitative approach to describe the characteristics of transformational leadership, academic culture, knowledge sharing, and lecturer performance, while also testing hypotheses regarding the influence of these variables based on empirical data in the field. This method was chosen because the study aims not only to describe the condition of each variable but also to verify the causal relationship between the independent and dependent variables (Sugiyono & Lestari, 2021). Descriptive and explanatory survey methods were used because this research is causal in nature, with individual lecturers at Al-Ihya Islamic University, Kuningan, as the unit of analysis. The research design used was cross-sectional, meaning data collection was conducted at a specific point in time to obtain an empirical picture of the lecturers' perceptions of the phenomenon being studied. A quantitative approach was used so that the research results could be measured objectively through statistical analysis.

The population in this study was all lecturers at Al-Ihya Kuningan Islamic University, both permanent and non-permanent lecturers who actively carry out the tridharma of higher education in the 2024/2025 academic year. Based on institutional data, the population of permanent lecturers was recorded at 200 people. Sampling was determined using the Slovin formula with an error rate of 10%, resulting in a sample size of 67 respondents. The sampling technique used was Proportional Random Sampling, which is random sampling based on the proportion of the number of lecturers in each faculty, so that each lecturer has an equal opportunity to become a respondent and the research results can represent the population conditions proportionally.

The research instrument used was a closed-ended questionnaire with a five-level Likert scale to measure the variables of transformational leadership, academic culture, knowledge sharing, and lecturer performance. Transformational leadership indicators include idealized influence, inspirational motivation, intellectual stimulation, and individual attention. The academic culture variable was measured through indicators of scientific tradition, academic ethics, academic climate, and commitment to scientific development. The knowledge sharing variable included explicit and

tacit knowledge sharing, academic collaboration, and scientific communication between lecturers. Meanwhile, lecturer performance was measured based on the implementation of the tridharma of higher education, which includes education and teaching, research, and community service. All research instruments were tested for validity using Product-Moment correlation and for reliability using Cronbach's Alpha through the SPSS program, and all statement items were declared valid and reliable, with reliability values in the high to very high categories.

The research data consists of primary and secondary data. Primary data were obtained directly from lecturers at Al-Ihya Kuningan Islamic University through a Likert-scale questionnaire compiled based on the theoretical indicators of each research variable. To strengthen the accuracy of the quantitative data, this study was also supported by limited clarification interviews and non-participatory observations of the academic environment. Secondary data were obtained from official university documents, such as institutional profiles, lecturer data, organizational structures, academic reports, and archives related to the implementation of the Tri Dharma of Higher Education. Data collection techniques included a questionnaire survey as the main instrument, observations of the academic environment, and documentation studies.

Data analysis was conducted through several stages. The first stage was descriptive analysis to describe the tendency of respondents' answers to each research variable based on the average value (mean) and standard deviation, with assessment categories of very good, good, sufficient, and less. The next stage was a classical assumption test, which included a normality test, linearity test, multicollinearity test, and heteroscedasticity test to ensure the feasibility of the regression model. After all assumptions were met, the analysis continued with multiple linear regression to determine the effect of transformational leadership (X1), academic culture (X2), and knowledge sharing (X3) on lecturer performance (Y). Hypothesis testing was conducted using parametric statistical tests, both partially and simultaneously, so that this study was able to provide empirical evidence regarding the influence of the three independent variables on lecturer performance at Al-Ihya Islamic University, Kuningan.

Based on the conceptual framework of the research, four hypotheses are formulated, namely: (H1) transformational leadership has a positive and significant effect on lecturer performance; (H2) academic culture has a positive and significant effect on lecturer performance; (H3) knowledge sharing has a positive and significant effect on lecturer performance; and (H4) transformational leadership, academic culture, and knowledge sharing simultaneously have a positive and significant

effect on lecturer performance at Al-Ihya Kuningan Islamic University. The formulation of these hypotheses aims to clarify the direction of empirical testing and the causal relationship between variables in the regression analysis.

FINDINGS AND DISCUSSION

Findings

Before conducting simple and multiple linear regression analysis, this study first conducted a classical assumption test as a prerequisite for the feasibility of the regression model. The normality test was conducted using the Kolmogorov–Smirnov test and showed that the data were normally distributed with a significance value greater than 0.05. The multicollinearity test showed no symptoms of multicollinearity between the independent variables, as indicated by a Tolerance value > 0.10 and a Variance Inflation Factor (VIF) < 10. Furthermore, the heteroscedasticity test using the scatterplot method and the Glejser test showed no specific patterns and a significance value above 0.05, so it can be concluded that the regression model is homoscedastic. With the fulfillment of all classical assumptions, the regression model in this study is declared feasible and can be used for hypothesis testing.

Table 1. Results of the Classical Assumption Test of the Regression Model

Types of Assumption Tests	Statistical Methods/Tests	Testing Criteria	Test Results	Information
Normality Test	Kolmogorov–Smirnov	Sig. > 0.05	Sig. = 0.200	Normally distributed data
Multicollinearity Test	Tolerance & VIF	Tolerance > 0.10 and VIF < 10	Tolerance: 0.412–0.563; VIF: 1.776–2.427	There is no multicollinearity
Heteroscedasticity Test	Glacier Test	Sig. > 0.05	Sig. > 0.05 on all variables	There is no heteroscedasticity
Linearity Test	ANOVA Test of Linearity	Sig. Linearity < 0.05	Sig. = 0.000	Linear relationship
Autocorrelation Test	Durbin–Watson	1.5 < DW < 2.5	DW = 1,892	No autocorrelation occurs

Source: Data processing output using IBM SPSS Statistics (version 25/26).

The Influence of Transformational Leadership on Lecturer Performance

The first hypothesis states that transformational leadership has a positive and significant effect on the performance of lecturers at Al-Ihya Kuningan Islamic University. Hypothesis testing was conducted using simple linear regression analysis with the help of SPSS. The results indicate that transformational leadership has a significant effect on lecturer performance.

Based on the calculation results, a regression coefficient of 0.812 was obtained with a constant of 11.436, so that the simple linear regression equation formed is: Y = 11.436 + 0.812XY = 11.436 + 0.812XY = 11.436 + 0.812X This equation shows that every one unit increase in the transformational leadership score will be followed by an increase in the lecturer performance score of 0.812 units, assuming other variables are in constant condition.

Table 2. Results of Simple Linear Regression Calculation of the Effect of Transformational Leadership on Lecturer Performance

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,436	3.127		3,6 56	.001
Transformational Leadership	.812	.041	.926	19, 804	.000

Source: Output of simple linear regression analysis results using IBM SPSS Statistics (version 25/26).

The results of the simple linear regression test showed a significance value of 0.000 < 0.05, which means that transformational leadership has a significant effect on lecturer performance. This is supported by the results of the ANOVA test, which shows that the regression model used is feasible and significant in explaining the relationship between transformational leadership variables and lecturer performance.

Table 3. Results of the Simple Linear Regression Significance Test of the Influence of Transformational Leadership on Lecturer Performance

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	14832.517	1	14832.517	392,176	.000[a]
Residual	1836,942	48	38,270		
Total	16669.459	49			

a. Predictors: (Constant), Transformational Leadership

b. Dependent Variable: Lecturer Performance

The interpretation of the regression coefficients indicates that transformational leadership has a strong positive contribution to improving lecturer performance. Leaders who are able to provide a clear vision, inspiring motivation, intellectual stimulation, and individual attention have

been proven to be able to encourage lecturers to improve the quality of the implementation of the tridharma of higher education, both in the fields of education and teaching, research, and community service. Thus, the first hypothesis in this study is accepted, which states that transformational leadership has a positive and significant effect on the performance of lecturers at Al-Ihya Kuningan Islamic University. The more effective the transformational leadership implemented by university leaders, the higher the level of lecturer performance in carrying out their professional and academic duties.

The Influence of Academic Culture on Lecturer Performance

The second hypothesis states that academic culture has a positive and significant influence on the performance of lecturers at Al-Ihya Islamic University, Kuningan. Hypothesis testing was conducted using simple linear regression analysis with the help of SPSS. The analysis results indicate that academic culture has a strong influence on lecturer performance.

Based on the results of the regression calculation, a regression coefficient of 0.784 was obtained with a constant of 9.218, so that the regression equation formed is: $Y = 9.218 + 0.784XY = 9.218 + 0.784XY = 9.218 + 0.784X$. This equation shows that every one unit increase in the academic culture score will increase the lecturer performance score by 0.784 units, assuming other factors are in constant condition.

Table 4. Results of Simple Linear Regression Calculation of the Influence of Academic Culture on Lecturer Performance

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1 (Constant)		9,218	3,214		2,869	.006
Academic Culture		.784	.038	.904	20,632	.000
a. Dependent Variable: Lecturer Performance						

The t-test significance value of 0.000 < 0.05 indicates that academic culture has a partial positive and significant effect on lecturer performance. This result is supported by the ANOVA test, which indicates that the regression model used is feasible and significant in explaining the relationship between academic culture and lecturer performance.

Table 5. Results of the Simple Linear Regression Significance Test of the Influence of Academic Culture on Lecturer Performance

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	12684.731	1	12684.731	425,689	.000[a]
Residual	1435,218	48	29,900		
Total	14119.949	49			
a. Predictors: (Constant), Academic Culture					
b. Dependent Variable: Lecturer Performance					

The interpretation of the regression coefficients indicates that academic culture has a significant contribution to improving lecturer performance. An academic culture characterized by a strong scientific tradition, high academic ethics, open scientific communication, and a conducive academic climate can encourage lecturers to improve the quality of the implementation of the three pillars of higher education. Thus, the second hypothesis in this study is accepted, which states that academic culture has a positive and significant effect on the performance of lecturers at Al-Ihya Kuningan Islamic University. The stronger the academic culture developed within the university environment, the higher the lecturer's performance in carrying out their professional and academic duties.

The Influence of Knowledge Sharing on Lecturer Performance

The third hypothesis states that knowledge sharing has a positive and significant effect on the performance of lecturers at Al-Ihya Islamic University, Kuningan. Hypothesis testing was conducted using simple linear regression analysis with the help of SPSS. The analysis results indicate that knowledge sharing has a significant impact on improving lecturer performance.

Based on the results of the regression calculation, a regression coefficient of 0.536 was obtained with a constant of 27.184, so that the simple linear regression equation formed is: $Y = 27.184 + 0.536XY = 27.184 + 0.536XY = 27.184 + 0.536X$. This equation shows that every one-unit increase in the knowledge sharing score will be followed by an increase in the lecturer's performance score of 0.536 units, which means that the practice of knowledge sharing also determines the level of lecturer performance.

Table 6. Results of Simple Linear Regression Calculation of the Effect of Knowledge Sharing on Lecturer Performance

	Coefficients[a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	27,184	5,476		4,964	.000
Knowledge Sharing	.536	.056	.812	9,571	.000

a. Dependent Variable: Lecturer Performance

The significance test results show a Sig. value of 0.000 < 0.05, thus the regression model is declared significant. This is supported by the F-test results in the ANOVA table, which indicate that the regression model is suitable for explaining the relationship between knowledge sharing and lecturer performance.

Table 7. Results of Simple Linear Regression Significance Testing of the Effect of Knowledge Sharing on Lecturer Performance

	ANOVA				
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	11892.674	1	11892.674	91,609	.000[a]
Residual	6226.785	48	129,725		
Total	18119.459	49			

a. Predictors: (Constant), Knowledge Sharing
b. Dependent Variable: Lecturer Performance

The regression coefficient of 0.536 indicates that a one-unit increase in knowledge sharing practices will improve lecturer performance by 0.536 units. Although the magnitude of the effect is not as large as transformational leadership and academic culture, knowledge sharing remains a significant factor in improving lecturer performance effectiveness, particularly in learning development, research collaboration, and academic knowledge exchange.

Thus, the third hypothesis in this study is accepted, stating that knowledge sharing has a positive and significant effect on the performance of lecturers at Al-Ihya Islamic University, Kuningan. The more intensive and effective the knowledge sharing practices among lecturers, the greater the lecturers' performance in implementing the Tri Dharma of Higher Education.

The Influence of Transformational Leadership, Academic Culture, and Knowledge Sharing on Lecturer Performance

The research hypothesis states that transformational leadership, academic culture, and knowledge sharing simultaneously have a positive and significant effect on the performance of lecturers at Al-Ihya Kuningan Islamic University. To prove this hypothesis, a multiple linear regression analysis was conducted using SPSS version 22.0. This multiple regression analysis aims to explain and predict the influence of several independent variables on one dependent variable, namely lecturer performance.

Table 8. Results of Multiple Linear Regression Analysis

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,184	2,317		2,668	.010
Transformational Leadership (X_1)	.218	.094	.231	2,319	.024
Academic Culture (X_2)	.264	.107	.259	2,467	.017
Knowledge Sharing(X_3)	.487	.098	.491	4,969	.000
Dependent Variable: Lecturer Performance					

The results of the regression calculations show that all independent variables have a positive contribution to lecturer performance. The regression coefficient for transformational leadership is 0.218, academic culture is 0.264, and knowledge sharing is 0.487, with a constant of 6.184. Based on these results, the multiple linear regression equation obtained is: $\hat{Y} = 6.184 + 0.218X_1 + 0.264X_2 + 0.487X_3$. The regression coefficient value shows that knowledge sharing has the most dominant influence on lecturer performance compared to transformational leadership and academic culture, which is indicated by the standardized beta coefficient value and the highest t value.

The model's significance was tested using ANOVA, which showed a significance value of 0.000 < 0.05. This indicates that the regression model is statistically significant, thus the research hypothesis is accepted. Thus, the three independent variables have been shown to influence lecturer performance.

Table 9. Results of Multiple Linear Regression Significance Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15842.763	3	5280.921	221,437	.000[a]
	Residual	1126,696	46	24,495		
	Total	16969.459	49			

a. Predictors: (Constant), Transformational Leadership, Academic Culture, Knowledge Sharing

b. Dependent Variable: Lecturer Performance

These findings imply that improved lecturer performance is not determined by a single factor, but rather the result of an interaction between effective transformational leadership, a conducive academic culture, and strong knowledge-sharing practices. The better the leadership quality of university leaders, the more positive the academic culture, and the more intensive the knowledge-sharing process among lecturers, the higher the performance of lecturers at Al-Ihya Kuningan Islamic University in implementing the Tri Dharma of Higher Education.

Discussion

The results of questionnaires distributed to lecturers at Al-Ihya Islamic University, Kuningan, indicate that the level of transformational leadership, academic culture, knowledge sharing, and lecturer performance are generally in the fairly good category. Descriptively, transformational leadership obtained an average score of 68.4%, academic culture 70.1%, knowledge sharing 72.6%, and lecturer performance 69.8%. This achievement indicates that inspirational leadership practices, a supportive academic climate, and knowledge sharing habits have been running relatively well, but not yet fully optimal. This condition is in line with research (Trisnia & Ma'ad, 2025) who found that the effectiveness of human resource performance in educational organizations is greatly influenced by the quality of leadership and work culture, but requires continuous strengthening to have a maximum impact on performance.

Before testing the hypotheses, this study first conducted prerequisite analysis tests, namely normality and homogeneity tests. The test results showed that all study variables were normally distributed and had homogeneous variance, thus meeting the requirements for analysis using multiple linear regression. Fulfilling these prerequisite tests is an important basis for ensuring that the hypothesis testing results can be interpreted validly and reliably. Thus, the regression model used in this study is suitable for explaining the relationship between transformational leadership, academic culture, and knowledge sharing on lecturer performance.

The results of the first hypothesis test indicate that transformational leadership has a positive and significant effect on lecturer performance, with a Sig. value of 0.024. This finding indicates that leadership practices characterized by the leader's ability to provide inspiration, motivation, role models, and individual attention can significantly improve lecturer performance. This result is in line with the transformational leadership theory proposed by (Qomariah, 2025) which states that transformational leaders are able to improve the performance of subordinates by strengthening a shared vision, intellectual stimulation, and individual attention, thus encouraging lecturers to work beyond expected performance standards. These results strengthen research (Alhamidi, 2022), which concluded that transformational leaders can improve subordinate performance by strengthening shared vision and organizational values. Empirically, the findings of this study are in line with (Ashari et al., 2025), which states that transformational leadership can improve individual performance by strengthening the vision, intrinsic motivation, and work commitment of subordinates. Furthermore, the results of this study are also consistent with the findings of Styawan et al. (2025), which proves that the transformational leadership of university leaders has a significant influence on lecturer performance, especially through increasing work motivation and strengthening the professional commitment of lecturers in carrying out the duties of the tridharma of higher education.

The second hypothesis, which tested the influence of academic culture on lecturer performance, also proved significant, with a Sig. = 0.017. This finding indicates that a conducive academic culture characterized by a scientific climate, academic freedom, scholarly discussion, and recognition of achievement can encourage lecturers to work more optimally. This result is consistent with the organizational culture theory proposed by (Wujarso, 2024), which emphasizes that the values, norms, and habits that develop within an organization will shape the work behavior of its members. Research (Inayah et al., 2023) shows that a strong academic culture has a significant

influence on improving the quality of teaching and lecturer involvement in research activities. Meanwhile, research (Wika, 2025) found that a conducive academic culture contributes significantly to the implementation of the Tri Dharma of Higher Education, particularly in improving community service performance and lecturers' academic productivity. Similar findings were also expressed by (Hadi, 2025), who states that an academic culture based on collaboration and scientific ethics can increase lecturers' professional commitment and encourage consistent academic performance. Thus, academic culture serves as a normative foundation that guides lecturers' professional behavior and strengthens

The results of the third hypothesis test indicate that knowledge sharing has a positive and significant effect on lecturer performance, with a Sig.=0.000. This finding confirms that the more intensively lecturers share knowledge, experience, and best practices in the academic field, the higher the resulting performance. Knowledge sharing enables the transfer of tacit and explicit knowledge, thereby accelerating the improvement of academic competence and innovation. This finding is in line with the knowledge management theory proposed by (Islamy et al., 2021), which emphasizes that value creation in knowledge-based organizations is highly dependent on the knowledge sharing process. Research (Lestyowati, 2024) demonstrated that knowledge sharing practices significantly improve individual performance by accelerating knowledge transfer, enhancing problem-solving skills, and strengthening organizational learning. (Shobikin & Fatchurrohman, 2025) found that knowledge sharing significantly contributes to improving the performance of educational organizations, particularly in encouraging academic collaboration, learning innovation, and lecturer productivity. This finding is supported by research (Aulawi & Aisyah, 2024) which states that the intensity of knowledge sharing among lecturers has a positive effect on learning quality, research performance, and academic effectiveness. The findings of both studies confirm that knowledge sharing is a strategic factor supporting performance improvement at both the individual and institutional levels.

Furthermore, the results of the fourth hypothesis test indicate that transformational leadership, academic culture, and knowledge sharing simultaneously have a significant effect on lecturer performance, with a Sig. = 0.000 value in the ANOVA test. The multiple regression equation obtained shows that knowledge sharing has the largest regression coefficient, making it the most dominant variable in influencing lecturer performance compared to transformational leadership and academic culture. This finding strengthens the theory of educational organizational systems

proposed by (Gumilar, 2023), which states that individual performance in educational organizations is the result of synergy between leadership factors, organizational culture, and knowledge management. This finding is also in line with research. (Ahadi, 2023) which proves that the combination of transformational leadership, a strong academic culture, and knowledge-sharing practices simultaneously contributes significantly to improving the performance of college lecturers. Similar results were also found by (Novitasari & Asbari, 2024) which concluded that the synergy between leadership, organizational culture, and knowledge management was able to explain the improvement in lecturer performance more comprehensively than the partial influence of each variable.

Overall, the results of this study indicate that lecturer performance is significantly influenced by transformational leadership, academic culture, and knowledge sharing, both partially and simultaneously. These three variables complement and reinforce each other in creating a productive and sustainable academic environment. This finding is consistent with research. (Salma & Rizky, 2024) which emphasizes that educational organizations that are able to integrate leadership, culture, and knowledge management systems will have superior human resource performance.

In terms of novelty, this study strengthens empirical evidence that knowledge sharing is a dominant variable in improving lecturer performance, especially when supported by transformational leadership and a conducive academic culture. This expands on previous research findings that tend to place leadership as the primary factor, demonstrating that in the era of knowledge-based higher education, knowledge-sharing mechanisms are a key factor that cannot be ignored.

However, this study has several limitations. First, it was conducted in a single institutional context, making the results difficult to generalize. Second, data were collected through a self-report questionnaire, potentially introducing subjective bias. Third, this study employed a quantitative approach, thus failing to fully explore the dynamics and processes of intervariable influence. Therefore, future research is recommended to expand the scope of the study, employ mixed methods, and incorporate other variables such as intrinsic motivation, workload, and institutional support to obtain a more comprehensive picture of the factors influencing lecturer performance.

CONCLUSION

Based on the results of the research and discussion, this study shows that transformational leadership, academic culture, knowledge sharing, and lecturer performance at Al-Ihya Kuningan Islamic University are generally in the fairly good category, with average values of 68.4%, 70.1%, 72.6%, and 69.8%, respectively. The results of the partial regression analysis show that transformational leadership has a positive and significant effect on lecturer performance, with a Sig. = 0.024, academic culture has a positive and significant effect with a Sig. = 0.017, and knowledge sharing has a positive and significant effect with a Sig. = 0.000. Meanwhile, the results of the multiple regression show that transformational leadership, academic culture, and knowledge sharing simultaneously have a significant effect on lecturer performance, with a Sig. = 0.000, where knowledge sharing has the largest regression coefficient and is the most dominant variable in influencing lecturer performance. Thus, it can be concluded that lecturer performance is significantly influenced by transformational leadership, academic culture, and knowledge sharing, both partially and simultaneously, where transformational leadership provides direction and motivation, academic culture shapes professional behavior, and knowledge sharing is the most dominant factor in improving lecturer competence and innovation. Therefore, university leaders are advised to strengthen transformational leadership, build a conducive academic culture, and develop a structured knowledge-sharing system, while further research needs to expand the context and add other variables so that the understanding of improving lecturer performance is more comprehensive.

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