

## Individual Characteristics, Leadership, and Performance: The Dynamics of Lecturers In Papua and West Papua

**Febianus Heatubun, Saban Echdar, Hasmin, Umi Farsida**  
Sekolah Tinggi Ilmu Ekonomi Amkop Makassar, Indonesia  
febianubun@gmail.com

### KEYWORDS

Individual characteristics, leadership, OCB, SPMI and lecturer performance

### ABSTRACT

This study aims to analyze the impact of individual characteristics, leadership, and performance of lecturers in Papua and West Papua, with Organizational Citizenship Behavior (OCB) and the Indonesian Higher Education Quality Assurance System (SPMI) acting as mediating variables. A quantitative approach was used for this research, with a sample size of 210 lecturers drawn from a population of 1,176 private university lecturers in these regions. Data was collected through questionnaires and analyzed using Structural Equation Modeling (SEM) with AMOS software. The findings reveal that individual characteristics and leadership both have a positive and significant effect on OCB and SPMI. Furthermore, individual characteristics do not directly affect lecturer performance, whereas leadership has a significant positive impact on performance. OCB and SPMI were also found to positively influence lecturer performance. Additionally, individual characteristics and leadership were shown to affect lecturer performance indirectly through OCB and SPMI. These results provide insights into the factors that contribute to improving lecturer performance, emphasizing the critical roles of leadership and the mediating effects of OCB and SPMI.

## INTRODUCTION

Improving the quality of education in the era of globalization and modernity is currently a very urgent problem and needs serious attention from various parties, especially the government. Improving the quality of education is needed in the management of educational organizations so that they move in one direction. Good and quality education is the basis for further development and progress. Therefore, the management of various government policies and the wishes of the community in the framework of quality improvement with creativity, high innovation, and good management strategies in the context of the system. So that a better and more advanced education will be created to compete at the regional, national, and global levels (Nur Zain, 2016).

In general, education problems can be reorganized into several major complex challenges. First, the challenge of increasing added value in order to increase productivity, growth and economic equity, as an effort to maintain and improve sustainable development. Second, the challenge is to conduct a comprehensive and in-depth assessment of the transformation (change) of the structure of society, from an agrarian society to an industrial society that masters technology and information, which has implications for human resources (HR). Third, the challenge in increasingly stringent global preparations, namely how to increase the nation's competitiveness in improving quality works and being able to compete as a result of mastery of science, technology, and art (Ipteks) (Arbangi et al., 2020).

One of the elements in improving the quality of education is lecturers. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research and community service (SN-Dikti., 2014). Lecturers in the era of the industrial revolution 4.0 are expected to be able to adapt to such situations and conditions so that later it will have an impact on student success. Lecturers are one of the essential components in the education system in higher education.

To carry out these very strategic functions, roles, and positions, professional and well-performing lecturers are needed. In this connection, improving lecturer performance is very important related to the internal quality assurance system. Many factors can be developed to improve the performance of lecturers in a university, including through the characteristics of individual lecturers, the effectiveness of leadership, OCB and SPMI.

According to (Damuri et al., 2019) individual characteristics are a trait or disposition or personality that is typical of a person. The characteristic of individuals is that everyone has different views, goals, needs and abilities from each other. (Nur Hanifah, 2019) Individual characteristics are that everyone has different views, goals, needs and abilities from each other, and these differences will carry over in the world of work, which will cause satisfaction from one person to another, even though they work in the same place (Gusti, 2017).

Research related to individual characteristics has been carried out by many previous researchers such as: (Adilansyah et al., 2018); (Amalia & Nugroho, 2020); (Ana & Pratiwi, 2019); (Arsaman & Sugiyanto, 2020); (Ernawati & Tumanggor, 2020); (Inayatuddiniyah, 2019); (Indriani & Komariah, 2020); (Kurniasari, 2020); (Naibaho, 2019); (Noor, 2018); (Nurqadarsi, 2019); (Pahlawan & Prabowo, 2020); (Permatasari, 2020); (Pratiwi et al., 2020); (Rahim et al., 2020); (Ratih, 2020); (B. Sakti & Sukartini, 2020); (M. Sakti, 2020); (Ardiani et al., 2020); (Sutrisna, 2019), which generally concludes that individual characteristics have a significant effect on the performance of employees/lecturers.

In improving the performance of lecturers, university leadership is important to receive special attention because through this leadership it can foster an attitude of commitment together in realizing the development of university quality. The leader is the spearhead that determines the success of an organization, the command of the leader will guide the direction and goals of the organization, which also happens in higher education. The role of the rector is the key to the success of a university, so that what is produced, be it graduates, research, and innovation can provide added value for the development of the country and the nation. Therefore, it is mandatory for leaders to know the vision, mission, and programs that will be carried out.

Research on leadership has been carried out by several previous researchers, including by: (Triayong et al., 2013), (Fanggidae, 2015), (Dwiono et al., 2017), (Putranti et al., 2017), proving that leadership effectiveness has a significant effect on employee performance. Research (Triayong et al., 2013) and (Fanggidae, 2015) states that leadership affects employee performance. Meanwhile, research (Priyanto et al., 2011) states that leadership effectiveness has no effect on the performance of employees/lecturers.

Organizational Citizenship Behavior (OCB) is an action taken by an organization member that exceeds the formal provisions of his or her job (Greenberg & Baron, 2003). According to (Enhart, 2004) in (Khalid & Ali, 2005) OCB is defined as behavior that enhances the value and social maintenance of the psychological environment that supports work outcomes. (S. P. Robbins, 2006) describes OCB as a choice behavior that is not part of an employee's formal work obligations but supports the effective functioning of the organization. OCB is a form of choice behavior and individual initiative that if not shown, it is okay. A good OCB, such as giving constructive opinions about their workplace, helping other members of their team, avoiding unnecessary conflicts, and being willing to understand the inevitable disruptions that happen sometimes.

There is a lot of research on OCB in companies and school organizations, but in universities it is still limited. OCB research in higher education was conducted by (Djati, 2009) which stated that OCB from education personnel affects the quality of services at the university. OCB has been empirically proven to have an effect on service quality, but research that examines factors that affect lecturers' OCB or efforts to grow OCB in lecturers still relatively gives varying results. This is because OCB is a behavior that is not easy to see visually and is a behavior that arises from within the employee's heart (Organ et al., 2006). Behavioral attitudes that are carried out voluntarily, sincerely, and happily without having to be ordered and controlled by the organization in providing good services according to (Organ et al., 2006) are known as OCB.

The Quality Assurance System mandates that each educational unit is required to form SPMI with the following objectives: (1) to control the implementation of education by educational units so that quality education is realized, and (2) to ensure the fulfillment of standards in educational units in a systemic, holistic, and sustainable manner, so that the quality culture in educational units grows and develops independently. Therefore, SPMI is basically an education unit in fulfilling the National Education Standards. Research on SPMI has been carried out by several previous researchers, including: (I. Irawan, 2013); (Rohmad, 2017); (Sulaiman et al., 2013); (Van Damme, 2014), which generally concludes that SPMI has a significant effect on lecturer performance,

The phenomenon observed in private university lecturers in Papua and West Papua Provinces, shows that the performance of lecturers is still low, most lecturers spend their activities only in the field of education and teaching, while the implementation of research (especially published ones) is relatively minimal and even if there is only limited to meeting the minimum standards of the obligation to report BKD. Although research and publications have a very high assessment portion in measuring lecturer productivity, the number of lecturers who like to research and publish their research results is relatively minimal. This shows that the research and publication activities of lecturers in private universities in Papua and West Papua are still very low/lacking.

Improving the performance of lecturers is a pressing issue in higher education, particularly in regions like Papua and West Papua, where challenges in education quality remain significant. Despite efforts to enhance lecturer performance through various strategies, there is a gap in understanding the underlying factors that contribute to their success in teaching, research, and community service. Given the rapid evolution in education and the increasing demands for quality, it is urgent to identify and evaluate the factors influencing lecturer performance, including individual characteristics, leadership, and the roles of Organizational Citizenship Behavior (OCB) and the Indonesian Higher Education Quality Assurance System (SPMI).

Although research has extensively examined the factors influencing employee performance, few studies have focused on how individual characteristics and leadership interact with OCB and SPMI to affect lecturer performance in specific contexts, such as Papua and West Papua. Most studies have addressed these variables in isolation, neglecting the interdependent relationships among them, especially in the setting of private universities. This study seeks to bridge this gap by exploring the combined effect of individual characteristics, leadership, OCB, and SPMI on lecturer performance.

This study offers a novel perspective by incorporating OCB and SPMI as mediating variables between individual characteristics, leadership, and lecturer performance. It uniquely examines the lecturer performance in the context of Papua and West Papua, where educational challenges differ from other regions. By testing these relationships using a Structural Equation Modeling (SEM) approach, the research introduces a comprehensive model that explains how

personal traits and leadership effectiveness can influence the performance of lecturers, not only directly but also through organizational behaviors and quality assurance systems.

The main objective of this study is to analyze how individual characteristics and leadership affect lecturer performance, with OCB and SPMI acting as mediating variables. This research aims to provide a deeper understanding of the factors influencing lecturer performance, offering valuable insights for higher education institutions in Papua and West Papua. The findings are expected to help university leaders improve their strategies for managing lecturers, by focusing on leadership effectiveness and fostering a culture of OCB and quality assurance. Additionally, the research offers practical recommendations for enhancing lecturer productivity, supporting educational quality, and meeting national accreditation standards, ultimately contributing to the growth of higher education in these regions.

## RESEARCH METHOD

This study uses a quantitative approach, the population of this study is 3,795 people, with a total of 65 private universities (46 in Papua and 19 in West Papua), and 266 study programs. If the study uses multivariate analysis, the sample is required to be 5-10 times the number of indicators (Hair, et al., 2010). Therefore, the number of samples in the study is  $10 \times 21$  (indicators) = 210 respondents. Hypothesis testing using SEM-AMOS.

## RESULTS AND DISCUSSION

### Instrument Validity Test

The individual characteristic variable (X1) was measured with 6 statement items, the results showed that all statements were valid for measuring individual characteristics, because they had  $r$  values calculated  $> r$  tables. The leadership variable (X2) was measured with 6 statements, the results showed all valid statements to measure leadership (X2). The OCB variable (Y1) was measured with 6 statements, the results showed all valid statements. The SPMI variable (Y2), measured by 8 statements, the result is that all statements are valid in measuring SPMI (Y2). The lecturer performance variable (Z) was measured with 8 statement items, indicating all valid statements in measuring lecturer performance (Z).

### Instrument Reliability Test

The reliability test used is the Cronbachs Alpha reliability test where the instrument is declared reliable if the Cronbachs alpha value  $> 0.7$ . The results of the reliability test of each instrument can be seen in the following table: (Ghozali, 2018)

**Table 1 Reliability Test**

Variable	Number of Valid Items	Cronbachs Alpha	Cut Value	Reliability
Individual characteristics (X1)	6	0,972	0,7	Reliable
Leadership (X2)	6	0,976	0,7	Reliable
OCB (Y1)	6	0,975	0,7	Reliable
SPMI (Y2)	8	0,981	0,7	Reliable
Lecturer performance (Z)	8	0,982	0,7	Reliable

Source : processed data (2024)

Based on the results of the analysis in Table 1, the cronbachs alpha (CA) value of the individual characteristic variable (X1) was 0.972 with the number of valid statements 6, the CA value of the leadership variable (X2) was 0.976 with the number of valid statements 6, the

CA value of the OCB variable (Y1) was 0.975 with the number of valid statements 6, the CA value of the SPMI variable (Y2) was 0.981 with the number of valid statements 8 and the CA value of the lecturer performance variable (Z) was 0.982 with the number of valid statements 8, because the CA value of all variables > 0.7, all research variables were declared reliable.

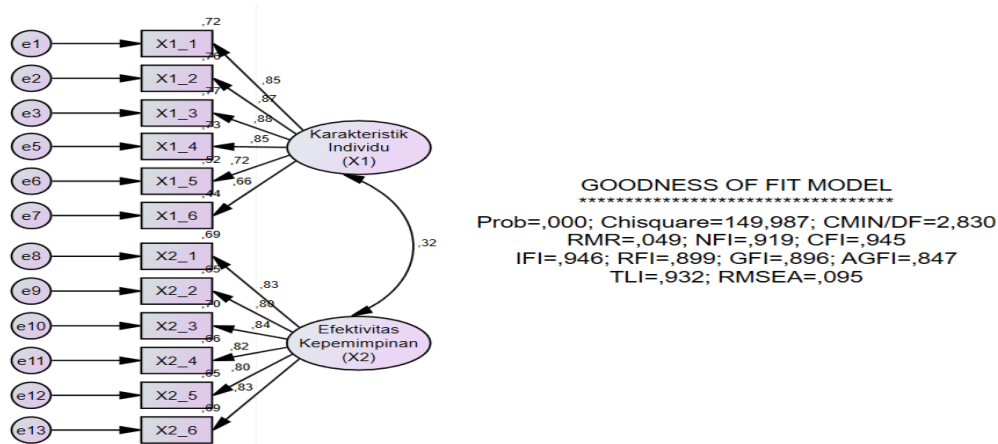
## SEM Analysis

### CFA Analysis Testing

Confirmatory Factor Analysis (CFA) analysis is carried out separately between exogenous and endogenous constructs referring to the stages of the CFA test. The loading (Ghozali, 2016) factor values used to assess the validity of the indicators have been obtained from the output of the AMOS program, while the AVE and CR values must be calculated manually using the CR and AVE calculation formulas.

#### 1. Exogenous Construct CFA Analysis

This research model contains 2 exogenous constructs, namely individual characteristic constructs (X1) and leadership constructs (X2). Based on the operational definition of variables in this study, the individual characteristic construct has 6 measurement indicators, while the leadership has 6 measurement indicators so that the form of the CFA model for exogenous constructs is as follows:



**Figure 1 Estimation of Exogenous Construct CFA Model**

The results of the exogenous construct CFA model estimation in the figure above, it can be seen that all exogenous construct indicators have a loading factor of >0.5, this means that all indicators are valid in measuring exogenous constructs. Therefore, the test continues with the follow-up test, namely the construct reliability test to see the CR) and AVE values of each construct. Based on the results of the calculation of Construct Reliability (CR) and Average Variance values.

#### 2. Endogenous Construct CFA Analysis

This research model contains 3 endogenous constructs, namely OCB (Y1), SPMI (Y2) and lecturer performance (Z) constructs. The entire construct is measured with 6 measurement indicators. Thus, the endogenous construct CFA model looks like this:

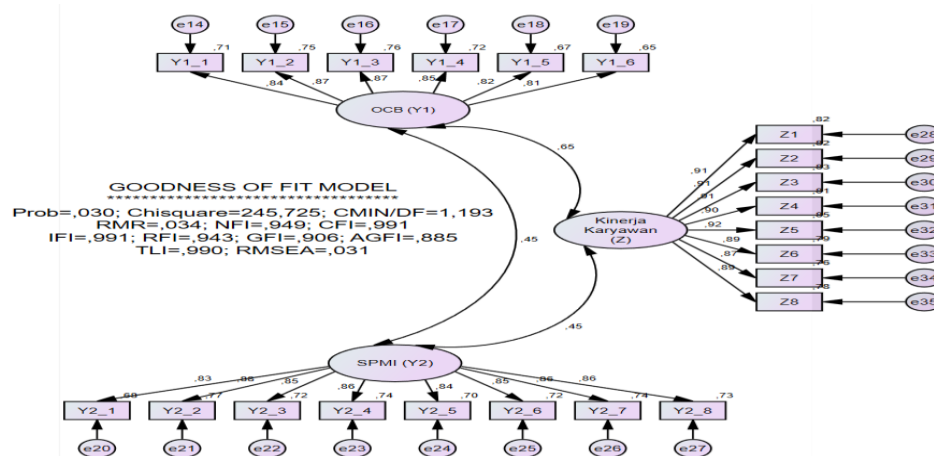


Figure 2. Estimation Results of the Endogenous Construct CFA Model

The results of the estimation of the endogenous construct CFA model in the figure above, it can be seen that all indicators of exogenous constructs have a loading factor of  $>0.5$ , this means that all indicators are valid in measuring endogenous constructs. Therefore, the test can be continued in the follow-up test, namely the construction reliability test which will be carried out by looking at the CR and AVE values of each construct.

### 3. Structural Model Testing

#### 1) SEM assumption testing

The number of samples in this study is 210 respondents, because the number of samples has exceeded the minimum limit of SEM samples, the number of respondents used in this study is declared sufficient and feasible to be analyzed using SEM analysis. The results of the outlier detection showed that out of the 210 data analyzed, there was no data with the highest mahalanobis distance of only 49.462 which means that there was no data with a mahalanobis distance above 58.301, this shows that there were no outliers in the analyzed data. All data were analyzed using SEM.

#### 2) Goodness of Fit Model Test

The model fit test (Goodness of fit model test) in SEM analysis was carried out by looking at several criteria of the Goodness of fit model such as Chi Square value, probability, df, GFI, AGFI, TLI, CFI RMSEA and RMR. The following are the results of the goodness of fit model test:

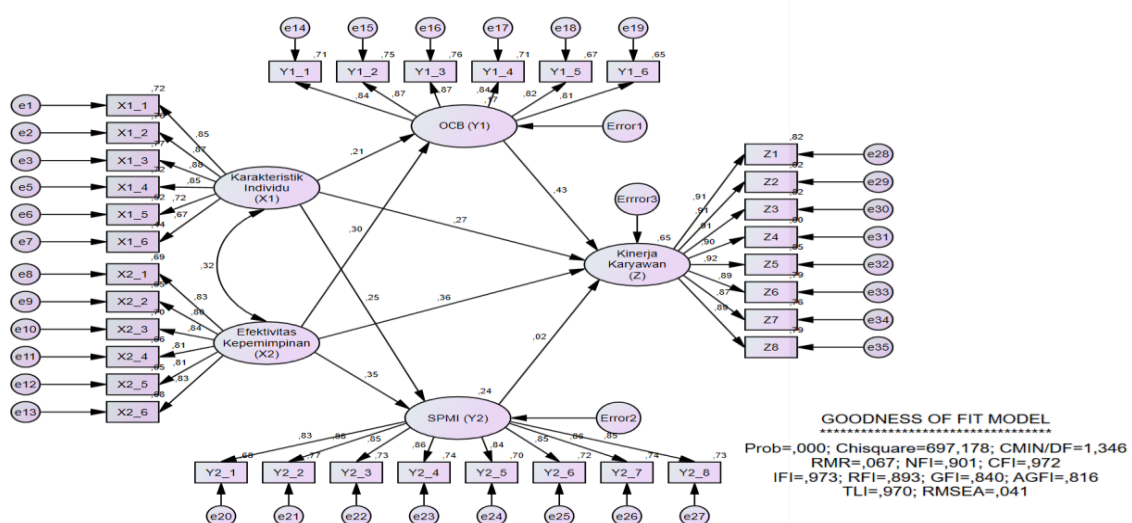
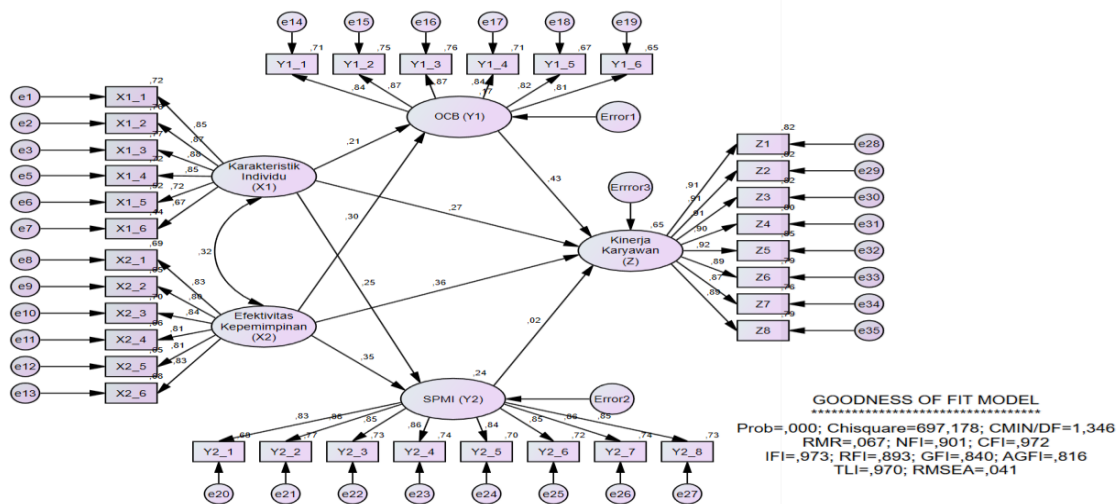


Figure 3 Estimation Results of SEM Model



The results of the SEM model estimation in Figure 3 show that the SEM model has not met the required criteria for the goodness of fit model, especially when viewed from the probability value of the chi square model, the value is still  $>0.05$ , meaning that the sample covariance matrix is not the same as the population covariant matrix, so it is necessary to modify the model by connecting the indicator errors as suggested by the AMOS program in the modification indices table. The following are the results of the modification of the model:



**Figure 4 Estimation results of the SEM model after modification**

The results of the second structural model estimate after the model modification was made, the estimation results in Figure 4 show that the SEM model has met the required goodness of fit model criteria, the probability of the chi square model has increased to 0.000 which means that the sample covariance matrix has been the same as the population covariance matrix so that the model estimate results with 204 samples are confirmed to be representative of the lecturer population. In addition to the probability of chi square, the goodness of fit model is also met in the parameters CMIN/DF, NFI, CFI, IFI, RFI, TLI and RMSEA (in the good fit category), while other parameters are in the marginal fit criteria.

### 3) Testing Direct influence between variables

The results of the influence test between variables are as follows :

- (1) OCB individual characteristics  $\rightarrow$  ; A significant p value (0.005) with a CR of 2.802 and a positive marked path coefficient of 0.211 was obtained, it was concluded that individual characteristics had a positive and significant effect on OCB.
- (2) SPMI leadership  $\rightarrow$  ; A significant p value (\*\*\*) with a CR of 4.736 and a positive path coefficient of 0.349 was obtained, so it was concluded that leadership effectiveness had a positive and significant effect on SPMI.
- (3) Individual characteristics of  $\rightarrow$  SPMI; A significant p value (\*\*\*) with a CR of 3.484 and a positive sign path coefficient of 0.253 was obtained, so it was concluded that individual characteristics had a positive and significant effect on SPMI.
- (4) OCB leadership  $\rightarrow$  ; A significant p value (\*\*\*) with a CR of 3.873 and a positive path coefficient of 0.296 was obtained, so it was concluded that leadership had a positive and significant effect on OCB
- (5) OCB  $\rightarrow$  Lecturer Performance; A significant p value (\*\*\*) with a CR of 7.332 and a positive path coefficient of 0.430 was obtained, so it was concluded that OCB had a positive and significant effect on lecturer performance.
- (6) SPMI  $\rightarrow$  Lecturer Performance; A significant p value (\*\*\*) with a CR of 4.849 and a positive path coefficient of 0.271 was obtained, so it was concluded that SPMI had a positive and significant effect on lecturer performance.

- (7) Individual characteristics → of Lecturer Performance; A significant p value (0.769) with a CR of 0.293 was obtained. Because the p value > 0.05 and CR < 1.96, it was concluded that individual characteristics did not have a positive and significant effect on the lecturer's performance.
- (8) → Lecturer Performance Leadership; A significant p value (\*\*\*) was obtained with a CR of 6.168 and a positive path coefficient of 0.361. Because the p value < 0.05 and CR > 1.96 with a positive path coefficient, it was concluded that leadership had a positive and significant effect on lecturer performance.

#### **4) Testing of Indirect Effects between Variables**

This research model has 2 mediation variables that connect individual and leadership characteristics variables to lecturer performance, namely SPMI and OCB. To examine the role of OCB and SPMI in mediating the influence of individual and political characteristics; in an on the performance of lecturers, an indirect influence test was carried out using the Sobel Test.

- (1) OCB Mediation Test on the indirect influence of individual characteristics on lecturer performance, the result was obtained that the p value of the sobel test results was 0.0187 (two tails), because the p value < 0.05, it was concluded that OCB could significantly mediate the influence of individual characteristics on lecturer performance.
- (2) OCB Mediation Test on the indirect influence of leadership on lecturer performance, the result was that the p value of the sobel test result was 0.0038 (two tails), because the p value < 0.05, so it was concluded that OCB could mediate the influence of leadership on lecturer performance.
- (3) SPMI Mediation Test on the indirect influence of individual characteristics on lecturer performance; The results were obtained that the p value of the sobel test results was 0.0168 (two tails), because the p value < 0.05, it was concluded that SPMI could significantly mediate the influence of individual characteristics on lecturer performance.
- (4) SPMI Mediation Test on the Indirect Influence of Leadership on Lecturer Performance; The results were obtained that the p value of the sobel test results was 0.0058 (two tails), because the p value < 0.05, it was concluded that SPMI could mediate the influence of leadership on lecturer performance. The nature of mediation is partial mediation because without SPMI mediation, leadership affects lecturer performance.

#### **The Influence of Individual Characteristics on OCB**

The results of the study show that individual characteristics have a positive and significant effect on OCB, the higher the individual characteristics, the higher the OCB, so the lower the individual characteristics, the lower the OCB. Individuals who have a proactive personality tend to be more likely to engage in OCB. They tend to be initiative, enthusiastic, and passionate about helping others or participating in activities that support the organization, even without being told. Individuals who feel emotionally and psychologically involved with their work tend to be more likely to exhibit OCB.

Individual characteristics reflect the criteria or personal traits possessed by each lecturer who is encouraged to conduct research, socialized through a research culture, and rooted in knowledge and skills in conducting research. Individual characteristics of a lecturer such as personality, involvement, SPMI, organizational commitment, social awareness, independence, and leadership influence can make a significant contribution to improving OCB in his private universities. Organizations can consider these factors in lecturer management strategies to encourage beneficial voluntary behavior for private universities as a whole.

The results of this study are in line with research (Ahmad Mukofi., 2018) which found that individual characteristics have a positive effect on OCB. Research (A. Irawan, 2012) shows that individual and occupational characteristics affect OCB through satisfaction. (N. Saragih, 2020) revealed that leadership and individual characteristics have a significant influence on OCB. Research (Arie Ambarwati., 2019) found that organizational culture is



directly related to OCB and organizational performance. Research 1 (S. Sunaryono et al., 2022) shows that individual characteristics affect OCB through organizational commitment.

Research (Ika Novianti, 2020) shows that organizational climate plays an important role in improving employee OCB behavior. Research by (Siti Zubaidah., 2020) in the education sector also shows that the commitment of organizations participates in improving OCB, especially among teachers. Research (Fajar Hadi., 2017) shows that leadership that supports individual development will increase OCB.

### **Leadership Influence on OCB**

The results of this study show that leadership has a positive and significant effect on OCB), the higher the effectiveness of leadership, the higher the OCB, so the lower the effectiveness of the individual, the lower the OCB. Leadership often acts as a model of behavior that lecturers follow. When leaders demonstrate to OCB by taking voluntary actions, such as helping colleagues, sharing knowledge, or supporting the organization's interests, lecturers are more likely to be inspired to do the same. Transformational leadership, which includes elements such as inspiration, motivation, and empowerment, has a strong influence on OCB.

This research provides important insights into the relationship between leadership and OCB. Leadership here is measured based on the leader's ability to manage a team, make the right decisions, and motivate team members to achieve organizational goals. The results of the study show that the higher the leadership, the higher the level of OCB shown by the lecturer. This shows that leadership has a significant positive influence on voluntary behavior (OCB) and additional contributions of lecturers outside of their main duties.

The results of this study are in line with research (Patras, 2017) showing that leadership behavior, organizational fairness, and work involvement have a direct positive influence on the citizenship behavior of lecturer organizations in universities. Another study by (May le, 2021) found that transformational leadership and interpersonal trust have a positive effect on OCB employees. Research (Iswara Gede, 2016) concluded that transformational leadership, job satisfaction, and organizational commitment significantly affect OCB in employees. (Gunawan Agus, 2016) concludes that transformational leadership has a positive effect on OCB. The research (Maharani Anisa, 2019) focuses on servant leadership that affects OCB with job satisfaction as an intervening variable.

### **The Influence of Individual Characteristics on SPMI**

The results of the study show that individual characteristics have a positive and significant effect on SPMI, the higher the individual characteristics, the higher the SPMI, and vice versa, the lower the individual characteristics, the lower the SPMI. Lecturers who have a proactive personality tend to be more likely to be active in improving and improving the education and teaching process, research and community service, and quality assurance systems. Lecturers will take the initiative in finding solutions to problems that arise and propose necessary changes. Good communication skills enable lecturers to effectively communicate with fellow lecturers, with students and with the leadership of private universities.

The results of this study are in line with the research Individual characteristics, such as commitment to quality, managerial skills, personal motivation, understanding of goals and quality standards, and adaptability, have a big role in the effectiveness of SPMI implementation. Individuals with a high commitment to the quality of education tend to be more actively involved in the implementation of quality policies (T. Rahmat, 2021), while good managerial skills can strengthen the implementation of these policies (H. Tjahjono et al., 2015). The ability of individuals to adapt to change and an open attitude to innovation also accelerates the implementation of SPMI (H. Tjahjono, 2010).

In addition, individual characteristics such as collaborative skills and mental resilience support the achievement of mutual assurance goals in a team (Daromes, 2005); (Santosa, 2010). In-depth knowledge of quality standards also has an effect on the success of SPMI, because

individuals who have such knowledge are more effective in supervision and evaluation (Kraimer et al., 2001). Fairness in the distribution of tasks and awards is the driver of commitment to SPMI (Greenberg, 2015).

### **The Influence of Leadership on SPMI**

The results of the study show that leadership has a positive and significant effect on SPMI, the higher the leadership activity, the higher the SPMI, and vice versa, the lower the effectiveness of leadership, the lower the SPMI. Effective leadership has a strong impact in building, managing, and improving SPMI. Effective leaders are responsible for articulating the organization's vision in relation to quality and related values. PTS leaders encourage the sustainability of SPMI by providing a clear direction and giving a commitment to quality. Leadership plays a key role in shaping the quality culture in private universities.

The results of this study are in line with research (Palutungan et al., 2021) showing the effectiveness of SPMI implementation through monitoring, evaluation, and follow-up which are considered successful. (Nawawi et al., 2020) found that the main obstacle in the implementation of SPMI is limited funds, infrastructure, and human resources. (Wismaya, 2016) noted the significant influence of the implementation of SPMI and SPM ISO 9001:2008 on the performance of the University. (Triawati, 2021) revealed that the success of SPMI influenced by leadership, human resources, and facilities and infrastructure.

(Muhammad Alamsyah, 2014) the importance of leadership in supporting the successful implementation of SPMI in universities, The results of the study (Pratiwi, 2019) show a significant influence of the quality leadership of the head of the room on quality management in freezing services. (Astuti & Siti, 2020) found that staff training, leadership commitment, and interdepartmental synergy were factors in SPMI's success, while (Mariana et al., 2018) highlighted the importance of work culture, participation, and systematization of evaluation in SPMI's success.

### **The Influence of Individual Characteristics on Lecturer Performance**

The results of the study concluded that individual characteristics did not directly have a significant effect on lecturer performance, lecturers with very good individual characteristics could not necessarily achieve high performance, in order for individual characteristics to contribute to lecturer performance, these individual characteristics must be able to form high OCB and SPMI in lecturers. The results of this study show that although the characteristics of individual lecturers play an important role, it does not have a significant direct effect on lecturer performance. This means that even if a lecturer has excellent individual characteristics, such as intellectual ability, positive personality, or adequate technical skills, it does not automatically guarantee high performance.

However, the characteristics of individual lecturers still have an important role in supporting their performance, as long as these characteristics can be translated into behaviors that support organizational development and the quality of education. One way that these individual characteristics can contribute to lecturer performance is through improving OCB and SPMI. Lecturers with good individual characteristics, such as a proactive personality and good interpersonal skills, tend to be more likely to exhibit voluntary behavior and support the achievement of organizational goals.

The results of this study are in line with research (Yanti, 2018) which found that individual characteristics and organizational climate affect lecturer performance. Research (Asy'ari, 2018) shows that individual characteristics, intelligence, and social competence significantly affect lecturers' performance and career development. (S. Putra et al., 2021) confirmed that individual characteristics, work culture, and individual behavior affect lecturer performance as well as organizational behavior. (Darwin et al., 2021) also found a significant relationship between individual characteristics and employee performance.

### **The Influence of Leadership on Lecturer Performance**

The results of the study show that leadership has a positive and significant effect on lecturer performance, the higher the quality of leadership, the higher the performance of lecturers, and vice versa, the lower the quality of leadership, the lower the performance of lecturers. Qualified leadership can include a variety of things, such as academic leadership at the university level, faculty level, and study programs. Effective leadership provides the necessary support to lecturers, both in terms of material and non-material resources. This includes support in terms of research, curriculum development, training, and facilities necessary for the success of lecturer performance.

The results of the study are in line with research (Edy Susanto., 2022), that exemplary leadership and the ability to make the right decisions have a positive effect on lecturer performance. (Agus Purwanto, 2020) also found that transactional and authoritarian leadership styles have a positive influence on lecturer performance. Research (Dwi Faqihatus Syarifah., 2020) states that effective leadership is able to improve the quality of higher education. The results of the study (Andri Yanto, 2020) found that good leadership contributes to improving lecturer performance. (Kusdibyo, 2021) revealed that effective leadership improves the quality of education through lecturer performance.

Research by (Rasyidah, 2022) concluded that transformational leadership has a positive effect on lecturer performance. (Damaris R. L., 2019) states that participatory leadership strengthens lecturer collaboration and improves their performance. Research by (Muhammad Guntur, 2022) found that the interpersonal skills of leaders play a role in improving lecturer performance. Research (Budi Santoso, 2021) also shows that transparent decision-making by faculty leaders improves lecturer performance.

### **The Influence of OCB on Lecturer Performance**

The results of the study show that OCB has a positive and significant effect on lecturer performance, the higher OCB, the higher the lecturer's performance, and vice versa, the lower OCB, the lower the lecturer's performance. OCB refers to voluntary behavior in the workplace that is not covered by the main tasks of the job, but helps to improve the quality of the work environment and the overall productivity of the organization. Lecturers who show OCB tend to create a positive work environment by being friendly, helping colleagues, and actively participating in organizational activities.

The results of this study are in line with research (Jufrizen et al., 2020) finding that OCB acts as a mediator between work motivation and organizational climate on lecturer performance with OCB having a positive effect on lecturer performance. (Patras, 2017) shows that leadership, organizational fairness, and work involvement significantly affect OCB lecturers, which in turn has an impact on improving their performance. (S. Putra et al., 2021) examined individual characteristics and work culture, both of which have a positive influence on OCB and lecturer performance in higher education. (Indrawati, 2022) shows that the transformational leadership factor of lecturers is positively related to OCB, which in turn improves the performance of lecturers in higher education.

(Fitria, 2021) examined the relationship between OCB and lecturer performance in state universities, with the finding that OCB makes a great contribution to improving lecturer teaching and research productivity. (Rachmawati, 2018) found that OCB affects the effectiveness of lecturer teaching, where lecturers who show high OCB have better involvement in academic and social activities. (Syah et al., 2020) proves that lecturers' involvement in social activities outside of teaching also increases lecturers' OCB, which has a positive impact on academic and administrative performance.

### **The Effect of SPMI on Lecturer Performance**

The results of the study conclude that the internal quality assurance system has a positive and significant effect on lecturer performance, the high and low of the internal quality

assurance system cannot affect the performance of lecturers. SPMI assists in the development of quality standards for education and research in institutions. These standards provide clear guidance on what is expected of lecturer performance in teaching, research, and community service. SPMI can help identify areas that need improvement in the teaching process. By analyzing the results of teaching evaluations and feedback from students, SPMI can provide valuable insights to lecturers to improve their teaching methods.

SPMI plays an important role in the development of quality standards that guide lecturers in carrying out their academic duties. This standard not only covers the quality of teaching, but also covers the quality of research and community service. With clear and structured standards, lecturers know exactly what expectations are imposed on them. This creates clarity in the goals and procedures that must be followed, so that lecturers can be more focused and directed in designing their academic activities.

The results of this study are in line with research (Wismaya, 2016) showing that the implementation of SPMI has a significant effect on organizational performance, with a very large contribution from the ISO 9001:2008 quality management system. (Paputungan, 2021) assessed that the implementation of SPMI is effective in terms of implementation, monitoring, and follow-up to measure success at the faculty level. (Syaefulloh, 2023) stated that the success of SPMI depends on the awareness and awareness of the academic community and education staff in building an integrated mutual culture. Y(Y. Saputra, 2020) shows that leadership, motivation, and renewal have a significant effect on lecturer performance, with the largest contribution coming from leadership. (Ramadhan, 2018) revealed that SPMI affects the quality of education through effective monitoring of the teaching and learning process. (Rachmat, 2021) shows the importance of SPMI in increasing the accreditation of study programs, while (Nurmala, 2022) finds that SPMI can improve student satisfaction and learning quality if supported by strong policies and training.

### **The Influence of Individual Characteristics on Lecturer Performance through OCB**

The results of the study show that individual characteristics have an indirect effect on lecturer performance through OCB. OCB includes voluntary behavior that is not included in the main duties of the lecturer but contributes to the quality of the work environment and the overall success of the organization. Lecturers who have a high commitment to the organization tend to be more likely to demonstrate OCB. Lecturers will be more motivated to contribute to the success of the institution, whether it is by helping colleagues, participating in organizational activities, or contributing new ideas. Individuals with proactive personalities tend to be more inclined to exhibit OCB.

Lecturers who are actively involved in the academic community, such as attending conferences, participating in seminars, or contributing to scientific journals, tend to have a tendency to demonstrate OCB. Lecturers will be more likely to share knowledge, promote collaboration, and help build a positive reputation for their institution. Good communication skills are an important aspect of OCB. Lecturers who have good communication skills will be better able to interact with colleagues, students, and other parties in a positive way, facilitating collaboration and productive information exchange. Leadership that encourages individual participation and contribution tends to increase the likelihood of OCB.

The results of this study are in line with the research (S. Putra et al., 2021) and (Jufrizen et al., 2020) confirming that strong individual characteristics, supported by a conducive organizational climate, can increase OCB which has a positive impact on lecturer performance. (Simanjuntak et al., 2020) and (Saragih, 2020) found that OCB. reinforcing the relationship between individual characteristics and performance through extra contributions that exceed work expectations. In addition, (E. Rahayu, 2019) states that an individual's sense of responsibility contributes to improving lecturer performance through active involvement in organizational tasks. Research (A. Sutrisno, 2019) and (S. Wardhani, 2021) show that high

motivation increases an individual's tendency to show OCB., such as assisting colleagues in contributing to innovation.

### **Individual characteristics affect lecturer performance through SPMI**

The results of the study show that individual characteristics have an indirect effect on lecturer performance through SPMI. Lecturers who have a high commitment to the quality of education tend to be more able to contribute to the success of SPMI. Lecturers will understand the importance of quality standards and will strive to meet or even exceed these standards in teaching, research, and community service. Lecturers who are actively involved in the evaluation process and improve the quality of the institution will have a positive impact on SPMI. They will provide valuable input, identify areas that need improvement, and participate in improvement initiatives set by SPMI.

Lecturers who participate in the improvement initiatives set by SPMI will be the driving force for the achievement of better quality standards. They will be involved in various improvement activities, such as curriculum updates, development of teaching methods, or improvement of educational facilities. This activity supports the creation of a continuous cycle of improvement, where SPMI is not only an evaluation tool, but also an instrument for higher quality development. By being actively involved in this process, lecturers not only improve their own performance, but also contribute to the strengthening of the institution as a whole. As a result, SPMI can serve as a bridge that connects leadership activities with lecturer performance, creating a better and more effective academic environment.

The results of this study are in line with research (Agustin Widhi Yanti, 2018) that individual characteristics and organizational climate affect lecturer performance. The results of the study (Asy'ari, 2018) found that individual characteristics, intelligence, and social competence have a significant effect on lecturer performance. (E. Putra et al., 2021) stated that individual characteristics, work culture, and individual behavior affect lecturer performance, with organizational citizenship behavior playing a role in the relationship between these factors. (Yuniasih et al., 2017) in their research shows that individual competence, organizational commitment, and organizational climate have a positive and significant influence on lecturer performance.

### **Leadership affects lecturer performance through OCB**

The results of the study show that leadership has an indirect effect on lecturer performance through OCB. Effective leadership is able to inspire and motivate lecturers to actively participate in OCB. Leaders who provide a clear vision, provide recognition for lecturers' contributions, and provide emotional support can increase lecturers' motivation to behave voluntarily. Quality leadership creates positive relationships between lecturers and leaders, as well as between lecturers and colleagues and students. This positive relationship can increase mutual trust, engagement, and OCB which in turn can encourage lecturers to behave voluntarily.

Effective leaders play an important role in facilitating collaboration between lecturers and providing the necessary resources to support OCB. Leaders who support volunteer initiatives can provide facilities such as spaces for exchanging ideas, making time for self-development activities, or providing access to resources that can facilitate collaboration between lecturers. With this support, lecturers will feel more empowered to participate in volunteer activities that contribute to the achievement of organizational goals. This support is not only in the form of material facilities, but also includes assistance in the form of guidance that helps lecturers to carry out initiatives aimed at improving effectiveness and efficiency, both in education, research, and PKM.

The results of this study are in line with research (Patras, 2017) that the leadership behavior of department heads, organizational fairness, and work involvement have a direct positive effect on lecturers' OCB. Research (Jufrizen et al., 2020) found that work motivation

and organizational climate participate in improving lecturer performance through OCB. Transformational leadership has also been proven to influence OCB. Research (Naipospos, 2023) the pressure of the importance of OCB and the work environment in improving lecturer performance. Research (Gunawan, 2019) also shows that transformational leadership and job satisfaction play an important role in improving OCB, which affects lecturer performance. Research (E. Rahayu, 2021) found that OCB acts as a mediator that connects organizational justice, job satisfaction and lecturer performance.

### **Leadership affects lecturer performance through SPMI**

The results of the study show that the effectiveness of leadership affects the performance of lecturers through SPMI, the better the leadership, the better SPMI which will further support the high performance of lecturers. SPMI is proven to be a mediator of the influence of leadership effectiveness on lecturer performance. Leadership effectiveness plays an important role in improving lecturer performance through SPMI. Effective leadership can create a work environment that allows lecturers to work optimally and make maximum contributions in the implementation of their academic and research tasks.

SPMI acts as a mediator who connects the influence of leadership to lecturer performance. This means that although effective leadership can improve lecturer performance, SPMI's role as a quality standard manager is key in the process. SPMI ensures that all efforts to improve and improve quality are carried out within a clear and structured framework. With SPMI, lecturers get constant guidance and evaluation regarding the quality of their performance which motivates them to work better. Therefore, effective leadership in creating and managing SPMI can maximize the potential of lecturers to provide better results.

The results of the research are in line with the research (S. Farida, 2019) emphasizing the importance of leadership, motivation, and campus climate in improving lecturer performance. Research (Andri Yanto, 2020) found that organizational leadership and commitment affect lecturer motivation and performance. Research (Garnasih et al., 2013) revealed that transformational leadership has a greater influence than transactional leadership on lecturer performance. In addition, research by (R. Saputra, 2020) highlights that leadership, motivation, and compensation have a major contribution to lecturer performance, with leadership making the greatest contribution. Research (Nurhadi, 2018) and (Muda, 2017), also shows that motivation, learning quality, and career development play an important role in improving lecturer performance. (Aminah, 2019) concluded that adequate facilities and participatory leadership greatly affect lecturer performance.

## **CONCLUSION**

Based on the results of this study, it can be concluded that individual characteristics, and leadership have a positive and significant effect on OCB, SPMI and lecturer performance. The better the individual characteristics and effective leadership in private universities, the higher the OCB, SPMI and lecturer performance. Individual characteristics and leadership are proven to significantly affect the high and low OCB, SPMI and lecturer performance. OCB and SPMI have a positive and significant effect on lecturer performance. The better OCB and SPMI, the higher the performance of private university lecturers. Individual characteristics, and leadership have a positive and significant effect on the performance of lecturers through OCB and SPMI. OCB and SPMI have proven to be able to influence individual characteristics on lecturer performance. Meanwhile, individual characteristics do not directly affect lecturer performance. Good individual characteristics will not necessarily result in high lecturer performance.



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