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INTEGRATED MODEL OF CULTURE, INFORMATION TECHNOLOGY, AND POLICY TO IMPROVE LECTURER PERFORMANCE

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Organizational Culture, Information Technology, Institutional Policy, Lecturer Performance.

Abstract:
This study examines the influence of organizational culture and information technology on institutional policies and lecturer performance in undergraduate Management study programs at private universities in Indonesia. It also explores the mediating role of institutional policies in the relationship between organizational culture, information technology, and lecturer performance. A quantitative descriptive survey approach was employed, with data collected via questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS 4. The bootstrapping technique tested the significance of the construct relationships. Findings reveal that organizational culture and information technology significantly influence institutional policies and directly enhance lecturer performance. However, institutional policies do not significantly affect lecturer performance and do not mediate the relationship between organizational culture and information technology with lecturer performance. This study contributes original insights by integrating organizational culture, information technology, and institutional policy into a single model for analyzing lecturer performance.

KATA KUNCI
Budaya Organisasi, Teknologi Informasi, Kebijakan Kelembagaan, Kinerja Dosen.

Abstrak:
Penelitian ini mengkaji pengaruh budaya organisasi dan teknologi informasi terhadap kebijakan kelembagaan dan kinerja dosen pada program studi sarjana Manajemen di perguruan tinggi swasta di Indonesia. Ini juga mengeksplorasi peran mediasi kebijakan kelembagaan dalam hubungan antara budaya organisasi, teknologi informasi, dan kinerja dosen. Pendekatan survei deskriptif kuantitatif digunakan, dengan data dikumpulkan melalui kuesioner dan dianalisis menggunakan Partial Least Squares Structural Equation Modeling (PLS-SEM) melalui SmartPLS 4. Teknik bootstrapping menguji pentingnya hubungan konstruksi. Temuan mengungkapkan bahwa budaya organisasi dan teknologi informasi secara signifikan mempengaruhi kebijakan kelembagaan dan secara langsung meningkatkan kinerja dosen. Namun, kebijakan kelembagaan tidak berpengaruh signifikan terhadap kinerja dosen dan tidak memediasi hubungan antara budaya organisasi dan teknologi informasi dengan kinerja dosen. Penelitian ini menyumbangkan wawasan orisinal dengan mengintegrasikan budaya organisasi, teknologi informasi, dan kebijakan kelembagaan ke dalam satu model untuk menganalisis kinerja dosen.

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INTRODUCTION

Private Universities (PTS) play a crucial role in cultivating top-notch human resources in Indonesia, particularly in Riau Province. Amidst the climate of global competition and digital change, enhancing the quality of lecturers stands as a primary goal to support the achievements of higher education (Dang et al., 2024; Hamid et al., 2025). When lecturers perform optimally, it leads to improvements in the learning process, research, and community service, reflecting the implementation of the Tri Dharma of Higher Education. Thus, lecturer performance serves as a significant measure of the success of educational institutions (Mochammad Munir Rachman et al., 2022; Prasetyo et al., 2022; Ulit, 2025).

In PTS Riau Province, especially in the S1 Study Program in Economics, the number of permanent lecturers recorded based on the Higher Education Database (PDDIKTI) reaches 503 people. This number reflects the great potential that can be optimized by institutions through a targeted lecturer performance improvement strategy. However, in practice, there are still challenges related to work motivation, technology utilization, and policy directions that do not fully support the improvement of lecturer productivity and performance as a whole (Asmawati et al., 2025a; Kumari & Kumar, 2023; Prasetyo et al., 2022). The following table shows the number of private university lecturers in undergraduate economics programs in Riau Province.

Table 1 Lecturers of Private Universities S1 Economics Study Program in Riau

Name of College in Economics	MGT Lecturer	Active Lecturer	EP Lecturer	Total
Sekolah Tinggi Ilmu Ekonomi Bangkinang	18	11		29
Sekolah Tinggi Ilmu Ekonomi Dharma Putra	10	-	-	10
Sekolah Tinggi Ilmu Ekonomi Persada Bunda	32	7	-	39
Sekolah Tinggi Ilmu Ekonomi Purna Graha	18	6	-	24
Sekolah Tinggi Ilmu Ekonomi Tuah Negeri	7	-	-	7
STIE Harapan Duri	7	3	-	10
STIE Mahaputra Riau	10	8	-	18
Universitas Islam Indragiri	19	10	-	29
Universitas Islam Kuantan Singingi	-	7	-	7
Universitas Islam Riau	27	24	7	58
Universitas Lancang Kuning	23	19	-	42
Universitas Muhammadiyah Riau	18	20	6	44
Universitas Pasir Pengaraian	22	8	-	30
Universitas Awal Bros	-	5	-	5
Institusi Bisnis dan Teknologi Pelita Indonesia	23	27	-	50
Institusi Teknologi dan Bisnis Indragiri	40	-	-	40
Institusi Teknologi dan Bisnis Master	18	7	-	25
Total Lecturers Per Study Program	**328**	**162**	**13**	**503**
Total Lecturers in Economics		**503**		

One of the important factors that influence lecturer performance is organizational culture. A strong organizational culture can create a positive work environment, increase commitment, and form a work ethic that supports the

achievement of institutional targets (Fitria & Setya, 2021; Wahyudin, Aji et al., 2023). The values, norms, and beliefs that grow in organizational culture become a reference for individual behavior in addressing their professional responsibilities, including lecturers in carrying out academic tasks (Krisna et al., 2022).

In addition, advances in information technology have also brought major changes in the way lecturers work and perform (Hutasuhut & Falahi, 2021). The utilization of technology in online learning, academic management, scientific publications, and performance reporting is an important part of the modern higher education ecosystem. However, not all lecturers are able to utilize technology optimally due to limited facilities, training, and institutional support (Rustandi, 2023).

Another factor that determines the direction and motivation of lecturers is institutional policy. Policies that are clear, fair, and in favor of improving academic quality will create a conducive work environment. These policies include incentive systems, workloads, career paths, and lecturer performance appraisals. With good policies, institutions can direct organizational culture and information technology to work together to improve organizational performance (Hasbi et al., 2025).

Based on this description, this study aims to analyze the effect of organizational culture (Mikhriani et al., 2025), information technology (Hutasuhut & Falahi, 2021), and institutional policies (Cherian et al., 2021), on the performance of lecturers in the S1 Study Program in Economics at Private Universities in Riau Province. This study also wants to see the direct and indirect relationships between variables, to provide strategic input for educational institutions in improving lecturer performance in a sustainable manner and based on measurable data.

RESEARCH METHODS

This study adopts a quantitative method with a focus on causal associative research. The primary aim of this investigation is to assess how organizational culture, information technology, and institutional policies influence lecturer performance. The testing model is developed from a framework built through literature review and field observations.

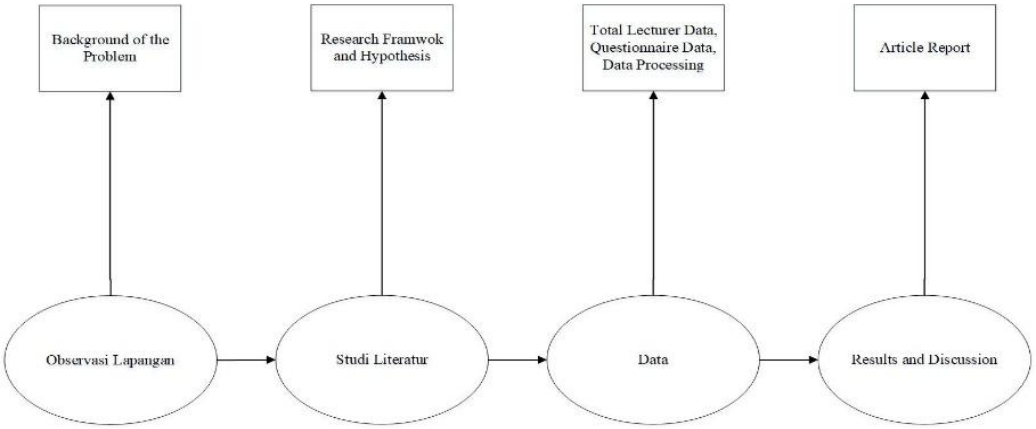

Figure 1 Research Methods

The initial step in this research is to conduct general field observations at private universities in Riau Province, especially undergraduate study programs in economics. This observation aims to explore phenomena that are happening in the field, such as the level of lecturer performance, the application of information technology, and lecturers' understanding of organizational culture and institutional policies (Tanjung et al., 2025; Wahyuningsih & A.S, 2025). The results of this stage form the basis for formulating the background of the problem in a more contextualized manner.

After the initial identification was carried out through observation, researchers conducted a literature review of relevant theories, previous research, and scientific documents related to the variables studied, namely organizational culture, information technology, institutional policies, and lecturer performance. This literature study helps in forming a framework and developing research hypotheses, which are the basis for testing in statistical models.

In this research, data was gathered from two main sources: primary and secondary. Secondary data was sourced from the official Higher Education Database (PDDIKTI) website, revealing that there are 503 permanent lecturers in the S1 Economics Study Program at Private Universities (PTS) in Riau Province. This total served as the study's population. To select the sample size, the Slovin formula was applied with a 10% margin of error, calculated as follows:

$$n = \left(\frac{N}{1 + N\,(e)^2}\right)^1$$

$$n = \left(\frac{503}{1+503\,(0.1)^2}\right)^1 = \left(\frac{503}{1+5.03}\right)^1 = \left(\frac{503}{6.03}\right)^1 = 83.41$$

However, to improve data accuracy and anticipate invalid data, the researcher set the minimum number of respondents at 97 people. This number exceeds the results of Slovin's calculation and is considered sufficient for generalization of the results. The sampling technique used stratified random sampling, where respondents were divided based on college origin for even data representation (Mitani et al., 2021; Tharaba et al., 2025; Triveni et al., 2024). The questionnaire was distributed through online media using Google Form, which was sent directly to the email address or WhatsApp group of economics study program lecturers at various PTS. Prior to distribution, the questionnaire was pretested on 10 respondents to test the validity and reliability of the instrument.

This stage is the core of the research, where the results of data processing are analyzed and compared with hypotheses and previous research findings. The analysis is carried out to see the direct and indirect effects between variables. In this section, researchers also describe important findings, theoretical and practical implications, and provide interpretations of the tested model. The results of this discussion are then compiled into a scientific article report as the final output of the research.

RESULTS AND DISCUSSION

Analysis of Respondent Descriptions

To understand the characteristics of the respondents involved in this study, a descriptive analysis was carried out covering several demographic aspects, including gender, age, education level, teaching experience, functional tenure, and academic rank. This demographic profile provides important context for interpreting the research findings, particularly in relation to factors that influence lecturer performance. The summary of respondent characteristics is presented in Table 1 below.

Table 2 Analysis of Respondent

Item	Frequency	Percentage
Gender		
Male	46	47%
Female	51	53%
Age		
26–35 years	26	27%
36–45 years	45	46%
46–55 years	21	22%
≥56 years	5	5%
Education		
Master's (S2)	88	91%
Doctorate (S3)	9	9%
Teaching Experience		
0–5 Years	42	43%
6–10 Years	38	39%
11–15 Years	13	13%
>20 Years	4	5%
Functional Tenure		
0–5 Years	74	76%
6–10 Years	20	21%
11–15 Years	3	3%
Academic Rank		
Assistant Expert	18	19%
Lecturer 200	17	18%
Lecturer 300	59	61%
Head Lecturer/Other	3	3%

Based on Table 2, the majority of respondents were female (53%), while male respondents made up 47%. Most respondents were in the 36–45 years age group (46%), followed by those aged 26–35 years (27%), and 46–55 years (22%). Only 5% of respondents were over 56 years old. In terms of education, the dominant academic qualification was a Master's degree (S2), accounting for 91% of the respondents, while only 9% held a Doctorate (S3). Regarding teaching experience, most respondents had 0–5 years of teaching experience (43%), followed by 6–10 years (39%), and a smaller portion had 11–15 years (13%) or more than 20 years

(5%). For functional tenure, the majority (76%) had 0–5 years, indicating many were still relatively new in their academic rank. Finally, in terms of academic rank, most respondents held the title of Lecturer 300 (61%), followed by Assistant Expert (19%) and Lecturer 200 (18%), with only a small portion (3%) holding higher or other ranks such as Head Lecturer.

Data Analysis

To guarantee that the measurement model aligns with necessary standards for validity and reliability, an evaluation of indicator loading, multicollinearity, and internal consistency was performed. This entails examining the values of outer loading, Variance Inflation Factor (VIF), Cronbach's Alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE). These indicators ensure that each construct is measured with accuracy and consistency. The comprehensive outcomes of the convergent validity and reliability test are displayed in the table below.

Table 3 Reliability Analysis and Convergent Validity

Construct	Item	Loading	VIF	CA	CR	AVE
Organizational Culture	OC1	0.884	2.446	0.918	0.922	0.804
	OC2	0.898	3.150			
	OC3	0.950	2.902			
	OC4	0.891	3.937			
Institutional Policy	IP1	0.919	2.781	0.857	0.859	0.778
	IP2	0.851	1.918			
	IP3	0.875	2.238			
Information Technology	IT1	0.903	3.773	0.946	0.948	0.822
	IT2	0.889	3.513			
	IT3	0.910	4.041			
	IT4	0.941	3.982			
	IT5	0.890	3.333			
Lecturer Performance	LP1	0.923	2.194	0.849	0.858	0.868
	LP2	0.940	2.194			

Construct validity and reliability are important aspects of research instrument development to ensure that the measurement tool actually measures the intended concept consistently and accurately. Construct validity is generally tested using the Confirmatory Factor Analysis (CFA) method, which allows researchers to assess the suitability between empirical data and the theoretical model that has been formulated. Indicators are declared valid if they have a significant factor loading value, usually above 0.5, and a t-statistic value above 1.96. In addition, goodness-of-fit indices such as Chi-Square, CFI, TLI, RMSEA, and SRMR are also used to ensure the model has an adequate fit to the data (Adetya et al., 2025). Thus, construct validity testing strengthens the theoretical and empirical basis of the research instruments.

Meanwhile, construct reliability refers to the internal consistency of the

measuring instrument, which is measured using Composite Reliability (CR) as a more accurate alternative to Cronbach's Alpha in the context of confirmatory factor analysis. The generally accepted CR value is above 0.7, indicating that the construct can produce stable and consistent measurement values if the instrument is used repeatedly(Gruijters et al., 2021; Puspitarini, 2025). This reliability evaluation is also important to ensure that there are no indicators that weaken the overall quality of measurement, so that the data obtained can be relied upon for further analysis. Therefore, a combination of comprehensive construct validity and reliability tests is an absolute requirement in ensuring the quality of research instruments.

Table 4 Fornell-Lacker Criterion Results

	IP	IT	LP	OC
Institutional Policy	0.882			
Information Technology	0.859	0.907		
Lecturer Performance	0.789	0.804	0.932	
Organizational Culture	0.839	0.823	0.812	0.897

The table depicted above presents the findings of the discriminant validity assessment, employing the Fornell-Larcker Criterion approach for four study constructs: Institutional Policy (IP), Information Technology (IT), Lecturer Performance (LP), and Organizational Culture (OC). This assessment aims to confirm that each construct measures distinct concepts and there is no overlap among the latent variables. The bold diagonal values (e.g., IP = 0.882; IT = 0.907; LP = 0.932; OC = 0.897) represent the square roots of the Average Variance Extracted (AVE) for each construct. These must exceed the correlation values found between constructs in their respective rows and columns. Observing the table, it is evident that all diagonal values are indeed higher than the correlations between constructs in the corresponding column/row. This demonstrates that each construct possesses strong discriminant validity, meaning the constructs in this research are clearly differentiated from one another. Consequently, it can be concluded that the measurement model satisfies the discriminant validity requirements as per the Fornell-Larcker criteria (Tut Wuri Handayani et al., 2025).

Structural Analysis

To understand the relationship between constructs in this research model more comprehensively, a structural model analysis was conducted using the SmartPLS 4 application. This analysis aims to test the magnitude of the direct and indirect effects between constructs in the model, as well as to see the contribution of each variable to the dependent variable. The following figure presents a path diagram of the structural model estimation results that illustrates the direction and strength of the relationship between constructs, complete with the path coefficient value and R-square value for each endogenous construct.

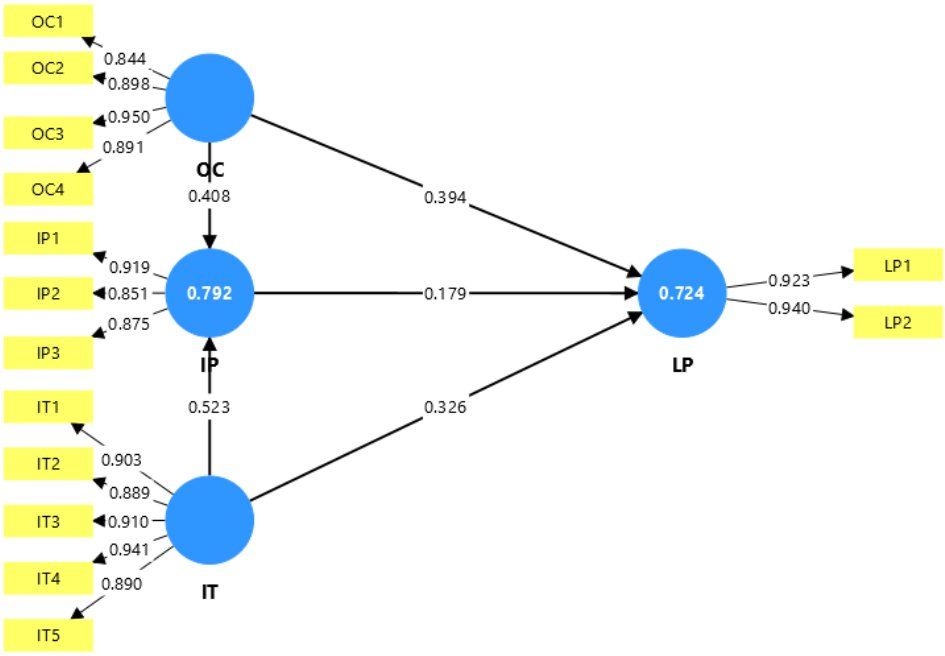

Figure 2 SEM-PLS Calculation Results

During the bootstrapping process, you'll gather the original sample value, along with the mean, standard deviation, t-statistic value, and p-value. These results from bootstrapping are essential for assessing the significance of a hypothesis. The p-value specifically serves as a guide for determining the significance level, helping you decide whether to accept or reject the hypothesis.

Table 5 Hypothesis Test

Hipotesis	O	Mean	SD	T Statistics	P Values
H1: OC → IP	0.403	0.405	0.084	4.849	0.000
H2: IT → IP	0.523	0.525	0.082	6.413	0.000
H3: IP → LP	0.179	0.188	0.121	1.481	0.139
H4: OC → LP	0.394	0.388	0.108	3.638	0.000
H5: IT → LP	0.326	0.325	0.133	2.456	0.014
H6: IT → IP → LP	0.094	0.100	0.069	1.349	0.177
H7: OC → IP → LP	0.073	0.074	0.050	1.458	0.145

Based on the results of bootstrapping analysis using SmartPLS 4, hypothesis testing in the structural model is carried out to determine the direct and indirect effects between constructs. The test results show that hypotheses H1 (the effect of Organizational Culture on Institutional Policy) and H2 (the effect of Information Technology on Institutional Policy) are accepted with t-statistics values of 4.849 and 6.413 respectively and p-values of 0.000, which indicates a statistically significant effect. Similarly, hypotheses H4 (influence of Organizational Culture on Lecturer Performance) and H5 (influence of Information Technology on Lecturer Performance) are also significant with p-values below 0.05. In contrast, hypothesis H3 (the effect of Institutional Policy on Lecturer Performance) along with mediation hypotheses H6 and H7 are not significant, because the t-statistics value is below 1.96 and p-values are more than 0.05, thus not supporting the existence of a meaningful

direct or mediating effect of Institutional Policy on Lecturer Performance.

Interpretasi hasil ini mengindikasikan bahwa Organizational Culture dan Information Technology secara langsung berperan positif dan signifikan dalam membentuk Institutional Policy dan meningkatkan Lecturer Performance. Namun, Institutional Policy tidak menunjukkan pengaruh signifikan terhadap Kinerja Dosen dalam model ini, baik secara langsung maupun melalui jalur mediasi. Temuan tersebut penting dalam memberikan arah bagi perbaikan kebijakan dan pengembangan teknologi informasi untuk mendukung kinerja dosen secara lebih efektif.

The interpretation of this result indicates that Organizational Culture and Information Technology directly play a positive and significant role in shaping Institutional Policy and improving Lecturer Performance. However, Institutional Policy does not show a significant effect on Lecturer Performance in this model, either directly or through mediation. These findings are important in providing direction for policy improvement and information technology development to support lecturer performance more effectively.

Hypothesis 1 (H1): Organizational Culture → Institutional Policy the findings indicated that organizational culture positively and significantly impacts institutional policies (path coefficient = 0.403; $p < 0.001$). This result aligns with earlier research by(Arif Wicaksono et al., 2025; Sailan Masunka et al., 2022), which affirms that organizational culture can influence and reinforce institutional policies through the shared values and norms embraced within the organization. A strong organizational culture lays the groundwork for developing policies that align with the institution's vision and mission, facilitating their effective implementation.

Hypothesis 2 (H2): Information Technology → Institutional Policy testing this hypothesis also obtained significant results with a path coefficient of 0.523 ($p < 0.001$), indicating that information technology plays an important role in supporting institutional policies. Similar research by (Berardi et al., 2024) found that good information technology utilization facilitates the preparation and implementation of policies through an integrated system, so that institutional policies can be adapted quickly to environmental changes and academic demands. This shows that investment in information technology is a strategic factor for the effectiveness of higher education policies.

Hypothesis 3 (H3): Institutional Policy → Lecturer Performance the effect of institutional policy on lecturer performance was not significant in this study ($p = 0.139$). This finding is in line with the research of (NurhasanahHendriani et al., 2025; Sulistiasih & Widodo, 2025)which also showed that institutional policies alone do not necessarily have a direct impact on lecturer performance without being supported by other factors such as organizational commitment and lecturer competence. This indicates that policies need to be translated into concrete support and a conducive work environment in order to improve lecturer performance in real terms.

Hypothesis 4 (H4): Organizational Culture → Lecturer Performance

organizational culture has a positive and significant effect on lecturer performance (path coefficient = 0.394; $p < 0.001$). This finding supports the study results of (Mursidah et al., 2023; Rofifah et al., 2021; Sari et al., 2025) which show that a strong and positive work culture increases the motivation and productivity of lecturers in carrying out their academic duties. A healthy organizational culture is able to create a work climate that supports collaboration, innovation, and professionalism which has a direct impact on improving lecturer performance.

Hypothesis 5 (H5): Information Technology → Lecturer Performance the effect of information technology on lecturer performance is also significant (path coefficient = 0.326; $p = 0.014$). This is in accordance with previous research which states that the use of information technology accelerates access to learning resources and academic administration so as to support lecturers in improving the effectiveness of teaching and research. Thus, information technology not only improves policies but also directly contributes to improving lecturer performance.

Hypothesis 6 & 7 (H6, H7): Institutional Policy Mediation testing the institutional policy mediation path between information technology and organizational culture on lecturer performance showed insignificant results ($p > 0.1$). This means that institutional policy is not an effective mediator in the relationship in the context of the research conducted. This condition is also supported by research from (Asmawati et al., 2025b; Suyuthi et al., 2025; Tri Wahyuni Maduretno, 2025) which emphasize that the role of policy in improving lecturer performance must be supported by realistic implementation and active participation of lecturers and responsive management.

CONCLUSION

This study has demonstrated that organizational culture and information technology each have a significant positive effect on institutional policy and directly enhance lecturer performance within the undergraduate Management program at a private university. The findings confirm that a strong organizational culture fosters alignment and consistency in institutional policies, while effective information technology supports the development and implementation of such policies. Moreover, both cultural and technological factors contribute directly to improving lecturers' performance, highlighting their vital roles as drivers of academic effectiveness.

Contrary to expectations, institutional policy does not exert a significant direct influence on lecturer performance, nor does it mediate the relationship between organizational culture or information technology and lecturer performance. This suggests that while policies serve as formal guidelines, their impact on performance may depend on other unexamined factors such as individual motivation, leadership styles, or resource availability. Therefore, efforts to improve lecturer performance should prioritize strengthening organizational culture and enhancing technological infrastructure. Institutional policies alone may be insufficient without practical implementation measures that engage and support lecturers effectively. Overall, the

integrated examination of these constructs offers valuable insights for private universities seeking to elevate academic quality and lecturer productivity.

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