

# TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, QUALITY ASSURANCE, AND ORGANIZATIONAL PERFORMANCE: CASE STUDY IN ISLAMIC HIGHER EDUCATION INSTITUTIONS (IHEIS)

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**Abstract:** This study aims to examine the relationship between transformational leadership, organizational culture, quality assurance, and organizational performance. It also examined the mediating effect of quality assurance in the relationship between transformational leadership and organizational performance, and between organizational culture and organizational performance. The instruments in the form of Google forms were distributed to employees who work in quality assurance units in several public and private Islamic higher education institutions for 6 months, June-December 2019. 128 Data were processed and analyzed out of 135 data collected. The five-point Likert scale was used to assess the variables and to measure the items. Furthermore, Partial Least Square (PLS) was used to test the proposed hypotheses. This study found that the relationship between transformational leadership and organizational performance both directly and indirectly through quality assurance was not significant. Transformational leadership also did not affect quality assurance. On the other hand, organizational culture was proven to be able to influence high organizational performance and quality assurance. Besides, quality assurance could not mediate the relationship between transformational leadership and organizational performance, but it can positively and significantly mediate in the relationship between organizational culture and organizational performance. The results provided by this study provide the understanding and linking among transformational leadership, organizational culture, quality assurance, and organizational performance among Islamic higher education institutions (IHEIs). While the extent of leadership research has conducted in manufactures organizations, this study shifted the focus of attention to the religious-based institutions (IHEIs).

**Keywords:** transformational leadership, organizational culture, quality assurance, organizational performance, Islamic higher education institutions.

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Higher education institutions (HEIs) have been linked to the prosperity and development achieved by countries in the world (Ibrahim et al., 2018; Prakash, 2018). To achieve that goal, HEIs must continually learn, respond, and adapt to the rapidly changing world environment. Likewise, in industrial competition, universities experience serious pressure by changes and the competitive nature of the new environment. Besides, dynamic market forces encourage HEIs to continue to adapt to remain relevant and competitive (Gasiūnaitė-Binkienė, 2018; Lyytinen et al., 2017). In this case, Higher Education needs to be more flexible in facing strategic uncertainty (Shawyun, 2016; Tasopoulou and Tsiotras, 2017). Therefore, all tertiary education, including Islamic Higher Education (IHEI) institutions, are required to provide academic programs that are developed following the needs of current students, the labor market, and other business needs.

Indonesia, to respond to the high expectations of society for HEIs, seeks to improve the performance of higher education through education management policies. The aim is to emphasize quality in the process of organizing and implementing education. The awareness of the importance of the role in developing and building the quality of human resources in Indonesia, made the Indonesian government issued Government Regulation number 19 of 2005 concerning National Education Standards issued on May 16, 2005, which became the starting point for improving the performance standards of HEIs. Thus, the fulfillment of these standards is a measure of the quality of HEIs (Dikti, 2010). The Directorate General of Higher Education, in the next phase, published the Guidelines for Implementing Higher Education Quality Assurance in 2008. The manual was revised and updated in 2010 by adjusting to the conditions and evaluation results of the organization of quality assurance in the previous year with the title Guidelines for Quality Assurance for higher education.

To find out the development performance of all higher education institutions in Indonesia, the Directorate General of Higher Education requires all universities to fill out a Study Program Evaluation Report Based on Self Evaluation (Dikti, 2010).

Evaluation results can be seen directly by stakeholders. They can judge for themselves the quality of a HEIs. Besides, to encourage HEIs to improve their performance, the government also continues to encourage them to adopt and follow external quality assurance standards both nationally and internationally such as accreditation, ISO standards, and world-class universities and credible audit and assessment institutions at the ASEAN, Asia, and even at the international level. It aims to produce quality HEIs and to produce excellent graduates.

HEIs and IHEIs, both have a different orientation in principle. Meanwhile, HEIs refers to the ministry of education and culture, while IHEIS is under the authority of the ministry of religion. Due to these differences, several rules and policies for institutional development are also different. This also has implications for differences in performance between the two institutions and the second, from the aspect of performance, tends to require more serious development than the first one from the factors of leadership, academic culture, and quality of education (Said et al., 2014).

IHEIs in Indonesia operate sub-optimal quality assurance. In other words, they only carry out administrative processes to meet accreditation targets. In general, there are several obstacles in the implementation of university quality assurance such as leadership capabilities, low commitment from leaders and lecturers, low competence of lecturers, and low quality of services to students (Nirmalawati, 2009). To answer these IHEIs issues, quality assurance in education is vital and urgent.

To ensure quality assurance is well implemented at IHEIs, effective leadership is needed. According to Robbins (2009), leadership is one important factor that can improve organizational performance. It can also be interpreted that the successful implementation of quality assurance, in this context as part of the organizational units, depends on the extent to which leadership in an organization is applied effectively and efficiently in the organization.

Transformational leadership based on a lot of literature has a positive role and has a significant influence on improving organizational performance.

Empirically, the relationship between transformational leadership and individual and organizational performance has been a long-standing concern in the literature. Samad (2012), Birasnav (2014), Garcia-Morales, et al. (2008), and Xenikou and Simosi (2006), found a positive and significant relationship and influence between transformational leadership and organizational performance. However, a leader is always not easy in carrying out his role in directing and controlling every individual in the organization (Vargas, 2015). Therefore, in the movement of the organization, the wheel is always dynamic and develops at any time following the context and culture that is formed in each period of leadership.

Organizational culture (OC) has also been linked to organizational performance (OP). OC is a key determinant in promoting critical thinking that facilitates innovation (Pietersen, 2017). However, not all previous studies have managed to find a relationship between OC and OP (Yu and Wang, 2018). Of course, OC has been identified as not only important in improving organizational performance but also for innovation and adaptation in HEIs. Therefore, there is a need to explain its role and impact in improving IHEI's performance. In practical implementation, organizational culture has been blamed and credited for organizational failure and unsuccessful performance. Thus, organizational culture must be developed in a sustainable development in which a successful organization seeks to meet customer quality perceptions to improve customer satisfaction and organizational performance.

Recent literature reviews have explored themes that drive organizational performance, especially HEIs performance such as effective leadership (Alonderiene and Majauskaite, 2016; Awuzie and Emuze, 2017; Spendlove, 2007), organizational culture (Haryono and Arafat, 2017; Ibrahim et al., 2018; Imam et al., 2013), and quality assurance (López et al., 2015; Lyytinen et al., 2017; Martin, 2016; Mourad, 2017; Prakash, 2018; Sadler, 2017; Santos and Dias, 2017; Tam, 2001; Yingqiang and Yongjian, 2016). However, some literature fails to prove that leadership has an influence on performance (Sihombing et al., 2018) and organizational culture (Shiva and Suar, 2012). Additionally, a study of the

relationship between leadership, culture, and quality assurance is still not exhaustive. Hence, this study will fill gaps in the case, primarily by testing quality assurance as a mediator of the relationship between transformational leadership and organizational culture and organizational performance at IHEIs.

## LITERATURE REVIEW

### Transformational Leadership

The transformational leadership model essentially emphasizes the important role of leaders in motivating their subordinates to carry out more responsibilities than expected (Bass and Avolio, 1994). Transformational leaders must be able to define, communicate, and articulate the vision of the organization. In this regard, subordinates must accept and acknowledge the credibility of their leaders. Besides, transformational leaders have the charisma and strategic role in bringing the organization to achieve its goals.

Transformational leadership, in general, is identified as leadership that pays attention to the problem of achieving changes in values, beliefs, attitudes, behavior, emotions, and the needs of subordinates to better change in the future. Leaders who use transformational leadership are agents of change that transform the organization and its stakeholders in its entirety to achieve optimal and maximum performance (Idris and Adi, 2019; Yildirim and Birinci, 2013).

Yukl (2005), suggested that transformational leaders make followers more aware of the interests and values of the work and persuade followers not to put their interests first for the organization. Leaders develop followers' skills and beliefs to prepare them to get more responsibility in an organization that gives authority. Leaders provide support and encouragement when needed to maintain enthusiasm and efforts to deal with obstacles, difficulties, and fatigue. With transformational leadership, followers feel trust, admiration, loyalty, and respect for leaders, and they are motivated to do more than was originally expected of them.

Transformational leaders are leaders who inspire their followers to put aside their interests for the good of the organization and they can have an

extraordinary influence on their followers. They pay attention to the self-development needs of their followers, change followers' awareness of existing issues by helping others see old problems in new ways, and can please and inspire followers to work hard to achieve common goals (Bass and Avolio, 1994). The ability of transformational leaders to change the value system that is in followers by developing some or all of the factors that become dimensions in transformational leadership, such as charisma or idealized influence, inspirational motivation, intellectual development or intellectual stimulation, and personal attention or individualized consideration.

### **Organizational Culture**

Since the last two decades, the attention of business experts on organizational culture has been enormous. Culture is an integrated pattern of human behavior, consisting of thoughts, language, deeds, and other cultural products. Organizational culture influences the way employees do their work in the organization (Sani et al., 2018; Yu and Wang, 2018). Organizational culture influences the attitudes and behavior of all members of the organization. A strong culture in an organization can provide coercion or encouragement to its members to act or behave as expected by the organization (Tan, 2019).

Robbins and Timothy (2009), stated that culture is a system of shared meanings shared by members of an organization that distinguishes the organization from other organizations. Furthermore, they added that organizational culture is a system of values obtained and developed by the organization and patterns of habits and basic philosophies of its founders, which are formed into rules that are used as guidelines in thinking and acting in achieving organizational goals. A culture that grows to be strong can drive the organization towards better development (Sani et al., 2018).

Robbins (2006), stated that organizational culture has different characteristics from one another. There are seven primary characteristics of organizational culture including innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and sta-

bility. Organizational culture is the differentiator between one organization and another. This culture will encourage someone to behave in a certain organization. Culture can affect all the activities of employees in the organization whether they work, how to look at work, work with colleagues, and look to the future.

### **Quality Assurance**

Some experts and organizations define that quality is the whole plan and systematic actions that are important to provide the confidence used to satisfy certain needs of quality (Ariani, 2003). These needs are a reflection of customer needs that need to be achieved, maintained, and improved so that it becomes a quality service. ISO international standardization institute provides a quality assurance definition as part of management in the form of planning and systemic activities that are focused on assuring that quality requirements have been met (Alzafari and Ursin, 2019). Meanwhile, the regulation of the Minister of National Education No. 63 of 2009 concerning Education quality assurance describes education quality assurance as a systemic and integrated activity by educational units or programs, organizers of educational units or programs, local governments, governments, and the community to increase the intelligence level of the nation's life through education (Permendiknas, 2009).

Quality assurance is all planned and systematic actions that are implemented and demonstrated to provide sufficient confidence that the resulting product will satisfy customer needs for a certain level of quality (Prakash, 2018). Quality assurance aims, according to Yoke in Ariani (2003) are; a) To help continuous improvement through best practices and willing to innovate, b) To make it easier to get help, financial loans take the form of facility assistance from strong and trusted institutions, c) To provide information to the community according to their targets and time consistently, d) To guarantee that there will be no unwanted actions.

Zeithaml et al. (1996), based on research on several types of service companies, identified five groups of characteristics used by customers in evaluating service quality. The five characteristics are

tangibles which include physical facilities, equipment, employees, and means of communication; reliability, the ability to meet the promised service immediately and satisfactorily; responsiveness, the desire of staff to help customers and provide services responsively; assurance, including the ability, courtesy, and trustworthiness of staff that is free from the danger of risk or doubt; and finally empathy includes the ease of having good communication relationships, and understanding the needs of customers.

### Organizational Performance

One of the organizational goals is to maintain a competitive advantage and achieve high performance. Organizational performance is a reflection of the way the organization in maximizing tangible assets and intangible assets of the organization to achieve its objectives (Robbins and Timothy, 2009). Performance is the result of the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given (Kim and Chang, 2019). Besides, performance is the result achieved by someone according to the measurement that applies to the work (Ýpcan et al., 2014). Performance can also be a measure that can be used to determine the comparison of the results of the implementation of tasks, responsibilities given by the organization in a certain period and can be used to measure organizational performance (Yu and Wang, 2018).

There are two ways to measure performance including non-financial performance measurement and financial performance measurement (Pituringsih, 2011). Besides, Supriyanto (2008), revealed that the measurement of higher education performance is based on the realization of the Tridharma of Higher Education within a certain time. Brodjonegoro (2004), also indicates that to improve the competitiveness of higher education such performance indicators are needed: a) quantity and quality of new students and graduates, b) the quantity and quality of research, and c) the quantity and quality of community service. The higher the quantity and quality of the implementation of the Tridharma of Higher Education carried out by lecturers, the higher the level of performance of higher education. Thus,

higher education performance includes non-financial performance (which consists of the level of accreditation, the number of student admissions each year, the number of student graduations, and the implementation of Tridharma) and financial performance, can be seen from the large level of income (consisting of the number of student admissions each year and acquisition of research grants) and expenses (Pituringsih, 2011).

### Transformational Leadership, Quality Assurance, and Organizational Performance

Transformational leadership is one important factor to improve organizational performance. Good leaders are those who can accommodate the interests of subordinates and can increase the awareness of subordinates to accept the vision and mission of the organization far beyond their interests. Various empirical studies state that there is a relationship between transformational leadership and organizational performance (Alonderiene and Majauskaitė, 2016; Birasnav, 2014; Deinert et al., 2015; Ebrahimi et al., 2016; Samad, 2012). Morales, et al. (2008) also research with the same focus, transformational leadership relationships, and organizational performance by adding mediating variables to organizational learning and innovation. In both studies, they prove a positive and significant relationship. Besides, Xenikou and Simosi (2006), get different findings, the relationship between transformational leadership and organizational performance is mediated by organizational culture.

Related to the relationship between transformational leadership, quality assurance, and organizational performance, Marasabessy (2008), Abroza (2015), Asy'ari (2013), and Lestari (2012), find evidence that there is a positive influence between leadership developed by leaders on the successful implementation of quality assurance and organizational performance, both directly and indirectly. Furthermore, Supriyanto (2008), who investigated the quality assurance model implemented at Muhammadiyah Higher Education found that the implementation model which was contextual and supported the organizational culture in each higher education became a determinant factor that could improve performance.

**Organizational Culture, Quality Assurance, and Organizational Performance**

The system of values or norms that exist within an organization is a guide for members of the organization to behave and run the wheels of the organization in accordance with the goals that have been set together (Robbins, 2006). All members of the organization work according to a culture that is mutually agreed upon within the organization. Xenikou and Simosi (2006), Marasabessy (2008), Yu and Wang (2018), Tan (2019), Sihombing et al. (2018) and Polychroniou and Trivellas (2018) proved that culture plays an important role in improving organizational performance. This is supported by Shiva and Suar (2012) and Yildirim and Birinci (2013), which also explicitly found that culture has a direct influence on organizational performance. Ibrahim et al. (2018), Abroza (2015), and Asy'ari (2013),

also found that the culture that developed in universities had a very significant role in improving organizational performance.

Related to the relationship between organizational culture and quality assurance, Christianingsih (2011) and Lestari (2012), found that to be able to implement the system properly within an organization, it needed a culture that could support the implementation of the system. Quality assurance directly or indirectly can be implemented properly and optimally, if supported by a good organizational culture (Al-Dhaafri et al., 2016; Alghamdi, 2018; Alzafari and Ursin, 2019).

Based on theoretical and empirical descriptions related to the relationship of transformational leadership, organizational culture, quality assurance, and organizational performance, the conceptual framework proposed is as follows:

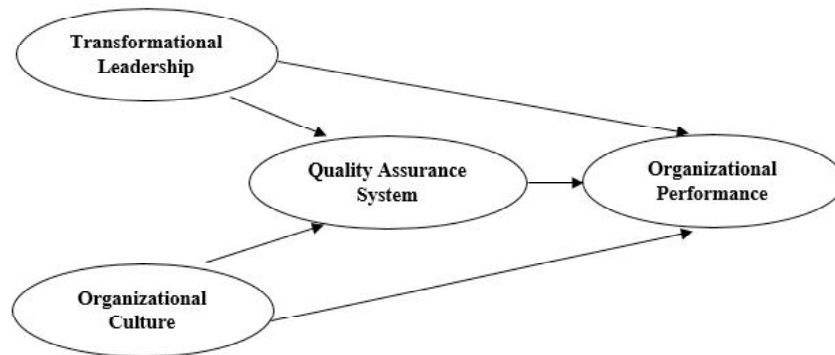


Figure 1 Conceptual Framework

- Hypothesis 1 : Transformational leadership influences organizational performance
- Hypothesis 2 : Transformational leadership influences quality assurance
- Hypothesis 3 : Quality assurance influences organizational performance
- Hypothesis 4 : Quality assurance mediates the relationship between transformational leadership and organizational performance
- Hypothesis 5 : Organizational culture influences organizational performance

- Hypothesis 6 : Organizational culture influences quality assurance
- Hypothesis 7 : Quality assurance mediates the relationship between organizational culture and organizational performance.

**METHOD**

The framework in higher education in Indonesia has several characteristics consisting of two basic fields, Islamic higher education, and Non-Islamic higher education. Islamic Higher Education (IHEIs), which is of concern of this study, including

STAIN (State Islamic School), STAIS (Private Islamic School), IAIN (State Islamic Institute), IAIS (Private Islamic Institute), and UIN (State Islamic University), UIS (Private Islamic University). These institutions are systematically intended to convey Islamic teachings, although the curriculum also consists of secular science (Supriyanto, 2008).

This research is categorized into explanatory research. Instruments in the form of Google forms are distributed to employees who work in quality assurance units in several public and private Islamic higher institutions for 6 months, June-December 2019. 128 Data were processed and analyzed out of 135 data collected, several respondents did not complete the questionnaire.

Transformational leadership (X1) is an independent variable with indicators consisting of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration. Organizational culture (X2) is also an independent variable with indicators including norms, discipline, stability, attitude, and aggressiveness (Mano, 2014). Meanwhile, organizational performance (Y) is a dependent variable with indicators consisting of financial perfor-

mance measurement and non-financial performance measurement (Pituringasih, 2011). Meanwhile, quality assurance (Z) is a mediating variable that has indicators including tangibles, reliability, responsiveness, assurance, and empathy (Zeithaml et al., 1996). All indicators of this variable are measured using 5 Likert scales (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Additionally, data were analyzed using the Partial Least Square-Structural Equation Model (PLS-SEM).

**RESULTS**

**Model Measurement**

The first step in PLS analysis is to assess the validity and reliability of the constructor model. In this context, the measurement of validity can be assessed through convergent and discriminant validity. Convergent validity is seen from the value of Loading Factor and Average variance extracted (AVE). The instrument will be considered valid if it meets the assessment standards above 0.6 (Ghozali, 2006) and AVE values above 0.5 (Chin, 1995). The value of convergent validity is presented as follows.

**Table 1 The Value of Loading Factors for All Variables**

Variables	Indicators	Loading Factor	Cut off	Inf.
Transformational Leadership (X1)	X1.1	0.726	0.6	Valid
	X1.2	0.710	0.6	Valid
	X1.3	0.768	0.6	Valid
	X1.4	0.733	0.6	Valid
Organizational Culture (X2)	X2.1	0.748	0.6	Valid
	X2.2	0.766	0.6	Valid
	X2.3	0.732	0.6	Valid
	X2.4	0.767	0.6	Valid
	X2.5	0.670	0.6	Valid
Quality Assurance (Z)	Z.1	0.808	0.6	Valid
	Z.2	0.817	0.6	Valid
	Z.3	0.773	0.6	Valid
	Z.4	0.768	0.6	Valid
	Z.5	0.783	0.6	Valid
Organizational Performance (Y)	Y1	0.711	0.6	Valid
	Y2	0.810	0.6	Valid

Table 1 shows that the loading factor exceeds the value of 0.6 ranging from 0.710 to 0.817, which indicates adequate validity from all variables. The value of loading factors exceeds the minimum criteria, which means that all variables are valid. It can be concluded that the model is used to explain the relationship of all indicators with their latent variables, transformational leadership, organizational culture, quality assurance, and organizational performance is declared valid as it has fulfilled the criteria for measuring convergent validity > 0.6.

**Discriminant Validity**

Discriminant validity is calculated using cross-correlation with the criteria of an indicator declared valid in measuring the corresponding variable if the loading factor value in a corresponding variable is greater than the correlation value of the indicator on other variables (Ghozali, 2006). The results of the discriminant validity test are presented in Table 3.

Table 2 indicates that the overall value of the indicators of the leadership variable results in a greater loading factor compared to the cross-correlation or the loading factor value of each of the other indicator items on different variables. There-

fore, this shows that each indicator can be declared capable of measuring latent variables that correspond to the indicators.

**Reliability**

To find out the construct reliability there are several tests such as discriminant reliability (AVE), Cronbach alpha, and composite reliability. The criteria for each test are constructs stated to be reliable if discriminant reliability (AVE) has values above 0.5, Cronbach alpha above 0.6, and composite reliability above 0.7 (Ghozali, 2006). The results of the discriminant reliability test (AVE, Cronbach alpha, and composite reliability) are presented in Table 3.

Table 3 informs that the AVE value of all variables has a value above 0.5 (informal leadership = 0.57, organizational culture = 0.54, quality assurance = 0.62, and organizational performance = 0.58). Meanwhile, the Cronbach Alpha value on each variable has a value exceeding 0.6 (transformational leadership = 0.89, organizational culture = 0.90, Quality assurance = 0.85, and Organizational performance = 0.82). Meanwhile, the value of composite reliability on each variable shows, exceeding the required requirements, above 0.7, such as trans-

**Table 2 The Results of Discriminant Validity**

Variables	Transformational Leadership	Organizational Culture	Organizational Performance	Quality Assurance
X1.1	<b>0.726</b>	0.364	0.505	0.241
X1.2	<b>0.710</b>	0.439	0.299	0.416
X1.3	<b>0.768</b>	0.483	0.422	0.357
X1.4	<b>0.733</b>	0.351	0.344	0.297
X2.1	0.567	<b>0.748</b>	0.610	0.570
X2.2	0.375	<b>0.766</b>	0.448	0.625
X2.3	0.509	<b>0.732</b>	0.530	0.659
X2.4	0.497	<b>0.767</b>	0.578	0.686
X2.5	0.174	<b>0.670</b>	0.444	0.501
Y1	0.303	0.499	<b>0.711</b>	0.338
Y2	0.583	0.607	<b>0.810</b>	0.404
Z.1.1	0.281	0.605	0.338	<b>0.808</b>
Z.1.2	0.442	0.677	0.411	<b>0.817</b>
Z.1.3	0.468	0.655	0.455	<b>0.773</b>
Z.1.4	0.350	0.608	0.332	<b>0.768</b>
Z.1.5	0.371	0.775	0.520	<b>0.783</b>



**Table 3 The Value of Cronbach Alpha, AVE, and Composite Reliability**

Variables	AVE	Cut off	Alpha Cronbach	Cut off	Composite Reliability	Cut off	Inf.
Transformational Leadership (X)	0.572	0.5	0.893	0.6	0.914	0.7	Reliable
Organizational Culture (X2)	0.544	0.5	0.907	0.6	0.922	0.7	Reliable
Quality Assurance (Z)	0.624	0.5	0.85	0.6	0.892	0.7	Reliable
Organizational Performance (Y)	0.584	0.5	0.822	0.6	0.875	0.7	Reliable

formational leadership (0.91), organizational culture (0.92), quality assurance (0.89), and Organizational Performance (0.87). This shows that all indicators can be declared reliable in measuring their latent variables.

**The Goodness of Fit Model**

The goodness of fit model is used to determine the ability of endogenous variables to explain the diversity of exogenous variables. In other words, to determine the contribution of exogenous variables to endogenous variables. The goodness of fit Model in PLS analysis is measured using Q<sup>2</sup> (Q-square predictive relevance). For more details, the results of data processing related to the Goodness of fit model are presented in Table 4.

**Table 4 The Goodness of Fits Model**

Variables	R <sup>2</sup>
Organizational performance	0.595 (59.5%)
Quality assurance	0.722 (72.2%)

$Q^2 = 1 - (1 - R1^2) \times (1 - R2^2)$   
 $Q^2 = 1 - (1 - 0.595) \times (1 - 0.722)$   
 $Q^2 = 1 - (0.405) \times (0.278)$   
 $Q^2 = 1 - 0.112$   
 $Q^2 = 0.888 (88.8\%)$

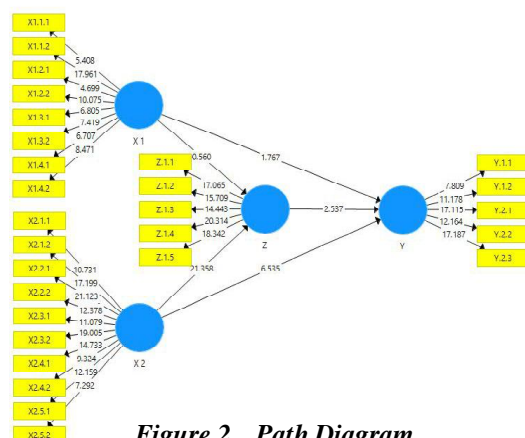
R<sup>2</sup> for Organizational Performance has a value of 0.595 or 59.5%. This shows that the Organizational Performance variable can be explained by transformational leadership, organizational culture, and quality assurance by 59.5%. Meanwhile, the remaining percentage of 40.5% is contributed by other variables beyond the concerns of this study.

Moreover, R<sup>2</sup> for quality assurance has a value of 0.722 or 72.2%. This shows that quality assurance can be covered by transformational leadership and organizational culture by 72.2%. Meanwhile, the remaining percentage of 27.8% is contributed by other variables outside this study.

Q<sup>2</sup> (Q-Square Predictive Relevance) of this study is 0.888 or 88.8%. This also means that the diversity of organizational performance variables can be explained by the overall model of 88.8%. In other words, the contribution of transformational leadership, organizational culture, and quality assurance to organizational performance amounted to 88.8%, while the remaining 11.2% was contributed by other variables that were not a concern in this study.

**Hypothesis Test**

After testing the validity, reliability testing, and research construct, the next step is testing the hypothesis. Hypothesis testing is intended to test the causality developed in the model, namely the influ-



**Figure 2 Path Diagram**

ence of exogenous variables on endogenous variables. Hypothesis testing here uses the T-statistic value, where the test criteria are if the T-Statistic value exceeds the T-Table (1.96), then it shows a significant effect. Hypothesis test results using PLS are presented in the following Figure 2.

Figure 2 shows that the overall correlation between variables is significant and some is insignificant. The transformational leadership relationship (X1) and organizational performance (Y) has a T-statistic value of 1,767, and quality assurance (Z) has a T-statistic value of 0.560. Thus, the correlation between transformational leadership and organizational performance, and quality assurance is not significant. This means that there is no influence between the two variables because the T-statistic is less than the value of t-table 1.96.

Meanwhile, the correlation between organizational culture (X2) and Organizational Performance has a t-statistic value of 6,535 and with quality assurance of 21,358. Meanwhile, the relationship of quality assurance (Z) and Organizational performance (Y) amounted to 2,537. This shows that the relationship between the three variables is significant because the results of the relationship between variables (t-statistic) exceed the t-table that is 1.96. Thus, it can be assumed that the results of testing the relationship and influence between variables are significant.

Table 5 indicates the results of testing the hypothesis in this study. In general, it can be concluded that of the seven hypotheses, three of them (hypotheses 3, 4, and 5) are significant. Meanwhile, the other hypotheses (Hypotheses 1, 2, 6) are not

significant. For the first hypothesis, the mean value is 0.209 with a t-statistic value of 1.767, less than 1.96. Meanwhile, the second hypothesis has a negative mean value of -0.032 and a T-statistic value of 0.560. Furthermore, the sixth hypothesis also did not meet the required standard with a mean value of 0.011 and a T-statistic value of 2.477. These three hypotheses have t-statistic values below the required criteria. Thus, these three hypotheses are rejected.

The hypothesis accepted in this study consists of four other hypotheses, hypotheses three, four, five, and seven. Hypothesis 3, organizational culture influences organizational performance, has a mean value of 0.880 with a statistical value of 6.535, above the required criterion value, 1.96. Whereas, the relationship between organizational culture and quality assurance in this study was accepted (mean = 0.870; t-statistics = 21.358). Also, the relationship between quality assurance and organizational performance was accepted with a mean value of 0.330 and a t-statistic = 2.537, exceeding of 1.96. Finally, quality assurance as a mediating variable also proved positive and significant with a positive value of 0.286 and a t-statistic of 2.477, more than enough to meet the required criteria.

To be included, there is no positive and significant influence between transformational leadership and organizational performance, and quality assurance (H1 and H2 are rejected), and quality assurance cannot mediate the relationship between transformational leadership and organizational performance (H6 is rejected). Meanwhile, organizational culture influences organizational performance and quality assurance (H3 and H4 are accepted). Addi-

**Table 5 The Result of Hypothesis Test**

No	Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Inf.
1	X1-Y	0.204	0.209	0.115	1.767	0.078	Insignificant
2	X1-Z	-0.035	-0.032	0.062	0.560	0.576	Insignificant
3	X2-Y	0.880	0.881	0.135	6.535	0.000	Significant
4	X2-Z	0.870	0.868	0.041	21.358	0.000	Significant
5	Z-Y	0.317	0.330	0.125	2.537	0.011	Significant
6	X1-Z-Y	0.011	0.011	0.023	0.481	0.631	Insignificant
7	X2-Z-Y	0.276	0.286	0.111	2.477	0.014	Significant

tionally, it can also mediate the relationship between organizational culture and organizational performance (H7 is accepted).

## DISCUSSION

### Transformational Leadership, Quality Assurance, and Organizational Performance

Transformational leadership, in some literature and empirical studies, has been claimed to influence organizational performance (Garcia-Morales et al., 2012; Samad, 2012). More specifically, transformational leadership can influence the fundamental behavior of organizational members, and can also create a shared vision to achieve organizational goals. Although the influence of transformational leadership to date has been substantial, in many empirical studies, influencing organizational performance, understanding the fundamental influences that are the main cause of the relationship requires a lot of further empirical studies, because this provides ample opportunities for new test results in that influence. Contrary to some previous research findings, the results of this study provide different results; transformational leadership has no significant effect on organizational performance, especially on the performance of Islamic higher education (IHEIs).

This finding is contrary to some previous studies that have been conducted. Some of the previous studies include Samad (2012), who has successfully conducted empirical tests on the relationship of transformational leadership and organizational performance; Birasnav (2014), also proves that there is a relationship between transformational leadership and knowledge management on organizational performance. Morales, *et al.* (2008) also found the influence of transformational leadership on organizational performance by adding organizational learning and innovation as mediation variables. This study also does not support the findings Xenikou and Simosi (2006), which found that there was a significant relationship between transformational leadership and organizational performance mediated by organizational culture, especially achievement orientation.

Regarding the relationship between transformational leadership and quality assurance empirically confirmed that this has not been proven to be

positive and significant. There is no significant effect between the influence of transformational leadership on quality assurance. This finding is contrary to research conducted by Marasabessy (2008), Abroza (2015) and Asy'ari (2013), which found evidence that there was a positive influence between the leadership developed by leaders on the successful implementation of quality assurance in higher education, which in turn led to improvements in overall organizational performance.

Based on the interpretation of the data also obtained the results that the tangible value has the highest average value and reliability, responsiveness, and assurance has the lowest average value compared to other indicators. This means that respondents consider those related to physical facilities and equipment supporting the system to be important points that must be considered more than the quality assurance factors that are implemented. This finding, quality assurance affects organizational performance, supports several previous studies that prove a positive and significant relationship between quality assurance and organizational performance (Abroza, 2015; Asy'ari, 2013; Marasabessy, 2008).

The study also found that quality assurance cannot mediate the relationship between transformational leadership and organizational performance. This shows that both directly and indirectly, transformational leadership does not affect organizational performance. It also shows that quality assurance only has a significant effect on organizational performance. Thus, the higher the implementation of quality assurance, the higher the performance of the organization.

### Organizational Culture, Quality Assurance, and Organizational Performance

Organizational culture positively and significantly influences organizational performance. These findings support previous empirical findings that confirm that culture which is the fundamental foundation of employees at work can encourage them to work in conditions that are conducive, innovative, and creative (Idris, 2019; Purwadita et al., 2018; A. Sani et al., 2018). Besides, rules and work discipline that are well systemized and become an orga-

nizational culture bring employees to a high level of performance that goes beyond their expectations (Marasabessy, 2008; Xenikou and Simosi, 2006). Shiva and Suar (2012) and Yildirim and Birinci (2013), also expressly found that culture has a direct influence on organizational performance.

The value of the indicator of aggressiveness has the highest average value and indicators of norms, discipline, and stability have the lowest average value when compared to other indicators. This means that respondents consider those related to integrity in work relationships to be an important point that must be considered more than the organizational culture factors that are implemented. This finding, organizational culture influences quality assurance, support several previous studies which found that to be able to implement the system properly within an organization, a culture needed to support the implementation of the system (Christianingsih, 2011; Lestari, 2012).

This study also found that quality assurance is proven to play a role as a mediating variable in the relationship between organizational culture and organizational performance. This shows that both directly and indirectly, organizational culture influences organizational performance. It also means that the better the implementation of quality assurance and the better the culture of the organization, the higher the performance of the organization. These findings support Xenikou and Simosi (2006), and Marasabessy (2008), which found that culture plays an important role in improving organizational performance. These findings also confirm Shiva and Suar (2012), which also expressly stated that culture has a direct influence on organizational performance. Besides, the culture that develops in universities has a very significant role in improving organizational performance (Abroza, 2015; Asy'ari, 2013; Yildirim and Birinci, 2013). Furthermore, to be able to implement the system properly within an organization, it needs a culture that can support the implementation of the system (Christianingsih, 2011; Lestari, 2012).

The findings theoretically illustrate that although some theories confirm that there is a significant influence between transformational leadership and

organizational performance, it does not necessarily justify that transformational leadership is the only predictor of organizational performance. The findings of this study have proven that at certain times transformational leadership may not have such a significant role in improving organizational performance. Besides, the results of this study provide new empirical evidence that transformational leadership does not always have a positive impact or significant influence in the process of implementing leadership patterns, leaders may apply different leadership patterns, such as transactional leadership, situational leadership, or other leadership patterns. Although the results of this study contradict the research conducted by Samad (2012); Birasnav (2014); Morales, et al., (2012) and (2008); Xenikou and Simosi (2006), this study justifies the findings of Verdigets (2008), who found that the relationship between transformational leadership and organizational performance was not significant.

The results of this study also theoretically justify that transformational leadership does not have a significant effect on quality assurance. In contrast to previous research conducted by Marasabessy (2008), Abroza (2015), and Asy'ari (2013), which found evidence that quality assurance affects organizational performance, the findings of this study prove the opposite relationship. Meanwhile, related to the significant relationship between organizational culture and organizational performance both directly and indirectly mediated by quality assurance, this study justifies several previous theories which show that organizational culture is an important predictor of the creation of systems that can encourage high organizational performance (López et al., 2015; Lyytinen et al., 2017; Martin, 2016; Mourad, 2017; Prakash, 2018; Sadler, 2017; Santos and Dias, 2017; Tam, 2001; Yingqiang and Yongjian, 2016).

This research can contribute to the organization to determine the policies and strategies implemented to optimize organizational performance. Especially for higher education institutions (HEIs) in Indonesia. Transformational leadership is not the only style of leadership that can be an effective driver for optimizing organizational performance, in cer-

tain situations and circumstances, leaders can use different leadership styles that are appropriate to the context and situations encountered in the organization. Organizational culture is a system of values that must be believed and carried out consciously by every member of the organization in running the wheels of the organization so that organizational performance can be maximized. Moreover, Quality assurance is one of the predictors that can improve organizational performance. It can be an organization's quality control in maintaining organizational performance to always be on track to achieve organizational goals.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Transformational leadership cannot always be a predictor of improving organizational performance, although there is influence the effect is not significant in improving organizational performance either directly or indirectly through quality assurance. Transformational leadership also cannot be the sole driver of high success in implementing quality assurance in higher education institutions. Quality assurance, as previously succeeded by researchers, has proven to be a trigger for high organizational performance. Quality assurance, in this study, cannot be a mediator of the relationship between transformational leadership and organizational performance. Quality assurance can only be a predictor of organizational performance. This theoretically provides new findings of the relationship between transformational leadership, quality assurance, and organizational performance. Therefore, practically, organizations both private and the public need to make flexible identification in the practice of leadership patterns applied in it to get effective and efficient results for the performance of the organization.

Organizational culture, as previously predicted, has also empirically proven to be one of the most important things in encouraging high organizational performance. The more employees who obey and discipline the rules of the organization, the higher the performance of the organization. Organizational

culture can also be a predictor of the effective implementation of quality assurance. The better the culture that develops, the better the implementation of quality assurance in the organization. Quality assurance can not only be a predictor of high organizational performance, but quality assurance can also be a mediator of the relationship between organizational culture and organizational performance. In other words, organizational culture does not only directly affect organizational performance, but also indirectly influences organizational performance through quality assurance. Thus, theoretically, the findings of this study confirm the positive and significant influence among organizational culture, quality assurance, and organizational performance. Hence, organizations must practically be able to develop an effective, creative, and innovative culture to be able to implement quality assurance and improve organizational performance.

### Recommendations

Although this research presented valuable findings into the Islamic higher education institutions, the results could not be considered in Indonesia as general, due to the population and sample was in East Java. Future researchers should consider a wider range of the population by using the relevant sampling technique. Besides, the next study can involve other variables such as organizational commitment, motivation, openness to changes, and responses to technological progress, to be able to provide variants of results and their effects on organizational performance especially for performance in Islamic higher education institutions (IHEIs).

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