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The Influence of Organizational Culture and Communication on Accreditation Ranking through Lecturer Performance at Islamic Higher Education Institutions (PIHEIs) in Jambi Province

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Abstract: Accreditation ranking serves as a key quality indicator for higher education institutions, including Private Islamic Higher Education Institutions (PIHEIs). However, organizational factors that drive accreditation success—particularly through the role of lecturer performance—have not been widely examined empirically in the local context. This study employed a quantitative approach using a survey method with 95 respondents from 4 PIHEIs XII in Jambi Province as the sample. Data were analyzed using Structural Equation Modeling with the Partial Least Squares approach (SEM-PLS) to test the direct and indirect effects of Organizational Culture (X1) and Organizational Communication (X2) on Accreditation Ranking (Z) mediated by Lecturer Performance (Y). The results indicate that Organizational Culture has a significant positive effect on Lecturer Performance (β=0.554; $p<0.001$), but not directly on Accreditation; rather, its effect is fully mediated by Lecturer Performance (β=0.289; $p<0.001$). Organizational Communication has a significant direct effect on Accreditation (β=0.341; $p<0.001$), but no significant effect on Lecturer Performance. Lecturer Performance is proven to be the strongest predictor of Accreditation (β=0.521; $p<0.001$; f^2=0.468). The model explains 70.4% of the variance in Accreditation (R^2=0.704). The findings suggest that improving PIHEIs accreditation requires a dual strategy: (1) fostering organizational culture to enhance lecturer performance (long-term), and (2) refining communication systems to improve the efficiency of the accreditation process (short-term). Lecturer performance serves as a critical bridge between organizational inputs and institutional outcomes.

Keyword: Organizational Culture, Organizational Communication, Lecturer Performance, Accreditation, SEM-PLS, PIHEIs.

INTRODUCTION

Private Islamic Higher Education Institutions (PIHEIs) play a strategic role in producing excellent and competitive human resources grounded in Islamic values. The presence of PIHEIs in Jambi Province not only expands access to higher education but also supports the

improvement of graduate quality through the Tri Dharma of Higher Education. However, the quality of a university is not solely measured by its academic aspects, but also by its accreditation achievements, which serve as a standard indicator of higher education quality in Indonesia (BAN-PT, 2022). Accreditation is not merely an administrative formality, but rather a form of public legitimacy that determines an institution's competitiveness and public trust in higher education (Kemenristekdikti, 2021).

Nevertheless, the accreditation achievements of PIHEIs in Jambi still show considerable variation. Data from Kopertais Region XIII Jambi in 2024 indicate that most study programs remain in the "Good" category, with only a small proportion achieving the "Very Good" or "B" level (PDDikti, 2024). This reflects differences in governance, resource quality, and managerial strategy effectiveness. Such variation underscores the need for an in-depth study of the factors influencing lecturer performance, as lecturers are at the forefront of improving the quality of teaching, research, and community service, which directly affects accreditation outcomes (Suwatno, 2019).

Organizational culture is one of the key factors influencing the productivity of the academic community. A collaborative, innovative, and quality-oriented culture can enhance lecturers' motivation and commitment in carrying out their duties. Conversely, a weak organizational culture may create resistance and reduce the quality of academic performance (Prabowo et al., 2020). In addition, organizational communication plays a crucial role in ensuring coordination, information distribution, and active lecturer engagement in supporting institutional achievements. Effective communication fosters a healthy work climate, which ultimately impacts lecturer performance and university accreditation (Arista & Lestari, 2021).

This study becomes increasingly relevant as universities face the era of globalization and Society 5.0, where higher education institutions are required not only to produce academically competent graduates but also to ensure they can adapt to technological advancements, the labor market, and global societal challenges (Permendikbud No. 3 of 2020). Accordingly, understanding how organizational culture and organizational communication contribute to enhancing lecturer performance, and how lecturer performance ultimately influences accreditation ranking, is highly relevant to be examined.

Based on this overview, the present study focuses on a central question: how do organizational culture and organizational communication influence lecturer performance, and to what extent does lecturer performance contribute to the accreditation ranking of PIHEIs in Jambi Province? Addressing this question is crucial to gaining a comprehensive understanding of strategies for improving the quality of private Islamic higher education in the context of both global and national competition.

METHOD

This study employs a quantitative approach with an explanatory method aimed at analyzing the causal relationships among organizational culture, organizational communication, lecturer performance, and accreditation ranking. The quantitative approach was chosen because it allows the researcher to measure variables objectively through standardized research instruments, enabling the findings to be generalized to the studied population. In line with Kothari's perspective, quantitative research is deductive in nature, grounded in positivist logic, and oriented toward hypothesis testing through numerical data and statistical analysis (Kothari, 2004).

The analytical method employed in this study is Partial Least Squares-Structural Equation Modeling (PLS-SEM). This method was chosen for its ability to test both direct and indirect relationships among variables within complex research models. PLS-SEM is also suitable for studies with relatively small sample sizes, while still providing consistent and highly precise estimations. Through this method, the researcher can analyze the mediating role

of lecturer performance in the relationship between organizational culture and organizational communication with university accreditation.

The research population consists of all lecturers teaching at Private Islamic Higher Education Institutions (PIHEIs) under the coordination of Kopertais Region XIII, Jambi Province. According to PDDikti data (2024), there are 18 PIHEIs with a total of 90 undergraduate study programs (S1) and 407 lecturers. However, this study focuses on undergraduate (S1) lecturers, as this level represents the majority within PIHEIs in Jambi Province.

The sampling technique employed in this study was purposive area sampling, a non-probability sampling method in which sample selection is based on specific considerations relevant to the research objectives. Using this technique, the researcher intentionally selected universities according to criteria such as accreditation status, number of study programs, and geographical representation. The research sample was then determined from lecturers who met these criteria to ensure proper representation of the population.

RESULTS AND DISCUSSION

Respondent Description

To provide a comprehensive overview of the respondents' demographic characteristics, the following section presents the sample distribution based on gender, academic position, work unit, and length of service, as follows.

Table 1. Respondent Characteristics

No	Respondent Characteristics	Frequency	Percentage (%)
Gender			
1	Man	33	34,74
2	Woman	62	65,26
Functional Position			
1	Assistant Professor	32	33,68
2	Lecturer	48	50,53
3	Associate Professor	2	2,11
4	Professor	0	0,00
5	Other	13	13,68
Work unit			
1	IAIMA	16	16,84
2	IIMU	33	34,74
3	IAIN Batanghari	26	27,37
4	IAI Tebo	20	21,05
Length of Service (Years)			
1	< 5	22	23,16
2	5 – 10	64	67,37
3	11 – 15	6	6,32
4	> 15	3	3,16

Source: Primary Data Processing, 2025

Descriptive Research Variables

Based on the survey conducted, the description of the variables observed in the study is summarized in the following table.

Table 2. Summary of Descriptive Statistics Table of Indicator Data (Original)

Construct	Number of Indicators	Mean	Category	Mean SD	Brief Interpretation
Organizational Culture (X1)	12	4.444	Tall	±0.70	Strong organizational values, innovation and honesty are highly valued.

Construct	Number of Indicators	Mean	Category	Mean SD	Brief Interpretation
Organizational Communication (X2)	15	4.389	Tall	±0.68	Communication is considered open and timely, but participation can still be improved.
Lecturer Performance (Y)	9	4.433	Tall	±0.68	Teaching performance is very good, but self-evaluation remains weak.
Accreditation Achievement (Z)	10	4.387	Tall	±0.64	Accreditation administration is strong, but faculty engagement and transparency need to be strengthened.

Source: Questionnaire Processing Results, 2025

Data analysis

The analysis in this study was carried out using SmartPLS version 3 software, which applies the Partial Least Squares (PLS) method and variance-based Structural Equation Modeling (SEM). The model testing in this research was conducted in two main stages: evaluation of the outer model and the inner model.

a. Evaluation of the Measurement Model (Outer Model)

The evaluation of the Measurement Model (Outer Model) in Partial Least Squares (PLS) aims to assess the quality of the indicators used to measure latent variables. The Outer Model ensures that each indicator demonstrates adequate validity and reliability before being applied in further analysis. Three main aspects are examined in the outer model: Convergent Validity, Discriminant Validity, and Construct Reliability, which measure the consistency and stability of indicators in representing the latent variables as a whole. The results of the convergent validity test in this study are presented in the following figure.

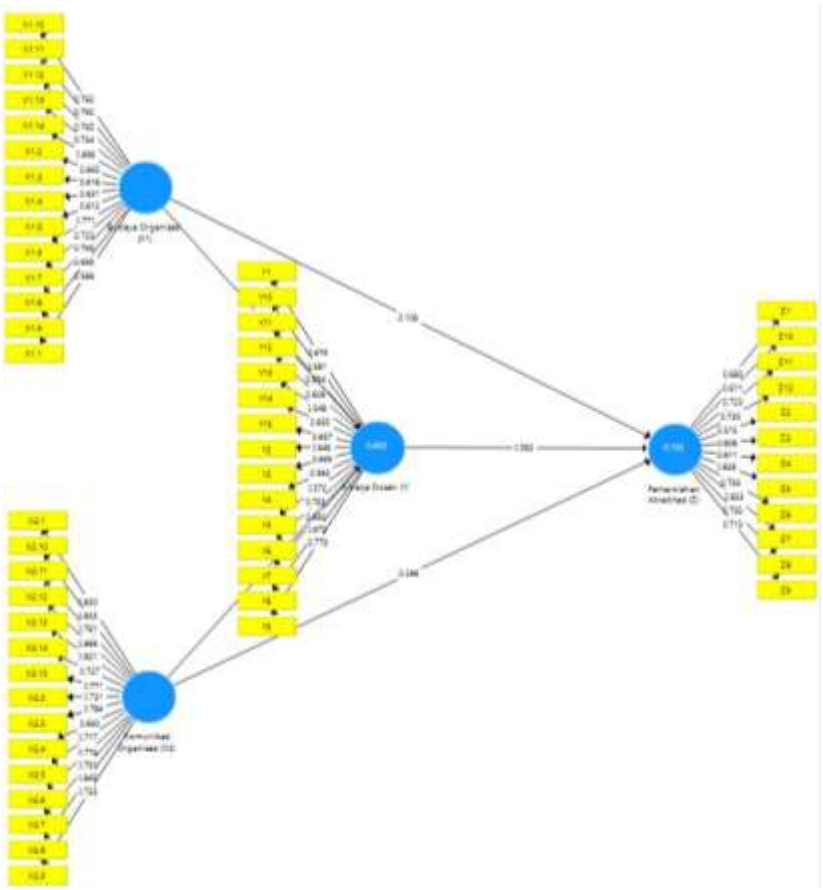

Figure 1. Full Outer Model

Theoretically, Hair et al. (2021) state that the ideal loading factor value for indicating indicator validity is ≥ 0.7. However, values between 0.6 and 0.7 may still be acceptable under certain conditions, particularly at the exploratory stage. Indicators with values below 0.6 should be eliminated, as they may reduce the overall reliability and validity of the construct. Based on the initial data processing results shown in Figure 1 above, several indicators had values below 0.6; therefore, these indicators were eliminated and re-estimation was conducted until all remaining indicators met the validity criteria.

The results of the convergent validity test after re-estimation are presented in Figure 2 below.

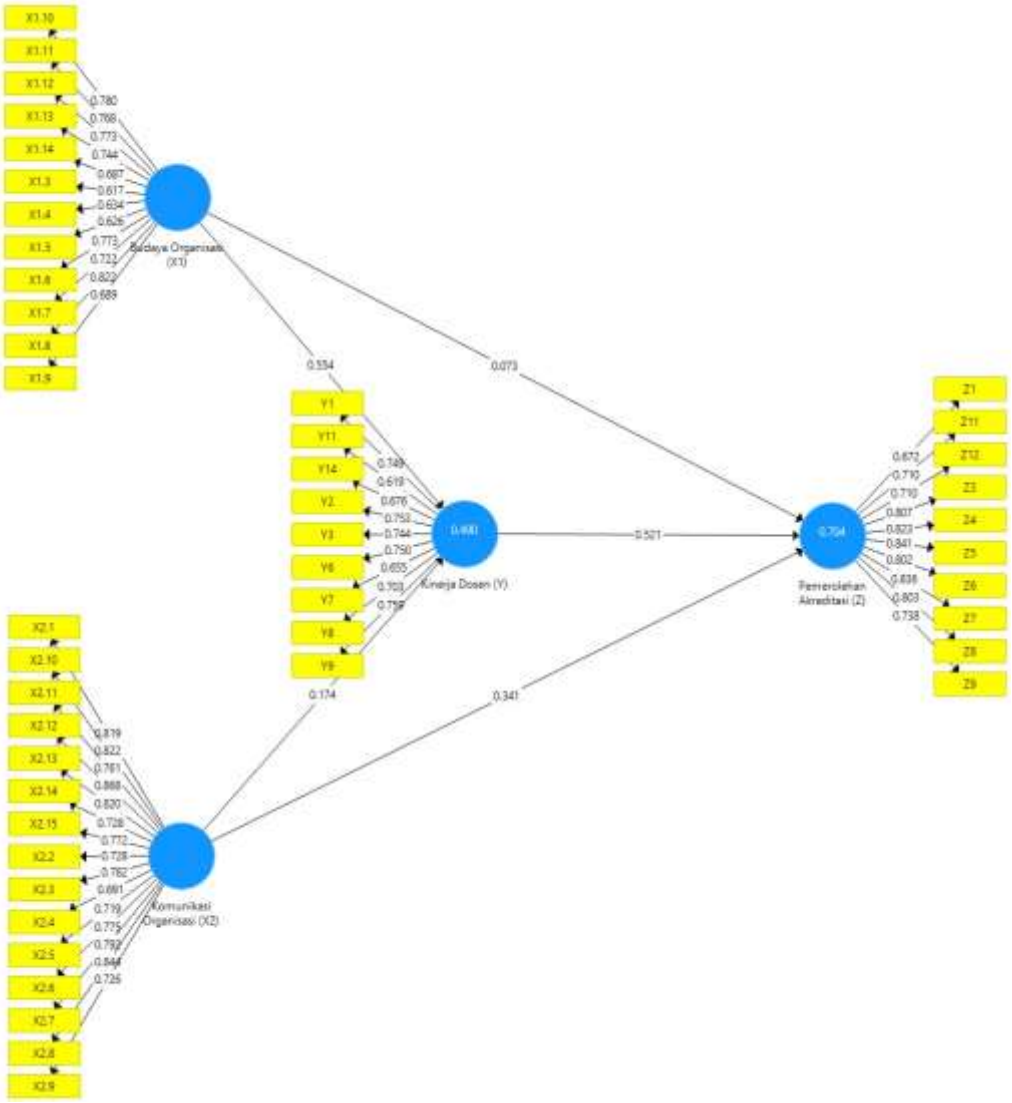

Figure 2. Outer Model After Reestimation

After removing the indicators that did not meet the validity standards and conducting re-estimation, all indicators were found to meet the rule-of-thumb criteria, with outer loading values exceeding the minimum threshold of 0.6. Thus, it can be concluded that all indicators used in this study are valid and suitable for constructing the proposed model.

After conducting the validity test, the next step is the reliability test through Construct Reliability. The results of the analysis are presented as follows.

Table 3. Results of Construct Reliability Testing using Cronbach's Alpha

	Cronbach's Alpha	Information
Organizational Culture (X1)	0.916	Reliable
Lecturer Performance (Y)	0.879	Reliable
Organizational Communication (X2)	0.953	Reliable
Accreditation Rating (Z)	0.926	Reliable

Source: Data Processing with PLS, 2025

Theoretically, a Cronbach's Alpha value above 0.70 is considered good, indicating strong reliability for each construct (Hair et al., 2021). Based on the analysis results presented in Table 3 above, all Cronbach's Alpha values were found to be above 0.70. The lowest value was observed for Lecturer Performance (Y) (0.879), while the highest value was observed for Organizational Communication (X2) (0.953). These results indicate that all four observed variables demonstrate strong reliability for their respective constructs.

After being confirmed as valid and reliable, the next step is to conduct a model fit test within the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. Hair et al. (2021) and Henseler et al. (2016) recommend the use of several model fit approximation indices to assess how well the overall model represents the patterns of relationships in the data, particularly in reflective and recursive models. The results of the model fit test based on these approaches are presented below:

Table 4. Model Fit Test Results

	Saturated Model	Estimated Model
SRMR	0.088	0.088
d_ULS	8.304	8.304
d_G	5.752	5.752
Chi-Square	2169.043	2169.043
NFI	0.543	0.543

Source: Data Processing with PLS, 2025

Based on the model fit test results presented in Table 4 above, it can be concluded that the model remains within an acceptable threshold (≤ 0.10). The similarity in fit values between the saturated model and the estimated model indicates that the theoretically hypothesized structural path specification does not reduce the model's fit quality, suggesting that the model has an adequate empirical representation. Therefore, this model is considered sufficiently fit to proceed with the interpretation of the hypothesis testing (inner model).

b. Structural Model Evaluation (Inner Model)

The Structural Model (inner model) in Partial Least Squares Structural Equation Modeling (PLS-SEM) represents the core stage, testing the causal relationships among latent variables based on the proposed theoretical hypotheses. Unlike the outer model, which focuses on measurement validity and reliability, the inner model evaluates the strength and significance of the influence of one construct on another, as well as how well the overall model explains variance in the endogenous variables (Hair et al., 2021). This evaluation involves three main aspects: (1) the significance and direction of path coefficients, (2) the coefficient of determination (R^2), which indicates the model's predictive power, and (3) predictive relevance through the Q^2 value (Stone-Geisser test). Thus, the inner model not only serves as a bridge

between theory and empirical data but also becomes the key determinant of whether the research hypotheses are supported or rejected.

1) Structural Model Testing

The path coefficient test in SEM-PLS aims to assess the strength and direction of the relationship between latent constructs in the structural model.

Table 5. ***Path Coefficients***

	Path Coefficient
Organizational Culture (X1) -> Lecturer Performance (Y)	0.554
Organizational Communication (X2) -> Lecturer Performance (Y)	0.174
Organizational Culture (X1) -> Accreditation Ranking (Z)	0.073
Organizational Communication (X2) -> Accreditation Ranking (Z)	0.341
Lecturer Performance (Y) -> Accreditation Ranking (Z)	0.521
Organizational Culture (X1) -> Lecturer Performance (Y) -> Accreditation Ranking (Z)	0.289
Organizational Communication (X2) -> Lecturer Performance (Y) -> Accreditation Ranking (Z)	0.090

Source: Data Processing with PLS, 2025

Based on the path coefficient analysis presented in Table 5 above, the following conclusions can be drawn:

a) The direct effect of organizational culture on lecturer performance is 0.554, meaning that if organizational culture increases by one unit, lecturer performance increases by 0.554. This effect is positive.]
b) The direct effect of organizational communication on lecturer performance is 0.174, meaning that if organizational communication increases by one unit, lecturer performance increases by 0.174. This effect is positive.
c) The direct effect of organizational culture on accreditation ranking is 0.073, meaning that if organizational culture increases by one unit, accreditation ranking increases by 0.073. This effect is positive.
d) The direct effect of organizational communication on accreditation ranking is 0.341, meaning that if organizational communication increases by one unit, accreditation ranking increases by 0.341. This effect is positive.
e) The direct effect of lecturer performance on accreditation ranking is 0.521, meaning that if lecturer performance increases by one unit, accreditation ranking increases by 0.521. This effect is positive.
f) The indirect effect of organizational culture on accreditation ranking through lecturer performance is 0.289, meaning that if organizational culture increases by one unit, accreditation ranking indirectly increases through lecturer performance by 0.289. This effect is positive.
g) The indirect effect of organizational communication on accreditation ranking through lecturer performance is 0.090, meaning that if organizational communication increases by one unit, accreditation ranking indirectly increases through lecturer performance by 0.090. This effect is positive.

2) R-Square

Within the framework of Partial Least Squares Structural Equation Modeling (PLS-SEM), the Coefficient of Determination (R^2) serves as a central indicator that measures the proportion of variance in endogenous variables explained by their respective exogenous predictors. In this study, R^2 is employed to assess the predictive power of the model with respect to two key variables: Lecturer Performance (Y) and Accreditation Ranking (Z). The R^2

value ranges from 0 to 1, where higher values indicate a stronger explanatory power of the model in capturing the phenomenon under investigation. The commonly used criteria are 0.25 (weak), 0.50 (moderate), and 0.75 (strong).

Table 6. R Square Results

Variable	R Square	R Square Adjusted
Lecturer Performance (Y)	0,490	0,479
Accreditation Ranking (Z)	0,704	0,695

Source: Data Processing with PLS, 2025

Based on Table 6, the R-square value for lecturer performance is 49 percent, while the accreditation ranking is 70.4 percent. This indicates that the influence of organizational culture and organizational communication on lecturer performance falls into the moderate category. Meanwhile, the influence of organizational culture and organizational communication on accreditation ranking falls into the strong category.

3) Effect Size (f^2)

Effect size (f^2) is used to assess the extent to which an independent variable contributes to the prediction of a dependent variable within a model. This evaluation is conducted by comparing the change in the R^2 value after a particular independent variable is removed, thereby allowing for the measurement of that variable's specific impact on the overall model.

Table 7. Effect Size Test Results (f^2)

	Lecturer Performance (Y)	Organizational Communication (X2)	Accreditation Ranking (Z)
Organizational Culture (X1)	0.219		0.005
Lecturer Performance (Y)			0.468
Organizational Communication (X2)	0.022		0.14

Source: Data Processing with PLS, 2025

Overall, the effect size in Table 7 reveals the 'map of influence' within the model: Lecturer Performance serves as the primary driver of accreditation success, Organizational Culture is the main enabler of lecturer performance, and Organizational Communication acts as a systemic support that directly contributes to the accreditation process. These findings provide a clear prescription: improving accreditation must begin with enhancing lecturer performance, supported by the development of organizational culture, while the communication system should be optimized to ensure the operational efficiency of the accreditation process. The three elements complement one another, yet each plays a distinct role with varying levels of influence.

c. Hypothesis Testing

In theory, the hypothesis of the influence of exogenous variables on endogenous variables is carried out by comparing the results of the p value of the path coefficient with a significance level of $\alpha = 0.05$. The test can be said to be very significant if the p value is smaller or equal to 0.05 (p value ≤ 0.05) or using the t table value of 1.96 with the criteria for rejecting and accepting the hypothesis, namely if the t-statistic > t count then the hypothesis is rejected, and if the t-statistic < t count then the hypothesis is accepted (Hair et.al., 2017).

The results of the hypothesis testing carried out using the bootstrapping method can be seen in Table 8 below.

Apart from being seen in the image above, the results of hypothesis testing using the bootstrapping method can also be seen in the following table.

Table 5. Hypothesis Testing of Direct and Indirect Effects

Hypothesis		T Statistics (|O/STDEV|)	P Values	Sig.	Conclusion
H1	Organizational Culture (X1) -> Lecturer Performance (Y)	4.024	0.000	Significant	Accepted
H2	Organizational Communication (X2) -> Lecturer Performance (Y)	1.161	0.123	Not Significant	Rejected
H3	Organizational Culture (X1) -> Accreditation Ranking (Z)	0.569	0.285	Not Significant	Rejected
H4	Organizational Communication (X2) -> Accreditation Ranking (Z)	3.069	0.001	Significant	Accepted
H5	Lecturer Performance (Y) -> Accreditation Ranking (Z)	7.287	0.000	Significant	Accepted
H6	Organizational Culture (X1) -> Lecturer Performance (Y) -> Accreditation Ranking (Z)	3.114	0.001	Significant	Accepted
H7	Organizational Communication (X2) -> Lecturer Performance (Y) -> Accreditation Ranking (Z)	1.065	0.144	Not Significant	Rejected

Source: Data Processing with PLS, 2025

Based on the results of hypothesis testing through bootstrapping, as presented in Table 8 above, out of the seven proposed hypotheses, four were accepted (H1, H4, H5, and H6), while the remaining three were rejected (H2, H3, and H7).

Discussion

The results of the structural model testing indicate that Organizational Culture and Organizational Communication have a significant influence on Accreditation Ranking, albeit through different mechanisms. Specifically, Organizational Culture affects Accreditation only indirectly, through the full mediation of Lecturer Performance ($\beta = 0.289$; $p = 0.001$), while its direct effect is not significant ($\beta = 0.073$; $p = 0.285$). This suggests that the values, norms, and organizational climate established by the institution do not automatically enhance accreditation unless they are able to drive improvements in individual lecturer performance.

These findings are consistent with Schein's (2010) organizational culture theory, which posits that the shared values, norms, and underlying assumptions within an organization form the foundation of its members' behavior. In the context of PTKIS, an organizational culture that emphasizes collaboration, integrity, and quality orientation encourages lecturers to be more productive in carrying out the Tri Dharma of Higher Education. This is further supported by Suwatno's (2019) study, which found that organizational culture positively influences lecturer performance, particularly in the areas of research and community service.

On the other hand, Organizational Communication has a direct and significant effect on Accreditation Ranking ($\beta = 0.341$; $p = 0.001$), while its effect on Lecturer Performance is not significant ($\beta = 0.174$; $p = 0.123$). This indicates that organizational communication operates through systemic mechanisms such as inter-unit coordination, data synchronization, information transparency, and document management that directly impact the smoothness of the accreditation process, without necessarily altering individual lecturer performance beforehand.

Effective communication creates a clear flow of information, strengthens coordination, and fosters trust among individuals within the organization. Robbins and Judge (2017) emphasize that communication is one of the main mechanisms for maintaining organizational

cohesion. Empirically, the study by Arista and Lestari (2021) shows that effective organizational communication contributes to increased employee motivation and job satisfaction, which ultimately enhances performance. Accordingly, PIHEIs institutions that are able to build effective internal communication tend to have more competitive lecturers.

The strongest finding in this model is the effect of Lecturer Performance on Accreditation Ranking ($\beta = 0.521$; $p = 0.000$; $f^2 = 0.468$), which emerges as the most dominant path in the model. With an R^2 value of 0.704, the model explains 70.4% of the variance in Accreditation Ranking a remarkably strong achievement in the context of social and organizational research. Holistically, these results confirm that institutional accreditation improvement cannot be separated from the enhancement of human resource performance, particularly that of lecturers.

Lecturer performance has been proven to be a strong mediating factor in influencing accreditation outcomes. As mandated in Permendikbud No. 3 of 2020, the quality of teaching, research, and community service carried out by lecturers serves as a key indicator in assessing the quality of higher education institutions. Prabowo, Suryani, and Rahmawati (2020) demonstrated that lecturers with high research productivity are able to enhance an institution's academic reputation, which directly impacts accreditation results. In other words, the better lecturers perform in carrying out the Tri Dharma of higher education, the greater the likelihood for the institution to achieve superior accreditation.

Conceptually, the relationship between organizational culture, organizational communication, and lecturer performance can be explained through Organizational Performance theory, which posits that organizational performance is the result of harmonious interactions among internal elements, including culture and communication (Daft, 2016). Several empirical studies support this framework. For instance, Budhi Prabowo et al. (2020) found that organizational culture and communication simultaneously contributed significantly to lecturer performance, with a determination coefficient reaching 74.9%. Similarly, Handayani (2021) discovered that organizational culture had an indirect effect on accreditation achievement through improvements in teaching quality.

The findings of this study are also relevant in a global context, where universities in various countries emphasize academic culture and organizational communication as strategies to enhance institutional rankings. For example, a study by Nguyen et al. (2020) in Vietnam revealed that an adaptive organizational culture and open communication improved faculty research productivity, which in turn strengthened the university's position in both national and international rankings. Thus, this study underscores that enhancing the quality of organizational culture and communication in PIHEIs in Jambi Province is a crucial strategy for addressing accreditation challenges and global competition.

CONCLUSION

This study confirms that organizational culture and organizational communication significantly influence faculty performance at PIHEIs in Jambi Province, and faculty performance has proven to be a key factor in determining accreditation success. A positive organizational culture characterized by values of collaboration, innovation, and quality orientation encourages faculty to be more productive in carrying out the Tri Dharma of Higher Education. Likewise, effective organizational communication ensures proper coordination, clear information flow, and active faculty involvement in achieving institutional goals. Faculty performance, as the executor of teaching, research, and community service, serves as a mediating variable that strengthens the relationship between organizational culture and communication and accreditation outcomes. Thus, improving the quality of organizational culture, strengthening internal communication, and optimizing faculty performance are essential strategies for PIHEIs to achieve higher accreditation ratings and enhance competitiveness at both the national and global levels.

Although this study provides important contributions, several limitations should be noted. First, the research focuses solely on PIHEIs in Jambi Province, so the findings may not be fully generalizable to PIHEIs in other regions. Second, the data were collected through a questionnaire instrument that relies heavily on respondents' perceptions, which may introduce subjective bias. Third, this study employed only a quantitative approach using PLS-SEM, thus it did not explore qualitative aspects that could provide a deeper understanding of the dynamics of organizational culture and communication. In addition, the study did not account for other external factors, such as government policies, technological support, or international collaboration networks, which may also influence accreditation outcomes. Therefore, future research is expected to expand the geographic scope, combine quantitative and qualitative methods, and consider relevant external variables to obtain a more comprehensive understanding.

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