

Examining the Impact of Authentic Leadership and Organizational Culture on Organizational Commitment in Universities: A Structural Equation Modeling Approach

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Abstract: This research uses Partial Least Squares Structural Equation Modeling (PLS SEM) using SmartPLS software to analyze the relationship between authentic leadership, organizational culture, and organizational commitment in a university context. Focusing on the influence of deans and directors at Indonesian universities, this research investigates how authentic leadership impacts organizational culture and subsequently influences the commitment of university lecturers. Through a survey involving 350 lecturers from several universities in Indonesia, this research reveals the dynamics between these variables. The results highlight the important role of authentic leadership in establishing a positive organizational culture that, in turn, increases organizational commitment among university faculty. This study also found that organizational culture is able to be a mediator that strengthens the relationship between authentic leadership and organizational commitment. The implications for sustainable organizational development and future research pathways are discussed in terms of these key variables using the PLS SEM methodology with SmartPLS software.

Keywords: Authentic leadership, organizational commitment, organizational culture, partial least squares, structural equation modeling.

I. INTRODUCTION

Higher education has a very important role for a nation or country in various aspects. At the very least, universities are the main pillars of a country's higher education system (Heffernan et al., 2021; Raza & Awang, 2020). Higher education provides opportunities for individuals to acquire the knowledge, skills, and competencies necessary to develop personally and professionally. Therefore, contributions to impactful innovation and research will greatly influence the progress of the nation. Discoveries and research conducted in higher education can have a positive impact on the economic, social, and cultural development of a country. Higher education is also expected to help improve the quality of a country's human resources by producing graduates who are competent, skilled, and ready to compete in the global labor market (Asbari et al., 2023). College graduates also play a role in driving economic growth and advancing various industrial sectors. Thus, higher education plays an important role in maintaining and developing a nation's culture, values, and national identity (Elrehail et al., 2018; Yang et al., 2023). Through higher education, the younger generation can understand and inherit the cultural heritage and traditional values that are important for the survival of the nation's identity. Higher education also plays a role in promoting social engagement and community empowerment through community service programs, applied research, and collaboration with various stakeholders. This can help solve social problems, improve community welfare, and strengthen the relationship between universities and their surrounding communities. Thus, universities have a strategic role in advancing a nation or state through contributions in education, research, innovation, human resource development, cultural maintenance, and community

empowerment. Investment and attention given to higher education can have far-reaching positive impacts on the progress and sustainability of a country.

This research is related to the context of higher education because higher education is an institution of higher education that has unique characteristics and organizational dynamics (Namono et al., 2021; Paudel et al., 2021). The following are some of the backgrounds of this research related to the context of higher education: (1) **Complex Organization:** Higher education is a complex organization with a hierarchical structure consisting of various interrelated units and departments. In this context, the study of organizational culture is important to understand how the values, norms, and behaviors shared by members of higher education institutions influence the performance and sustainability of the institution. (2) **Leadership in Higher Education:** Leaders in higher education, such as rectors or deans, have a key role in shaping organizational culture and directing the vision and mission of the institution. Research on authentic leadership and its influence on organizational culture can provide valuable insights into improving leadership performance and effectiveness in higher education. (3) **Sustainable Organizational Development:** In an era of global competition and demands for sustainability, universities need to have an organizational culture that supports innovation, adaptability, and high performance. The study of organizational culture and organizational commitment can assist colleges in developing strategies and practices that support long-term growth and sustainability. (4) **The Unique Organizational Culture of Higher Education:** Organizational culture in the context of higher education is often influenced by academic values, traditions, and norms that are unique to higher education.

The study of organizational culture in higher education can reveal specific characteristics that distinguish organizational culture in academic settings from other organizations (Mansoor & Hussain, 2022; Noprisson et al., 2017). Thus, research on leadership, organizational culture, and organizational commitment in the context of higher education has significant relevance in understanding the dynamics of higher education organizations, improving leadership quality, and promoting sustainable growth of educational institutions. Authentic leadership is a leadership approach that emphasizes the authenticity, integrity, and honesty of a leader. It involves deep self-understanding, congruence between personal values and leadership actions, and the ability to build transparent and trusting relationships with members of the organization. A leader who practices authentic leadership will demonstrate honesty, courage, and consistency in their actions and communications. They will strive to be their true selves, acknowledge their weaknesses and strengths, and act in accordance with their values. Thus, authentic leadership creates an environment where trust, openness, and commitment can grow among organizational members.

Authentic leaders are also able to motivate and inspire others by setting a good example and demonstrating high dedication to a common goal (Goestjahjanti et al., 2020). They focus not only on achieving results but also on developing strong and sustainable relationships with their subordinates (Asbari et al., 2021). As such, authentic leadership is considered an effective leadership approach for creating a positive work environment, improving individual and team performance, and strengthening commitment to the organization. In the context of operationalization, authentic leadership can be measured through various indicators or dimensions that reflect authentic leadership characteristics. For example, indicators such as self-awareness, relationship transparency, internal moral perspective, and balance in information processing can be used to measure the level of authentic leadership (Jung, 2022).

Organizational culture is a set of values, norms, beliefs, and practices that shape the identity and unique characteristics of an organization, influence members' behavior, and create a distinctive work environment. Organizational culture in the context of higher education includes academic values, traditions, organizational structure, academic engagement, orientation to education and research, and inclusiveness. A positive and inclusive organizational culture in higher education supports innovation, collaboration, and academic growth for all its members and is the foundation for the institution's success in fulfilling its education and research missions.

Organizational commitment is the level of emotional involvement of organizational members towards the goals, values, and efforts of the organization, as well as the desire to remain connected and loyal to the organization (Chidir et al., 2020; Novitasari et al., 2020; Silitonga et al., 2020). Meanwhile, organizational commitment in the context of higher education is the level of emotional involvement and loyalty of lecturers and staff to the goals, values, and efforts of the university, as well as the desire to remain involved and contribute to achieving the educational and research goals of the institution. The research gap in this study can be identified from the following aspects: (1) **Lack of Research Focusing on the Higher Education Context:** Although research on the relationship between authentic leadership, organizational culture, organizational trust, and organizational commitment has been conducted, research specifically exploring this relationship in the context of higher education may be limited. Therefore, there is a research gap in the understanding of how these factors interact with each other in a university setting. (2) **Limitations in Variable Measurement:** There is a need to further explore the measurement of variables such as authentic leadership,

organizational culture, organizational trust, and organizational commitment in the context of higher education. Further research could explore specific dimensions of these variables that may have different impacts in an academic environment. (3) The Influence of Unexamined Contextual Factors: Research gaps may also be related to the lack of studies that consider contextual factors unique to the higher education environment that may influence the relationship between authentic leadership, organizational culture, organizational trust, and organizational commitment. For example, factors such as the university's organizational structure, academic policies, or relationship dynamics between faculty and administrative staff. By identifying this research gap, the researcher designed this follow-up study to be more in-depth and contextualized in understanding the relationship between key factors in the higher education environment. More specific and focused research can make a more significant contribution to the development of leadership and management theory and practice in higher education institutions.

The Effect of Authentic Leadership on Organizational Commitment

The relationship between authentic leadership and organizational commitment is that authentic leadership has a significant positive effect on the level of organizational commitment. In the context of the mentioned studies, it was found that authentic leadership from university deans and directors has a significant positive influence on organizational commitment, as described by Youssef (2023), Jung (2022), Asifa et al. (2023), Shahbaz et al. (2023), and Emmanuel et al. (2023). Although some studies have mentioned authentic leadership and organizational commitment, as found by Pramudhita (2014), Thus, it can be concluded that authentic leadership applied by university leaders can increase the level of commitment of professors to their organizations. Based on the explanation above, the author proposes the first hypothesis as follows:

H1: Authentic leadership has a positive effect on organizational commitment.

The Effect of Authentic Leadership on Organizational Culture

The relationship between authentic leadership and organizational culture is that authentic leadership has a significant positive influence on organizational culture (Jung, 2023). Similar research also found the same fact, as described by Muhammad (2022) and Indrayanti (2022). Gatling et al.'s (2016) article states the opposite, namely that authentic leadership does not have a significant positive influence on organizational culture. Nevertheless, in the majority of the studies mentioned, it was found that authentic leadership from university deans and directors had a positive effect on organizational culture. Furthermore, the studies also showed that authentic leadership has a direct positive effect on organizational culture, which in turn can influence the level of trust and commitment among organizational members. Thus, it can be concluded that authentic leadership plays an important role in shaping a positive and supportive organizational culture in a university environment. Based on the above, the authors propose the second hypothesis as follows:

H2: Authentic leadership has a positive effect on organizational culture.

The Effect of Organizational Culture on Organizational Commitment

The relationship between organizational culture and organizational commitment is that organizational culture has a significant influence on the level of organizational commitment. This confirms that a positive organizational culture and a high level of trust among organizational members can increase commitment to the organization. In addition, previous research also shows that organizational culture and trust have a significant positive influence on the level of organizational commitment, as stated by Yamali (2018), Maswani et al. (2019), and Setyawati et al. (2020). In contrast to the research findings of Setyadi & Sriekaningsih (2015) and Giri et al. (2011), which confirmed that there is no significant effect of organizational culture on organizational commitment, Thus, it can be concluded that a good organizational culture and a high level of trust among organizational members can help increase commitment to the organization. Based on the explanation above, the author proposes the third hypothesis as follows:

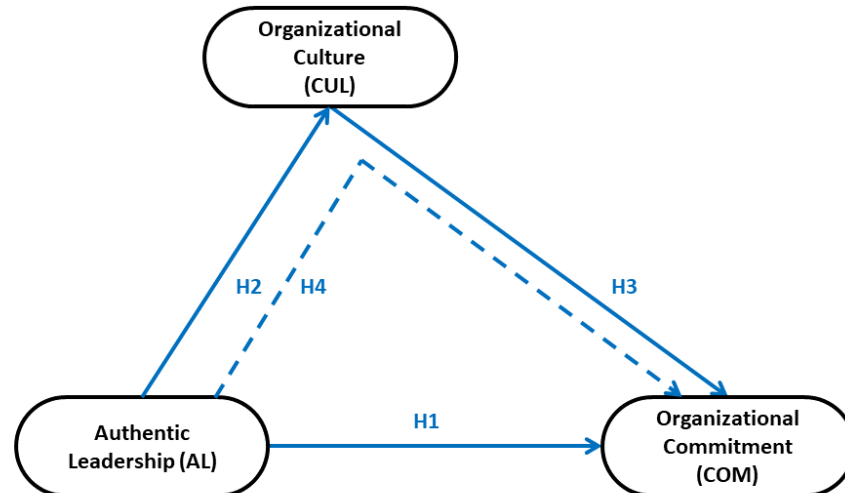
H3: Organizational culture has a positive effect on organizational commitment.

The Effect of Organizational Culture as a Mediator between Organizational Culture and Organizational Commitment

Organizational culture mediates the relationship between authentic leadership and organizational commitment in a way that organizational culture acts as an intermediary between authentic leadership and the level of organizational commitment (Jung, 2022). In the context of the mentioned study, it was found that organizational culture and trust act as mediators between authentic leadership and the level of organizational commitment. This suggests that authentic leadership not only has a direct influence on the level of organizational commitment but also through the establishment of a positive organizational culture. With a supportive organizational culture and values implemented by authentic leadership, organizational members tend to feel more attached and committed to the organization. Thus, it can be concluded that organizational culture acts as a link between authentic leadership and the level of organizational commitment. Through the establishment of an organizational culture that is in line with the values of authentic leadership, organizations can create an environment where members feel engaged, committed, and contribute positively to the achievement of organizational goals. Based on the explanation above, the author proposes the fourth hypothesis as follows:

H4: Organizational culture acts as a mediator between organizational culture and organizational commitment.

For this reason, the authors build a research model as referred to in Figure 1 below:



Gambar 1. Model Penelitian

II. RESEARCH METHOD

According to Creswell & Creswell (2017), if the purpose of the study is to determine the influence relationship between the variables under study, then a quantitative approach is best. According to Creswell & Creswell (2017), if the purpose of the study is to determine the relationship of influence between the variables under study, then a quantitative approach is best. Quantitative research methods are suitable for testing theories and hypotheses through the use of a set of statistical tools (Sugiyono, 2014). Therefore, this study uses a survey method to test the formulated hypothesis. Therefore, a questionnaire was adopted as an instrument to collect the required data.

The study population consisted of 423 lecturers from five private universities in Tangerang. Using simple random sampling, 423 questionnaires were sent online to the population. A total of 350 questionnaires were returned and valid, which formed a response rate of 82.7%. Therefore, according to Roscoe et al. (1975), a reasonable sample size is between 30 and 500. In conclusion, the sample of this study is very feasible and adequate. The nature of this study involves dependent effects between latent constructs and manifest variables; therefore, the reflective measurement model is suitable for this study (Hair et al., 2021). All adopted items were rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The instrument for the authentic leadership variable uses 14 items (AL1-AL14), the organizational culture

variable is measured by 11 items (CUL1-CUL11), and the organizational commitment variable is measured by 12 items (COM1-COM12). The three instruments were adapted from Jung (2022).

The most popular statistical techniques under Structural Equation Model SEM are the covariance-based approach (CB-SEM) and the variance-based partial least squares technique (PLS-SEM) (Sarstedt et al., 2014). However, PLS-SEM has recently received wide attention in many disciplines, such as marketing, strategic management, management information systems, and other branches of science (Hair et al., 2012). The ability of PLS-SEM to handle problematic modeling issues common in social science environments, such as unusual data characteristics (e.g., non-normal data) and highly complex models, is an important reason behind the increased use of this approach. Given the advantages of this approach, this study used PLS-SEM to test the overall hypothesis. SmartPLS 4.0 software was used to evaluate the outer model and inner model, respectively. The outer model testing was conducted to ensure the reliability and validity of the measurements, while the introduced hypotheses were examined through the inner model. According to Sekaran & Bougie (2003), the theoretical framework is the foundation on which the entire research project is based. From the theoretical framework, hypotheses can be formulated that can be tested to determine whether the formulated theory is valid or not. Then it can be measured with appropriate statistical analyses.

III. RESULTS AND DISCUSSION

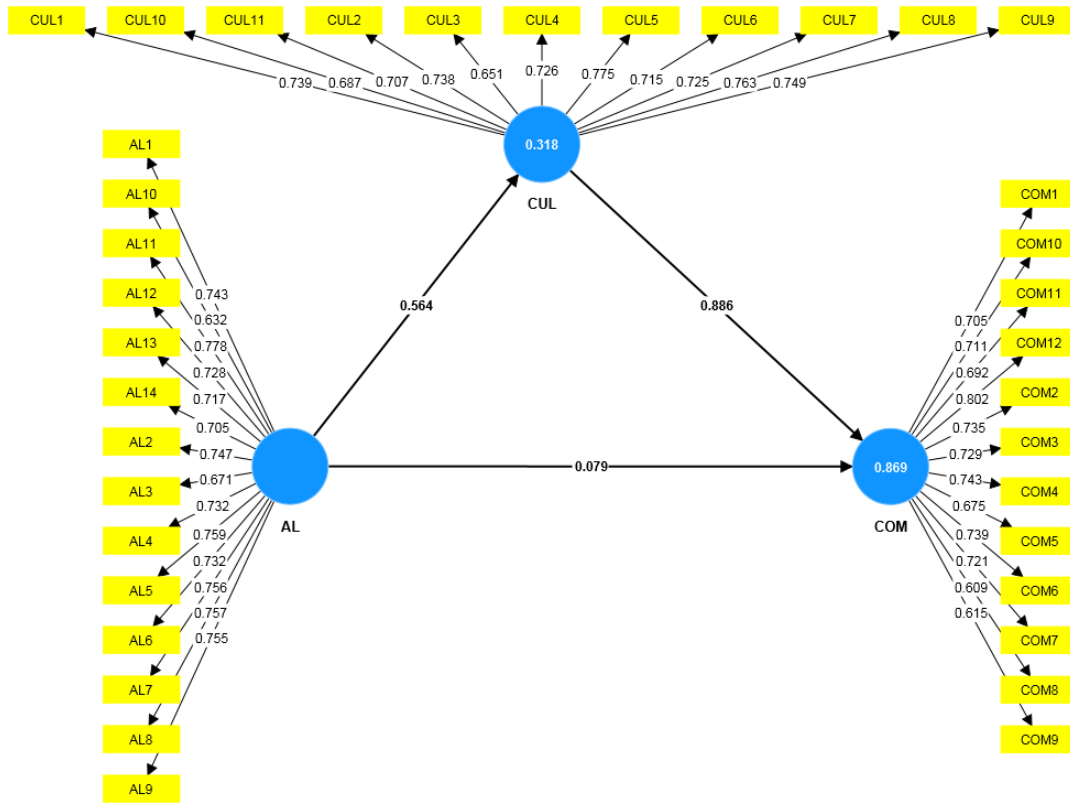
Results

A total of 350 lecturers participated. Most were male (72%), then female (28%). They have different age groups: under 30 years old (25%), ranging from 30 to 40 years old (46%), and more than 40 years old (29%). Their tenure as lecturers also varied, with some under 5 years (36%), ranging from 5–10 years (48%), and more than 10 years (16%). The majority of education is in S2 (77%), then S3 (23%). The measurement model testing stage includes testing convergent validity and discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability values were used. The results of PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and reliability tests. The convergent validity test is carried out by looking at the loading factor value of each indicator on its construct. In most references, factor weights of 0.7 or more are considered to have strong enough validation to explain latent constructs (Chin W., 1998; Flury et al., 1988; Ghozali, 2017). In this study, the minimum limit of the accepted loading factor is 0.7, provided that the AVE value of each construct is > 0.5 (Ghozali, 2017). After going through SmartPLS 4.0 processing, all indicators have a loading factor value above 0.7 and an AVE value above 0.5. The fit or valid model of this study can be seen in Figure 2. So thus, the convergent validity of this research model has met the requirements (Purwanto et al., 2021). The loadings, Cronbach's alpha, composite reliability, and AVE values for each construct can be seen in Table 1.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (value on the diagonal) exceeds the correlation between the construct and other constructs (value below the diagonal) (Ghozali, 2017). The results of discriminant validity testing are obtained using the AVE square value, namely by looking at the Fornell-Larcker criterion value obtained as shown in Table 2. The results of the discriminant validity test in Table 2 show that all constructs already have an AVE square root value above the correlation value with other latent constructs (through the Fornell-Larcker criteria), so it can be concluded that the model has fulfilled discriminant validity (Fornell & Larcker, 1981).

Furthermore, a collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find the collinearity, the VIF collinearity statistic of each construct is required. If VIF is more than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 3, all VIF scores are less than 5, i.e., the results of the structural model collinearity reveal VIF values below 3. This indicates that this research model has no multicollinearity problem.

Construct reliability can be assessed using the Cronbach's alpha and composite reliability values of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Ghozali, 2017). The reliability test results in Table 1 show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.



Gambar 2. Model Penelitian Valid

Table 1. Items Loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach’s Alpha	Rho_A	Composite Reliability	AVE
Authentic Leadership (AL)	AL1	0.743	0.933	0.936	0.941	0.533
	AL10	0.632				
	AL11	0.778				
	AL12	0.728				
	AL13	0.717				
	AL14	0.705				
	AL2	0.747				
	AL3	0.671				
	AL4	0.732				
	AL5	0.759				
	AL6	0.732				
	AL7	0.756				
	AL8	0.757				
AL9	0.755					
Organizational Commitment (COM)	COM1	0.705	0.909	0.912	0.923	0.502
	COM10	0.711				
	COM11	0.692				
	COM12	0.802				
	COM2	0.735				
	COM3	0.729				
	COM4	0.743				
COM5	0.675					
COM6	0.739					

Variables	Items	Loadings	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
	COM7	0.721				
	COM8	0.609				
	COM9	0.615				
Organizational Culture (CUL)	CUL1	0.739	0.910	0.911	0.924	0.527
	CUL10	0.687				
	CUL11	0.707				
	CUL2	0.738				
	CUL3	0.651				
	CUL4	0.726				
	CUL5	0.775				
	CUL6	0.715				
	CUL7	0.725				
	CUL8	0.763				
	CUL9	0.749				

Table 2. Discriminant Validity

Variables	AL	COM	CUL
AL	0.730		
COM	0.578	0.708	
CUL	0.564	0.930	0.726

Table 3. Collinearity (VIF)

Variables	AL	COM	CUL
AL	1.467	1.000	
COM			
CUL		1.467	

Table 4. Nilai *R Square*

Variables	R Square	R Square Adjusted
COM	0.869	0.868
CUL	0.318	0.315

Table 5. Hypotheses Testing

Hypotheses	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H1 AL -> COM	0.079	0.078	0.029	2.683	0.007	Supported
H2 AL -> CUL	0.564	0.570	0.051	11.018	0.000	Supported
H3 CUL -> COM	0.886	0.885	0.020	44.369	0.000	Supported
H4 AL -> CUL -> COM	0.500	0.505	0.046	10.964	0.000	Supported

Hypothesis testing in PLS is also called inner model testing. This test includes tests of the significance of direct and indirect effects as well as measuring the magnitude of the influence of exogenous variables on endogenous variables. To determine the influence of the AL variable on COM and CUL, as well as the influence of the CUL variable on COM, a direct influence test is needed. Meanwhile, to test the mediating effect of the CUL variable on the relationship between AL and COM, an indirect effect test is needed. The influence test was carried out using the t-statistical test in the partial least squares (PLS) analysis model with the help of SmartPLS 4.0 software. Using the bootstrapping technique, the R square value and significance test value were obtained, as shown in Tables 4 and 5. The results show that all hypotheses (H1, H2, H3, and H4) are supported.

Discussion

Based on Table 4, the R squared adjusted CUL value is 0.315, which means that the CUL variable can be explained by the AL variable of 31.5%, while the remaining 68.5% is explained by other variables not discussed in this research. Likewise, the R squared adjusted COM value is 0.868, meaning that the COM variable can be explained by the CUL and AL variables at 86.8%, and the remaining 13.2% is explained by other variables not discussed in this research. Meanwhile, Table 5 displays t-statistics and p-values, which show the influence between the research variables mentioned. The magnitude of the influence of the independent variable on the dependent variable is explained as follows: The magnitude of the influence of the AL variable on COM is 0.079, meaning that every addition of one unit to the AL variable will have a positive influence on COM of 0.079 per unit, or 7.9%. The magnitude of the influence of the AL variable on CUL is 0.564, meaning that every addition of one unit to the AL variable will have a positive influence on CUL of 0.564 per unit, or 56.4%. The magnitude of the influence of the CUL variable on COM is 0.886, meaning that every addition of one unit to the CUL variable will have a positive influence on COM of 0.886 per unit, or 88.6%. The magnitude of the mediating influence of the CUL variable on the relationship between the AL and COM variables is 0.50 or 50%. In this research, the discussion regarding the relationship between the three main variables, namely the influence of authentic leadership on organizational commitment, the influence of authentic leadership on organizational culture, the influence of organizational culture on organizational commitment, and the mediating influence of organizational culture on the relationship between authentic leadership and organizational commitment, is very important to understand.

The following is a discussion regarding this relationship, which is associated with the SEM PLS statistical method: First, the Influence of Authentic Leadership on Organizational Commitment: Research results show that authentic leadership has a significant positive influence on organizational commitment (Abbas et al., 2022; Darvish & Rezaei, 2011; Iqbal et al., 2022; Jung, 2022; Semedo et al., 2016). By using the SEM PLS method, this research can measure the extent to which authentic leadership variables contribute to the level of organizational commitment as well as identify a direct relationship between these two variables. Some critics argue that although authentic leadership may have a positive impact on organizational commitment in some cases, this is not a universal truth (Iqbal et al., 2022). They argue that there are various factors, such as individual preferences and organizational dynamics, that can influence an individual's commitment to the organization. In addition, they argue that the concept of authentic leadership itself may be subjective and open to interpretation, making it difficult to establish a direct and consistent link to organizational commitment in different contexts. Additionally, the impact of authentic leadership on organizational commitment may be influenced by external factors such as economic conditions, industry trends, and organizational changes, making it a complex and diverse relationship that cannot be generalized (Abbas et al., 2022).

Second, the Influence of Authentic Leadership on Organizational Culture: Research findings also show that authentic leadership has a positive effect on organizational culture (Jung, 2022). With SEM PLS, this research can measure how much influence authentic leadership has in forming a positive organizational culture, as well as analyze the dimensions of organizational culture that are influenced by this leadership. Although some research shows that authentic leadership has a positive impact on organizational culture, critics argue that this relationship is not always consistent (Hunt, 2017). They show that organizational culture is shaped by a variety of factors beyond leadership, including organizational structure, policies, and historical context. They argue that even if a leader exhibits authentic leadership traits, the existing organizational culture and resistance to change can hinder the influence of authentic leadership in shaping a positive organizational culture. Additionally, perceptions of authentic leadership and its impact on organizational culture may vary among members of different organizations, giving rise to potential conflicts and inconsistencies in the impact of authentic leadership on organizational culture.

Third, the Influence of Organizational Culture on Organizational Commitment: Apart from evaluating the influence of authentic leadership on organizational commitment, this research also identifies the direct influence of organizational culture on the level of organizational commitment (Amtu, 2021; Setyawati et al., 2020). By understanding the relationship between organizational culture and commitment,

managers can better understand the role of culture in strengthening employee commitment and fostering a positive work atmosphere (Gracia Kailola, 2017; Yamali, 2018). Some experts argue that the impact of organizational culture on organizational commitment is not always direct. They argue that organizational culture can be influential in shaping employee attitudes and behavior, but does not always directly lead to higher levels of organizational commitment (Saha & Kumar, 2018). Factors such as job satisfaction, individual values, and personal experiences play an important role in determining an individual's commitment to the organization. Additionally, conflicting subcultures within an organization can create gaps in commitment levels among employees, which may not be entirely attributable to the overall organizational culture. Therefore, although organizational culture can contribute to shaping an environment in which commitment thrives, organizational culture does not always guarantee higher levels of commitment among all employees..

Fourth, the mediating influence of organizational culture on the relationship between authentic leadership and organizational commitment: This research also highlights the mediating role of organizational culture in the relationship between authentic leadership and organizational commitment (Jung, 2022). Using the SEM PLS method, this research can test the extent to which organizational culture mediates the relationship between authentic leadership and organizational commitment, as well as measure how much this mediation effect contributes to this relationship. Although this research emphasizes the mediating role of organizational culture in the relationship between authentic leadership and organizational commitment, critics argue that the impact of organizational culture as a mediator is not always consistent. They highlight that the effectiveness of organizational culture in mediating the relationship between authentic leadership and organizational commitment can be influenced by various internal and external factors. For example, the existing organizational climate, power dynamics, and employee perceptions can shape the way in which authentic leadership traits are interpreted and integrated into the organizational culture. These variations in interpretation and integration may lead to inconsistencies in the mediating effect of organizational culture on the relationship between authentic leadership and organizational commitment.

By using the SEM PLS statistical method, this research can provide an in-depth understanding of the complex relationships between key variables in the higher education context, as well as identify influence and mediation pathways that can help higher education institutions improve organizational performance and faculty member engagement.

IV. CONCLUSION

The research results showing a positive relationship between authentic leadership, organizational culture, and organizational commitment in the context of higher education provide several important conclusions. First, these results reinforce the important role of authentic leadership in forming a positive organizational culture and increasing the level of engagement of organizational members. Second, these findings confirm that a good organizational culture and a high level of trust can increase organizational commitment, especially in the academic environment. In the context of the Structural Equation Modeling (SEM) Partial Least Squares (PLS) method, this approach allows researchers to analyze complex relationships between these variables simultaneously. SEM PLS allows measuring latent variables that are not directly observed, such as authentic leadership, organizational culture, and organizational commitment, and allows testing complex conceptual models. By using SEM PLS, researchers can identify the extent to which these variables are interconnected and how much influence they have on each other in the higher education context.

Theoretical Implications

This research has several significant theoretical implications. First, the research results confirm the importance of authentic leadership in the higher education context as a factor that can influence organizational culture and the level of organizational commitment. This contributes to the understanding of how certain leadership styles can shape a positive work environment and increase the engagement of organizational members. Second, the finding that organizational culture mediates the relationship between authentic leadership and organizational commitment provides new insight into the mechanisms involved in the influence of leadership on an individual's level of commitment to the organization. This underscores the importance of paying attention to mediating factors in understanding the relationship between these variables. Third, this research also highlights the importance of strengthening organizational culture in increasing individual commitment to the organization, especially in the academic environment. These

theoretical implications can help educational institutions develop strategies and policies that support the development of authentic leadership, a positive organizational culture, and strong trust to increase the involvement and commitment of faculty and staff to the university.

Practical Implications

The practical implications of this research can provide valuable guidance for practitioners and decision-makers in higher education environments in increasing the involvement and commitment of lecturers and staff to the institution. The following are several practical implications that can be associated with the use of the SEM-PLS statistical method: First, Authentic Leadership Development: The research results show the importance of authentic leadership in forming a positive organizational culture and increasing the level of individual trust and commitment to the university. Practitioners can use these findings to develop authentic leadership development programs for university deans and directors to strengthen the relationship between leadership and organizational commitment. Second, Increasing Organizational Culture: Research implications highlight the important role of organizational culture in increasing individual commitment to institutions. By understanding the complex relationships between these variables, practitioners can design initiatives to strengthen a positive organizational culture and build high levels of trust among faculty members. Third, Human Resource Management: Emphasis on the importance of factors such as authentic leadership, organizational culture, and trust in increasing organizational commitment can help practitioners in managing human resources in higher education. By using SEM PLS, practitioners can analyze the relationships between these variables holistically and design more effective management strategies. Thus, the use of the SEM PLS statistical method in this research not only provides an in-depth understanding of the relationships between key variables in the higher education context but also provides practical guidance that can assist educational institutions in improving organizational performance and faculty member engagement.

Managerial and Policy Implications

The leadership and policy implications of the results of this research can provide valuable direction for leaders and policymakers at higher education institutions to improve organizational performance and the engagement of faculty members. The following are several leadership and policy implications that can be drawn from this research: First, Leadership Training Program Development: Leaders in higher education can use the findings of this research to design authentic leadership training programs for university deans and directors. This training can help strengthen the leadership skills necessary to create a positive organizational culture and increase the level of trust and commitment of faculty members. Second, Strengthening Organizational Culture: Leaders can take concrete steps to strengthen a positive organizational culture in the university environment. This may include initiatives to encourage collaboration among faculty members, improve lateral communication, and create an inclusive and supportive work environment. Third, Human Resource Management: The implications of this research also highlight the importance of effective human resource management in higher education. Leaders can use research findings to design management strategies that strengthen factors such as organizational culture, trust, and commitment to improve overall organizational performance. By paying attention to the leadership and policy implications resulting from this research, higher education institutions can take concrete steps to increase organizational effectiveness, strengthen faculty member engagement, and create a positive and productive work environment.

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