



Change Management Strategies Drive Lecturer Performance Improvement in Higher Education

Fitri Dian Wilujeng¹, Wisnu Panggah Setiyono^{1*}

¹Master of Management Program, Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

*Coessponding Author Email: wisnu.setiyono@umsida.ac.id

Abstract. General Background: Change management has become a critical approach in higher education institutions to address evolving academic demands and improve lecturer performance. Specific Background: At Ahmad Dahlan Institute Probolinggo, institutional transformation requires strategic alignment between leadership, work culture, and professional development to support lecturer performance. Knowledge Gap: However, limited studies provide in-depth qualitative insights into how change management strategies are implemented within specific higher education contexts to support lecturer performance. Aims: This study aims to examine change management strategies in improving lecturer performance at Ahmad Dahlan Institute Probolinggo. Results: Using a qualitative descriptive-analytical approach, data collected through observation, in-depth interviews, and documentation from key informants—including the rector, vice rectors, and lecturers—indicate that lecturer performance is associated with institutional change strategies supported by inclusive and progressive work culture values, as well as transformational leadership that facilitates professional development. Novelty: This study provides a contextualized analysis of change management strategies in a higher education institution by highlighting the integration of leadership and work culture in supporting lecturer performance. Implications: The findings suggest the need to strengthen leadership capacity and develop a sustainable transformational work culture to address digital challenges and improve educational quality in higher education institutions.

Keywords: Change management, Lecturer performance, Transformational leadership, Organizational culture, Higher education management.

1 Introduction

Change in higher education is inevitable, especially amid globalization, digitalization, and demands for institutional quality and accountability. In this context, universities are required to be able to adapt through appropriate and sustainable change management strategies. The Ahmad Dahlan Institute (IAD) Probolinggo, as a private Islamic higher education institution (PTKIS) in East Java, also faces similar challenges. Curriculum changes, digital transformation of learning, and the dynamics of higher education regulations have triggered the need for strategic adaptation in various lines[1]. These changes not only touch on administrative aspects or institutional policies, but also greatly affect the performance of lecturers as the front line in the educational process.

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Planned and directed change management is very important in creating an adaptive and productive work environment. These strategies must be able to accommodate structural changes while empowering all academic elements, especially lecturers, to perform optimally within the framework of sustainable education quality[2]. Therefore, studies on change management strategies are highly relevant to understanding the extent to which the steps that have been and are being taken can directly impact the improvement of lecturers' professionalism and productivity.

Lecturer performance is not only seen from teaching activities, but also from their abilities in research, community service, and professional development. However, various challenges are still faced by lecturers at various universities, including at the Ahmad Dahlan Institute in Probolinggo. These challenges can include low work motivation, lack of managerial support, resistance to new technology, and lack of ongoing training. If not addressed seriously, this can hinder the achievement of institutional goals. Therefore, there needs to be an effective and sustainable change management strategy so that lecturer performance can improve significantly. This strategy includes how the institution manages changes in work culture, HR development policies, and supportive leadership patterns. Without a focused strategy, the changes made can actually cause greater resistance.

At IAD Probolinggo, there are efforts to internalize progressive Islamic values as a hallmark of Muhammadiyah and Aisyiyah Universities (PTMA), which form the foundation of a work culture that emphasizes integrity, innovation, and collaboration. In this framework, work culture acts as a social glue and a driver for lecturer involvement in the change process[3]. A strong and adaptive culture will encourage the creation of a conducive, supportive, and open work environment that is receptive to innovation and improvement. Therefore, it is important to identify strategic factors that can be used to facilitate the change process so that lecturers are not only able to adapt but also develop professionally in facing the dynamics of the world of education.

This study specifically focuses on change management strategies implemented to improve faculty performance at the Ahmad Dahlan Institute in Probolinggo. This focus is important considering that faculty members are a vital element in achieving the institution's vision and mission. The change management strategies referred to in this context include systemic and structured approaches designed to overcome resistance, strengthen participation, and foster a culture of innovation among lecturers. This study will analyze the strategic steps taken by the institution's management, including policy interventions, training, incentive systems, and work communication that support the creation of positive changes in work behavior. In addition, this study also looks at the involvement of important actors in the workplace, such as faculty leaders, program heads, and HR units in carrying out effective managerial functions. By clarifying this focus, it is hoped that this research can make a real contribution to the development of relevant and applicable institutional strategies in the context of private higher education in Indonesia.

The main objective of this study is to analyze the change management strategies implemented at the Ahmad Dahlan Institute in Probolinggo in order to improve lecturer performance, as well as to identify the supporting and inhibiting factors in the implementation process. In addition, this study also aims to provide strategic recommendations for institutional management in designing policies oriented towards strengthening academic human resources. Research on change management strategies

has high theoretical and practical significance, especially in the context of improving the quality of higher education institutions. From a theoretical perspective, this study contributes to the development of educational management science, particularly in the implementation of change management in higher education environments. Meanwhile, from a practical perspective, the results of this study are expected to serve as a guide for policy makers at the Ahmad Dahlan Institute in Probolinggo in designing strategies for sustainable lecturer performance improvement. In addition, the findings from this study can also be replicated or adapted by similar institutions facing similar challenges. This research opens up opportunities to see the extent to which the change management practices that have been implemented so far are able to address fundamental issues in lecturer HR management. Therefore, this study not only contributes new knowledge but also serves as a basis for strategic policy-making to address the increasingly complex and dynamic challenges of higher education institutions.

According to the results of the researcher's initial interview with Benny Prasetya, as the rector of IAD Probolinggo, he stated that challenges in improving lecturer performance arise in line with changes in national policies, demands for digitalization, and public expectations for quality and competitive graduates (*outcomes*). IAD Probolinggo, formerly known as STAI Muhammadiyah Probolinggo, has experienced rapid development since its transformation in 2023. One of the factors that greatly influenced the current development of the campus was the performance of lecturers, especially in terms of research publications. As a result, in 2024, it received an award from Kopertais Region 4 Surabaya as a private Islamic higher education institution (PTKIS) in East Java with the highest number of lecturer scientific publications at the institute level. In addition, the increase in the number of students was also part of a very significant acceleration in development. Therefore, it is very important to thoroughly examine the change management process implemented in this institution so that it can create a work climate that supports the improvement of lecturer performance. This includes the extent to which lecturers are involved in the change process, receive support from leaders, and feel appreciated for their contributions to the development of the institution.

Several studies on change management have been conducted, such as Rahmadiyah's study on corporate change management strategies in the era of digital transformation. Using a literature study method, the results of his study show that changes in work occur because of common goals that need to be changed in line with digital developments that have increased rapidly in a short period of time[4]. Furthermore, Andini examined change management in the principles of Islamic education management. The study reveals that change management plays a crucial role in responding to complex challenges in education, particularly in the field of Islamic education. In this context, change management refers to the process of managing transformation based on Islamic principles and values.[5]. Still in the context of change management, Baidowi, in his research on change management in education, identifies three main stages. The first stage is discontinuation, which is the process of abandoning or replacing old policies in an organization. The second stage is the initiation of change, which includes evaluating work performance and determining the aspects that need to be changed. The third stage is the implementation of change, which involves planning, establishing, and applying new policies as a form of change implementation by education managers[6]. In her research entitled *Change Management in Realizing*

High-Achieving Madrasahs, Arifah states that there are three main variables that are key in designing performance strategies or achieving organizational goals. These three variables include available resources, the field of business (industry) engaged in, and the formation of an organizational structure. These three elements work together synergistically based on the vision and mission that have been formulated, which serve as guidelines for achieving goals. Through the synergy of these three aspects, it is hoped that competitive advantages can be identified and utilized to support the achievement of optimal performance[7] .

Based on the above previous research, many positive implications of change management on employee performance have been found. However, there has been no study or research that specifically and deeply discusses change management strategies in improving lecturer performance. These findings will be more comprehensive and able to contribute more broadly if they are studied in more depth to obtain complete information and meanings that have not yet been revealed. Based on this, this study specifically and deeply discusses change management strategies in improving lecturer performance at the Ahmad Dahlan Institute in Probolinggo. This study stems from the belief that work changes cannot be successful with only a structural approach, but require a deep understanding of the social and psychological dynamics that take place within the institution. This study will explore the response of lecturers at IAD to change policies and the extent to which work culture values can be implemented properly or, conversely, hinder the change process. Thus, the results of this study are expected to contribute to the development of a strategic model for improving lecturer performance based on a humanistic approach and oriented towards digital transformation, which is not only in line with the local needs of the institution but also in line with the direction of national education policy.

2 Method

This study uses a **qualitative** approach with a case study method so that findings emerge inductively from research data related to the research topic. This approach was chosen because it is suitable for exploring in depth and comprehensively complex social phenomena[8] , in the context of change management strategies in improving lecturer performance. Case study research allows researchers to understand the meanings, values, and perceptions held by informants regarding the changes occurring at the Ahmad Dahlan Institute (IAD) in Probolinggo, as well as how informants respond to and adapt to these changes. This research was conducted at **the Ahmad Dahlan Institute (IAD) Probolinggo**, East Java. The research subjects consisted of various parties directly involved in the process of managing and implementing higher education, particularly those related to change management and lecturer performance.

The research informants were selected using *purposive sampling*, based on the consideration that they had relevant and in-depth information on the research topic[9] . Informants in this study included the Rector of IAD Probolinggo, Vice Rector for Academic Affairs, Vice Rector for Finance and Human Resources, Vice Rector for Student Affairs, as well as permanent lecturers who actively teach and participate in the four pillars of higher education. Data collection was carried out through three main methods, namely observation, in-depth *interviews*, and document review. [8]The data

analysis process used the interactive model of Miles and Huberman, which includes four simultaneous activities, namely: data collection, data condensation, data display, and data verification. as shown in figure 1 this can be seen more easily in the chart below:

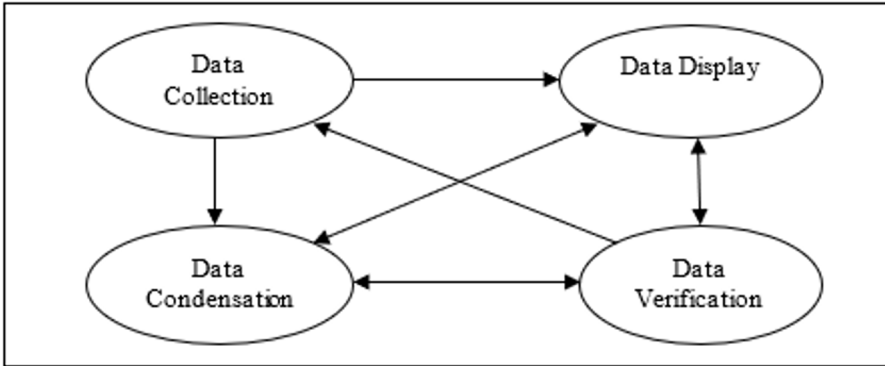


Fig.1. Data Analysis Visualization

Data validity checks are conducted based on four criteria, namely *credibility*, *transferability*, *dependability*, and *confirmability*

3 Results and Discussion

3.1 Change Management Strategies and Their Implications for Lecturer Performance

Change management strategies in higher education institutions must be designed systematically in order to respond to external dynamics such as technological developments, national policies, and educational quality demands. According to Benny Prasetya, rector of the Ahmad Dahlan Institute in Probolinggo, he stated that:

"When I was entrusted by the Central Leadership of Muhammadiyah as rector at IAD Probolinggo, we implemented a change management strategy that had a significant impact on the entire campus governance. This was after a long process from the nomenclature of STIT Muhammadiyah (1986) changing to STAI Muhammadiyah (1995) until the end of 2023 when it changed again to the Ahmad Dahlan Institute Probolinggo. This achievement does not stop at this level, because in 2028, we and our team will reapply for the transformation process to become the Ahmad Dahlan University of East Java. Therefore, this strategy can be realized through several clear and measurable stages, including identifying the need for change, communicating the vision for change, improving the quality of human resources, and continuous monitoring (evaluation). Therefore, a participatory approach is

very important to ensure that lecturers, as the main implementers of the academic process, feel a sense of belonging and contribute to the campus change process and the progress of the Muhammadiyah association.

The above view is in line with Kurt Lewin's three-stage change theory (*unfreezing, changing, refreezing*), which emphasizes the importance of building awareness before initiating transformation and solidifying it into a new culture[10]. In practice, involving lecturers in the formulation of academic policies, digital teaching training, and performance evaluations based on the three pillars of higher education can be a concrete and targeted form of change strategy implementation. This approach has great potential to create an adaptive work environment and motivate lecturers to continuously improve their performance. Meanwhile, Heri Rifhan Halili, as the vice rector for academic affairs, argues that:

"The institution's ability to create a work climate that is adaptive to change will have a positive impact on improving lecturer performance. This change management strategy is not only oriented towards organizational structure but also towards the development of lecturer human resources. This has proven to have a positive impact on the productivity and quality of the tridharma of higher education. At IAD Probolinggo, for example, we provide a reward system for learning innovation as a strategic step in increasing lecturers' work motivation. Every lecturer who conducts research or community service will receive incentives in accordance with the applicable campus regulations. Lecturers who have not yet completed their doctoral studies are given scholarships to continue their studies in accordance with their respective fields of science. Similarly, we always provide guidance to educational staff (tendik) in order to improve their capacity and academic services to students. In addition, the use of an integrated Learning Management System (LMS) also demonstrates the efficiency of lecturers' work in terms of class management and learning assessment. Therefore, we will make continuous efforts so that lecturers' performance will continue to improve in a more positive direction."

Based on this understanding, the effectiveness of change is largely determined by the extent to which individuals understand, accept, and feel supported during the transition process[11]. Therefore, it is important for leaders to balance the demands of change with tangible support provided to lecturers, such as mentoring/coaching, training, and reflective evaluation. This balance will create a sense of security as well as healthy challenges for performance improvement.

One of the key elements of change management strategy is transparent and consistent two-way communication from leaders to all elements of the organization, especially lecturers. Good communication can reduce resistance to change, increase ownership of new programs, and strengthen academic team collaboration. In the IAD Probolinggo environment, the role of the faculty dean or head of study program as an agent of change is crucial to the effectiveness of strategy implementation. As Kotter in Cintia argues, building a leadership coalition and creating a communicative long-term vision are crucial steps in encouraging collective engagement with change[12].

Lecturers will be more motivated when they understand the direction of the policy, have space for open dialogue, and feel that their aspirations are being heard. Practices such as regular academic forums, two-way *feedback*, and involvement in curriculum development teams can encourage the internalization of change. This strategy not only improves performance in teaching, but also strengthens lecturers' commitment to the overall sdevelopment of the institution. More simply, as shown in figure 2 the stages involved in change management can be observed in the chart below:

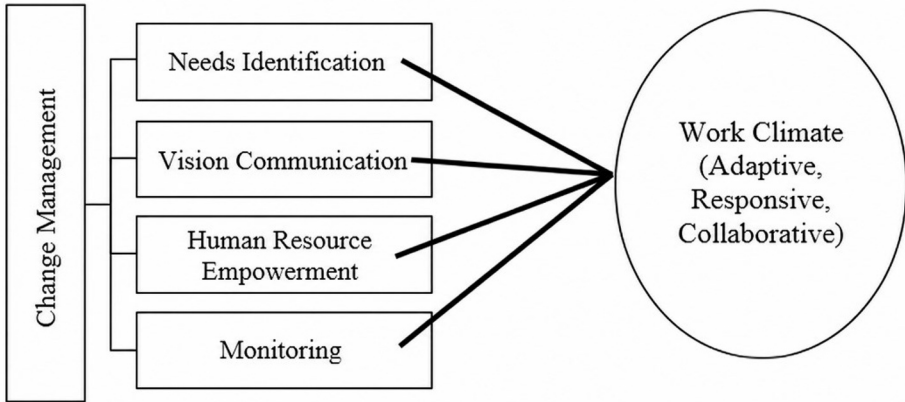


Fig.2. Stages of Change Management

According to Prasetya, the effectiveness of change management strategies in improving lecturer performance can be measured through indicators of the four pillars of higher education (teaching, research, community service, and AIK). At IAD Probolinggo, the implementation of a lecturer portfolio-based evaluation system and performance recognition through incentives is a concrete form of change monitoring. This is in line with the concept of *continuous improvement*, which emphasizes the importance of ongoing evaluation of the results of change[13] . By evaluating the impact of change on improving the quality of teaching materials, lecturer involvement in research, and scientific publications, management can make periodic adjustments to the strategy. This evaluation also provides space for lecturers to engage in professional reflection and develop personal development plans. In practical terms, institutions need to provide data-based feedback, competency improvement training, and a structured reward system so that the change strategies implemented are not short-term. Thus, change management strategies become a tool for institutional transformation that not only improves the system but also strengthens the personal capacity of lecturers as educators and researchers.

The *unfreezing stage as part of the change management strategy according to Lewin* in Sufriyadi is a crucial step in building collective awareness among lecturers at the Ahmad Dahlan Institute in Probolinggo regarding the importance of change[14] . In this context, the Ahmad Dahlan Institute in Probolinggo took a dialogical and reflective approach to identify obstacles to lecturer performance, such as an unbalanced workload,

lack of pedagogical training, or minimal motivation. Through discussion forums, internal surveys, and *coaching*, lecturers were invited to see the urgency of change as a means of improving the quality of teaching, research, and community service. This strategy aims to create a psychological climate that is ready to accept change, not just structural instructions from above.

The second stage, *changing*, is carried out by implementing various concrete and measurable strategic programs. At this stage, the Ahmad Dahlan Institute in Probolinggo conducts *needs-based training* for lecturers, encourages research collaboration between lecturers across study programs, and provides performance-based incentives such as scientific publication allowances and learning innovation awards. In addition, a faculty mentoring system is implemented to facilitate the transfer of experience and skills[15]. This approach not only improves individual performance but also builds a collaborative work culture focused on quality.

After the two stages above have been implemented, the *refreezing* stage is important to ensure that new practices are permanently embedded in the institutional culture[16]. In this case, IAD Probolinggo has established new policies in the form of SOPs, a transparent rubric-based performance evaluation system, and the integration of good practices into the institution's strategic plan. Faculty performance is also linked to long-term *rewards*, such as functional promotions and opportunities for further study. Periodic evaluations and two-way feedback between leaders and faculty further strengthen the sustainability of change. Ultimately, values such as professionalism, innovation, and collaboration become part of the new institutional identity.

The application of Lewin's change theory in the context of the Ahmad Dahlan Institute in Probolinggo shows that change management is not only an administrative process, but also a systemic and humanistic approach[17]. Through *unfreezing*, the institution succeeded in touching the psychological and emotional aspects of lecturers, which became the basis for internal motivation. The *changing* stage provides a participatory space for lecturers to be involved in change, while *refreezing* creates a structure and work culture that supports high performance sustainability. With this strategy, lecturer performance has improved not only quantitatively, such as in publications and teaching attendance, but also qualitatively in the form of job satisfaction, teaching innovation, and contribution to the overall reputation of the institution. Based on table 1 Simply put, the change management strategy model at IAD Probolinggo can be presented in the table below:

Table 1. Change Management Strategy at IAD Probolinggo

No.	Strategy	Implementation	Implications
1.	Building collective awareness among lecturers (<i>Unfreezing</i>)	<ul style="list-style-type: none"> · Availability of faculty/study program discussion forums · <i>Monthly coaching by the Daily Advisory Board (BPH)</i> · <i>Monthly AIK studies for lecturers</i> 	<ul style="list-style-type: none"> Creation of a psychological and emotional climate among lecturers Internal motivation is built ü : <i>Sense of belonging is built</i>

· *Nisa'iyah study (specifically for female lecturers)*

Continued **Table 1.**

No.	Strategy	Implementation	Implications
2.	Providing a participatory space for lecturers in management (<i>Changing</i>)	<ul style="list-style-type: none"> · <i>Morning recitation movement with the local PDM</i> · Encouraging active participation of lecturers in seminars/webinars, both as speakers and participants · Availability of scholarships for further study for lecturers · Encouraging research collaboration among faculty members across study programs 	<ul style="list-style-type: none"> Creating a collaborative climate among lecturers ü Increasing the number of faculty members completing doctoral studies ü Increasing the number of faculty members' scientific publications in nationally accredited journals
3.	Creating a conducive work structure and culture (<i>Refreezing</i>)	<ul style="list-style-type: none"> · Availability of performance-based incentives such as scientific publication allowances · Transparent rubric-based performance evaluation · Availability of lecturer and teaching staff satisfaction surveys 	The creation of a conducive work environment and culture

Based on the table above, it shows that there are change management strategies manifested in several weekly and monthly activities. Thus, it is hoped that this will improve lecturer performance, which will lead to an increase in the quality of higher education and public *trust*. This will also have an impact on increasing the number of students enrolled at the Ahmad Dahlan Institute in Probolinggo.

On the other hand, Maslow, in his theory of needs, states that physiological needs and a sense of security are the basis of an individual's job satisfaction[18] . In the context of lecturers at the Ahmad Dahlan Institute in Probolinggo, job satisfaction as an integral part of change management strategy begins with ensuring that basic welfare aspects are met, such as timely salary payments, functional allowances, and adequate work facilities. Additionally, the institution can establish a stable and transparent work system, including career guarantees and a work environment free from discrimination or psychological pressure. This strategy is an important foundation for improving lecturers' comfort in carrying out their duties before encouraging more complex changes in the realm of lecturer professionalism. Without fulfilling these aspects,

motivation to develop will be difficult to grow. This is in line with the statement by Dheasari, a lecturer in the Early Childhood Islamic Education Study Program (PIAUD):

"Alhamdulillah, the salary that the campus has provided so far is relatively sufficient and is always given on time at the beginning of the month to meet daily needs. I have been a lecturer at IAD Probolinggo for five years. Two years ago, I also received a lecturer certification allowance along with three other lecturers. The work facilities here are also quite representative, ranging from lecturer rooms, classrooms, learning media, to internet access. This makes it easier for us to develop innovations in learning. The campus also provides funds for scientific publications as well as incentives for lecturers who are active in research and community service. And last but not least, the family atmosphere here is very strong. In addition to our welfare being fulfilled, the work environment here feels like a second home."

Furthermore, social needs such as a sense of belonging, togetherness, and recognition from the work community are also key to lecturer satisfaction. The change management strategy at IAD Probolinggo can lead to the formation of *team teaching*, inter-study program lecturer forums, and collective academic activities such as joint seminars or collaborative writing programs. With the creation of an open and supportive work culture, lecturers feel that they are part of a healthy and productive community. This also fosters loyalty to the institution and accelerates acceptance of the new work culture transformation. In addition, Maslow mentions the need for recognition and competence as important stages in encouraging individual performance. In this case, the change management strategy at IAD Probolinggo is directed at a fair and measurable performance-based incentive system, such as awards for outstanding lecturers, merit-based academic promotions, and support for scientific publications and professional development. When lecturers feel appreciated and recognized for their achievements, they will be encouraged to continue to innovate and improve their academic roles as educators, researchers, and community servants.

At the highest level of Maslow's hierarchy is self-actualization. Change management strategies must be able to create intellectual freedom and academic autonomy. Lecturers at the Ahmad Dahlan Institute in Probolinggo who have reached this level have an intrinsic drive to contribute maximally to the advancement of the institution, whether through leading-edge research, innovative curriculum development, or academic leadership. Change strategies that provide space for exploration, advanced training, and opportunities for further study will encourage lecturers to reach their full potential. Job satisfaction is achieved not only because of material factors, but because lecturers feel that their lives are meaningful through their academic roles.

3.2 Integration of Change Management at the Ahmad Dahlan Institute in Probolinggo

The concept of integration generally refers to the process of combining various components or elements into a harmonious and functional whole. According to Mulyasa, as quoted by Aini, integration is the process of combining various elements

of education, such as values, knowledge, and skills, into a comprehensive and mutually supportive system[19] . In the context of education, integration is carried out to avoid fragmentation of learning and to build a holistic understanding among students. This approach encourages more meaningful learning because it connects various disciplines contextually, both in the curriculum content and in the teaching strategies.

Meanwhile, Yanti quotes Habermas' opinion in his approach to social philosophy, emphasizing that integration is not only structural but also communicative, where harmony between individuals in society is built through dialogue, norms, and shared values[20] . In the social and cultural realm, integration reflects the ability of society to unite differences without eliminating the identities of each group. Therefore, integration requires awareness of the importance of collaboration, openness, and mutual respect among different components within a system. In practice, integration is the main foundation for creating stability, whether in education, organizations, or social life in general.

In the context of change management, work culture is a set of values, norms, and beliefs that are developed and applied collectively within an institution. In the context of higher education, work culture is the foundation that influences the behavior of the academic community, decision-making, and the effectiveness of institutional performance. Work culture is formed through shared experiences and passed on to new members through a process of socialization. In higher education, work culture not only shapes the way lecturers teach and interact, but also reflects institutional identity. Therefore, understanding work culture is important as a foundation for change, quality improvement, and increasing institutional competitiveness. The Ahmad Dahlan Institute (IAD) Probolinggo, as a private university under the auspices of Muhammadiyah, has its own unique culture based on the values of Progressive Islam. These values are integrated into academic and managerial life, creating a religious, collaborative, and excellence-oriented work atmosphere. This culture is the main strength in realizing an excellent and integrity-based educational institution.

In the context of work culture at IAD Probolinggo, according to Alfi Syahrin, Vice Rector for Student Affairs, stated that:

*"Institut Ahmad Dahlan Probolinggo develops a work culture based on core values derived from Islamic teachings, Muhammadiyah ideology, and national spirit. The three core values that form the pillars of the work culture at IAD Probolinggo are **integrity, collaboration, and innovation**. The value of integrity is manifested in the academic community's commitment to work ethics, academic honesty, and responsibility for institutional tasks. Collaboration is manifested through a culture of mutual cooperation, cross-study program and work unit teamwork, and improved communication between work units. Meanwhile, innovation encourages lecturers and students to continue to innovate in teaching, research, and community service. These three values are internalized in various campus activities such as lecturer training, new student orientation, and regular leadership coordination meetings.*

This is in line with the views of Robbins and Judge, who state that work with strong shared values will be easier in facing change and improving performance[21] . At IAD

Probolinggo, the implementation of these values is reinforced through consistent governance and leadership by example. These values are not just slogans, but also real practices in the daily activities of the campus.

As an institution under the Muhammadiyah Association, IAD Probolinggo has developed a work culture that is in line with the principles of progressive Islam. This Islamic work culture is manifested in spiritual practices such as opening meetings with the recitation of the basmalah, regular recitation activities for lecturers and teaching staff, and prioritizing good character in interactions between staff, lecturers, and students. Islamic culture is also evident in a leadership approach that is consultative, fair, and prioritizes the common good. Islamic work culture encourages the creation of a harmonious, honest, and responsible work environment[22]. This is reinforced by Ulil Hidayah, a lecturer and dean of the Faculty of Tarbiyah and Teacher Training (FITK), who stated that:

"IAD Probolinggo instills the spirit of fastabiqul khairat (competing in goodness) for the entire academic community in achieving academic excellence and public service. In addition, the principle of tajdid (renewal) also encourages us to always be open to innovation, including in the use of digital technology to support the learning and administrative processes. This Islamic culture not only strengthens institutional identity, but has also been proven to increase the loyalty and morality of the academic community, especially at IAD Probolinggo, in facing increasingly complex global challenges."

A positive work culture contributes significantly to improving lecturer performance, both in teaching, research, and community service. At IAD Probolinggo, a work culture that encourages discipline, collaboration, and competency improvement motivates lecturers to perform optimally. As Denison states, the dimensions of involvement and consistency in work culture greatly influence individual work productivity[23]. This is reinforced by the statement of Devy Habibi, a lecturer in the PAI study program, who said:

"We, the lecturers at IAD, are encouraged to actively participate in webinars on learning, conduct collaborative research among PTMA lecturers, and undergo training on curriculum development based on wasathiyah values, which is part of the academic culture here. In addition, the culture of appreciation for lecturers' academic achievements has also proven to be able to increase lecturers' intrinsic motivation to continue working. Then, the routine coaching process by the leadership is also part of the efforts of the leadership at IAD Probolinggo to improve a work culture that supports professionalism. With a healthy work culture, lecturers not only work to fulfill administrative obligations but are also oriented towards self-development and contributing to the institution's vision."

The work culture at IAD Probolinggo shows that it has been instilled quite well, although there are still challenges in improving and disseminating it comprehensively. These challenges include the diversity of lecturers and students' backgrounds,

generational differences, and adaptation to campus digitalization. Some young lecturers have different work preferences than lecturers who have long served on campus, while students have expectations for fast and flexible educational services. In this case, Cameron and Quinn argue that institutions must be able to balance four types of work culture (*clan, adhocracy, market, hierarchy*) to create flexibility and stability[24]. Clan culture prioritizes collaboration and employee involvement, adhocracy culture encourages innovation and adaptability, market culture emphasizes competition and goal achievement, and hierarchy culture focuses on structure and control. Each of these cultural types has unique managerial implications that influence leadership style, decision-making processes, and organizational effectiveness. Therefore, IAD Probolinggo needs to develop a culture internalization strategy through cross-generational training, effective communication, and the integration of cultural values into operational policies. In addition, digitization needs to be aligned with cultural values so that technology does not displace humanistic values in academic interactions. This challenge is not an obstacle, but rather an opportunity to revitalize the work culture to be more inclusive and adaptive to the times.

To ensure that the work culture continues to develop and remain relevant, according to the secretary of the IAD Daily Advisory Board (BPH), Achmad Philip, he stated that:

*IAD Probolinggo will continue to strive to implement strategies to improve a sustainable and systematic work culture. This strategy begins with strengthening the role of leaders, in this case the rector and his deputies, as key role models in the implementation of cultural values. In addition, it is important to **socialize, internalize, and institutionalize** cultural values through new lecturer orientation programs, work culture workshops, and the development of institutional ethical standards. We will also continuously monitor and evaluate faculty performance each semester so that we can see the achievements of faculty members in line with the university's vision. With this, we hope that a strong and consistent work culture can be implemented by all members of the academic community at IAD Probolinggo."*

The above view is in line with Hofstede's statement, which states that a strong culture will grow if institutions consistently align core values with daily practices and reward systems[25]. Periodic evaluations of work culture practices are also necessary to ensure their suitability to changes in the external environment. With an integrated strategy based on institutional values, IAD Probolinggo can build a work culture that not only strengthens institutional identity but also improves overall academic performance. A strong, progress-oriented culture will serve as a solid foundation for facing the challenges of higher education in the global and digital era.

In the context of work culture, transformational leadership is important for promoting a dynamic and collaborative academic culture. Leaders who are able to instill inspirational values and provide room for development will find it easier to guide lecturers to innovate in teaching, research, and community service. Therefore, understanding and applying the concept of transformational leadership is an important foundation in strengthening faculty performance and the competitiveness of higher education institutions. The first dimension of transformational leadership is *idealized influence*, where leaders become role models for members of the organization. In the

context of IAD Probolinggo, leaders who demonstrate integrity, responsibility, and high dedication will build trust among lecturers. Exemplary ethical behavior, time discipline, and consistency in vision will inspire lecturers to emulate and internalize similar values in their academic activities. According to Northouse (2019), transformational leaders who have idealized influence can shape a work climate that supports high performance through trust and respect. In an academic environment, when the rector or dean acts as *a role model* in research, community service, and public service, lecturers will be more motivated to improve the quality of their work. The practical implication of this dimension is the importance of values-based leadership training among campus administrators. Real examples set by leaders become a significant moral and psychological force in creating a positive work culture and increasing the loyalty and productivity of lecturers in carrying out the three pillars of higher education.

Inspirational motivation is the ability of leaders to convey their vision and mission in an inspiring and convincing manner. At IAD Probolinggo, leaders who are able to clearly communicate academic policy directions and build collective enthusiasm will trigger the active involvement of lecturers in the campus' strategic programs. Transformational leaders not only convey targets, but also give meaning to each task and responsibility. According to Bass & Riggio (2006), when leaders convey an attractive and meaningful vision, members are more motivated to work hard and innovate[26]. In practice, leaders who frequently hold academic dialogue forums, convey campus achievements, and appreciate lecturers' contributions will create a collective spirit to move forward together. The practical implication is the need for a strategic communication approach by leaders through various channels, such as *town hall meetings*, internal campus media, or academic forums. Thus, lecturers not only know the direction of the institution but also feel that they are an important part of its achievements, so that their performance is naturally and sustainably encouraged.

The dimension of *intellectual stimulation* in transformational leadership focuses on the leader's efforts to encourage members to think critically, creatively, and dare to try new approaches. In the context of higher education, this is particularly relevant to facilitate lecturers in innovating, whether in teaching methods, research topics, or community service strategies. At IAD Probolinggo, leaders who encourage the exploration of new ideas and provide space for experimental programs demonstrate leadership that promotes the professional growth of lecturers. According to Avolio and Bass (2004), *intellectual stimulation* creates a work environment that does not punish failure but makes it a means of learning[27]. The implication is that institutions need to provide discussion forums, collaborative research, and competitive funding to support academic experimentation. Lecturers who feel supported to try new approaches will be more productive and involved in program development. Thus, transformational leadership not only shapes structure but also a dynamic and innovative academic culture, which directly impacts the improvement of lecturer quality and performance.

Meanwhile, *individualized consideration* refers to the personal attention leaders give to the needs, potential, and development of individuals within the organization. In the context of IAD Probolinggo, leadership that pays attention to the career needs and welfare of lecturers plays an important role in creating loyalty and high work motivation. Lecturers who feel personally cared for tend to perform better. This is as felt by Sholihah, a lecturer in the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI), namely:

We have been teaching for about five years and have gained a lot of experience at IAD Probolinggo. Although we are relatively new and have not been lecturers at IAD for long, we see that the leadership pays close attention to the careers of every lecturer here. Every month, there are always coaching activities from the BPH to evaluate the performance of each lecturer. We are grateful that last year we also received a lecturer certification allowance. The leadership at IAD has shown tremendous concern for the career development and welfare of all lecturers, educational staff, and employees."

Transformational leaders who practice *individualized consideration* tend to foster productive *mentor-mentee* relationships. University leaders can implement this through regular coaching, individual career development, and support for further study or professional certification. This strategy is important for increasing lecturer job satisfaction and accelerating competency development. In addition, this approach creates a more inclusive and supportive work environment. Lecturers who feel listened to will be more open in expressing their ideas and more accountable for their performance. In other words, *individualized consideration* is an important bridge between strategic leadership and sustainable human resource development.

Transformational leadership has a direct impact on the quality of teaching carried out by lecturers. Thus, according to Abadiyah (2022), transformational leadership is considered the best model for explaining the characteristics possessed by a leader. Transformational leadership has been proven to have a positive impact because there is a strong bond between leaders and employees. Leaders who provide inspiration and intellectual stimulation are able to motivate lecturers to not only teach according to minimum standards, but also to create contextual, innovative, and student-centered learning. This view is reinforced by Aries Dirgayunita, vice rector for human resource development, who revealed that leadership that supports the development of *blended learning* methods and the use of learning technology has increased lecturer engagement and student participation. This has been implemented at IAD for the past five years. This is in line with Leithwood and Jantzi, who state that transformational leadership can increase the commitment of teachers and lecturers to improving the quality of learning[28] . This shows that good leadership strategies indirectly influence student learning outcomes through the performance of their teachers. Practices such as providing teaching innovation incentives, awarding the best lecturers, and supporting learning research can significantly improve lecturer performance. Thus, the influence of transformational leadership on teaching aspects is strategic and needs to be continuously developed to achieve institutional academic excellence.

Transformational leadership has a significant influence on increasing lecturer productivity in research and scientific publication activities. This leadership style plays a role in creating a conducive, inspiring academic environment that is oriented towards achieving the institution's long-term vision. Leaders with transformational characteristics not only provide strategic direction but are also able to motivate lecturers to develop their academic potential optimally. In addition, this leadership encourages innovation and creativity in research implementation and supports lecturers in accessing adequate research resources. This support includes cross-disciplinary and

cross-institutional collaboration, recognition of academic achievements, and strengthening a productive work culture[29]. Therefore, transformational leadership is a strategic factor in strengthening the research culture in higher education, which ultimately contributes to improving the overall quality and reputation of the institution. Leaders who inspire, support new ideas, and provide access to research resources are able to increase lecturers' involvement in scientific activities. This is in line with the information conveyed by Windasari, head of the Institute for Research and Community Service (LP2M), who stated that:

"The leadership has provided funds for lecturers to publish articles as well as incentives for research and community service. In addition, access to international journals and facilities for cross-university collaboration, especially within the PTMA environment, are provided. This has proven to be effective in encouraging an increase in the quantity and quality of lecturers' publications in reputable journals, both nationally and internationally. Each semester, lecturers at IAD Probolinggo are required to publish scientific articles in journals indexed at least at Sinta 3 and Sinta 4 levels. This rule applies not only to lecturers with teaching certificates but to all lecturers and leadership on campus."

Therefore, transformational leadership has proven to be able to improve the performance of lecturers, who are the main actors in the academic world. Support for seminars, webinars, research methodology workshops, and regular journal writing assistance are concrete forms of the implementation of this leadership. Lecturers who feel supported, both morally and materially, will be more motivated to conduct research and produce scientific works that are useful on a broader scale. Thus, transformational leadership not only improves faculty performance administratively but also strengthens the institution's position in the national and international scientific landscape through increased academic productivity. Based on table 2 In general, the transformational leadership style and its implications for faculty performance can be seen in the table below:

Table 2. Transformational Leadership Style

Dimension	Strategy	Indicators	Implications for Faculty Performance
<i>Idealized Influence</i>	Leadership Role Model	Building Integrity	ü Increasing faculty trust in leadership
		s Building Responsibility	ü Enhancing exemplary behavior of leaders
<i>Inspirational Motivation</i>	Policy Communication	· Dedication	ü Enhancing Work Ethic
		: Building Collective Spirit	

Continued Table 2.

Dimension	Strategy	Indicators	Implications for Faculty Performance
<i>Inspirational Motivation</i>	Policy Communication	s Create faculty engagement	<ul style="list-style-type: none"> ü Enhancing the spirit of innovation in teaching, research, and community service
<i>Intellectual Stimulation</i>	Encouraging professional growth	Promoting innovation in research	<ul style="list-style-type: none"> • Development of discussion forums
		Creating a dynamic academic culture	<ul style="list-style-type: none"> ü Development of collaborative research
		· Building loyalty	<ul style="list-style-type: none"> ü Development of competitive academic funding • Providing opportunities for further study scholarships
<i>Individualized Consideration</i>	Faculty Career Development and Welfare	Supporting career development	<ul style="list-style-type: none"> ü Improving welfare guarantees ü Increasing job satisfaction
		· Continuous coaching	<ul style="list-style-type: none"> ü Enhancing performance competency development

Overall, transformational leadership has broad positive implications for improving lecturer performance, both in terms of teaching, research, community service, and self-development. By implementing the four main dimensions of transformational leadership in a balanced and consistent manner, IAD Probolinggo can create a conducive, productive, innovative, and sustainable academic work ecosystem. To optimize its impact, institutions are advised to develop transformational leadership training for all unit or institutional leaders, formulate supporting policies, and create relevant evaluation and reward systems. Transformational leadership is not only a

managerial tool, but also a strategic instrument for building a superior and adaptive academic culture. Therefore, efforts to improve leadership capacity at the institutional level are a very important long-term investment in facing the challenges of globalization and digital disruption in higher education.

Therefore, a strong and inclusive work culture supported by transformational leadership will be a very important factor in determining the effectiveness of change management strategies, which will have a positive impact on improving lecturer performance. In other words, change management strategies will not be effective if they are not built on a conducive work culture and supported by transformational leadership. For more details on the integration of change management, work culture, and transformational leadership developed at IAD Probolinggo, as shown in figure 3 please refer to the following chart:

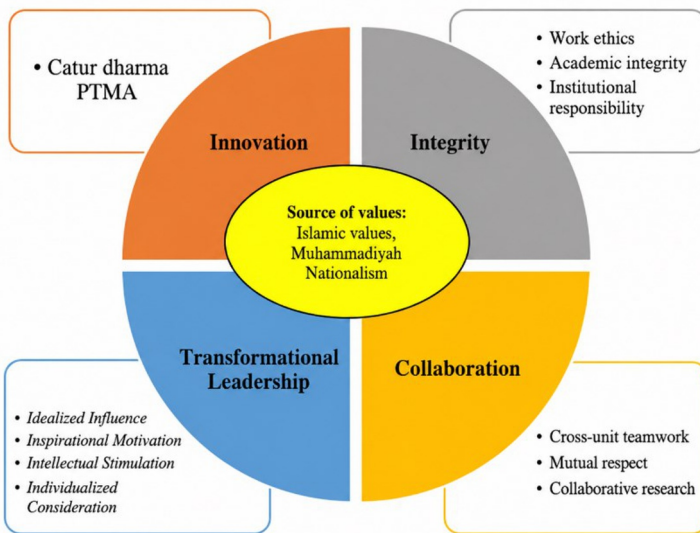


Fig.3. Change Management Integration

4 Conclusion

Based on the above discussion, it can be concluded that change management strategies supported by a strong work culture and transformational leadership have proven to play a very significant role in improving the performance of lecturers at the Ahmad Dahlan Institute in Probolinggo. Strategic change management encourages institutional adaptation to the demands of the times, including the integration of technology and improvement of academic quality. The work culture developed based on Islamic values, collaboration, and innovation has become a strong foundation for lecturers in creating a work environment conducive to their professional development. Meanwhile, transformational leadership with the dimensions of *idealized influence*, *inspirational*

motivation, intellectual stimulation, and individualized consideration is able to create a supportive, dynamic work climate that is oriented towards improving the performance of lecturers at the Ahmad Dahlan Institute in Probolinggo holistically. These three factors are integrated in forming a progressive and sustainable institutional management system. Lecturers who work in a system that supports change, clear work values, and inspiring leadership are proven to be more motivated to perform well in the fields of teaching, research, and community service. Therefore, the success of higher education institutions in improving lecturer performance is greatly influenced by the synergy of these three factors. The strategic recommendation is the need for consistency and continuous evaluation so that this transformation is not only structural but also cultural and oriented towards long-term quality.

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