

# Determination of publication performance: Analysis of organizational culture and leadership style mediated by motivation

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## Abstract

**Purpose:** The purpose of this study is to identify the factors influencing publication performance at universities in West Java.

**Research Methodology:** The research applies a quantitative descriptive method using both primary and secondary data. Primary data were collected through questionnaires with a 5-point Likert scale, while secondary data came from relevant academic sources such as Scopus, Web of Science, Elsevier, Sinta, and Google Scholar. The sample size was determined using the Hair formula, and data were analyzed using SmartPLS 4.1.0.0 through outer model, inner model, and hypothesis tests.

**Results:** The study found that organizational culture and leadership style each have a positive and significant effect on motivation, while both variables also positively and significantly influence publication performance. Motivation itself was shown to have a positive and significant impact on publication performance. Furthermore, the results indicate that organizational culture and leadership style each exert a positive and significant indirect effect on publication performance through motivation as a mediating variable.

**Conclusions:** Organizational culture, leadership style, and motivation significantly enhance university publication performance in West Java.

**Limitations:** This study is limited to publication performance in higher education institutions in West Java.

**Contribution:** This study aims to identify factors that influence publication performance, with a focus on organizational culture, leadership style, and motivation.

**Keywords:** *Business Sustainability, Employee Performance, Management Support, Self-Efficacy*

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## 1. Introduction

In the context of globalization and increasing international academic competition, scientific publications are an important metric for assessing the productivity and reputation of higher education institutions. Research indicates that factors such as institutional support, faculty qualifications, and research culture significantly influence research productivity, which, in turn, impacts a university's standing and ability to attract funding and students (Nguyen, 2022). The internationalization of higher education has led to a dramatic increase in publication output, with contributions from various countries, particularly China, reflecting a shift in the global academic landscape. Additionally, university rankings, which heavily rely on publication metrics, underscore the importance of research outcomes in building

institutional reputation, with top-ranked universities demonstrating high publication volumes and impactful research collaborations (Li & Yin, 2022).

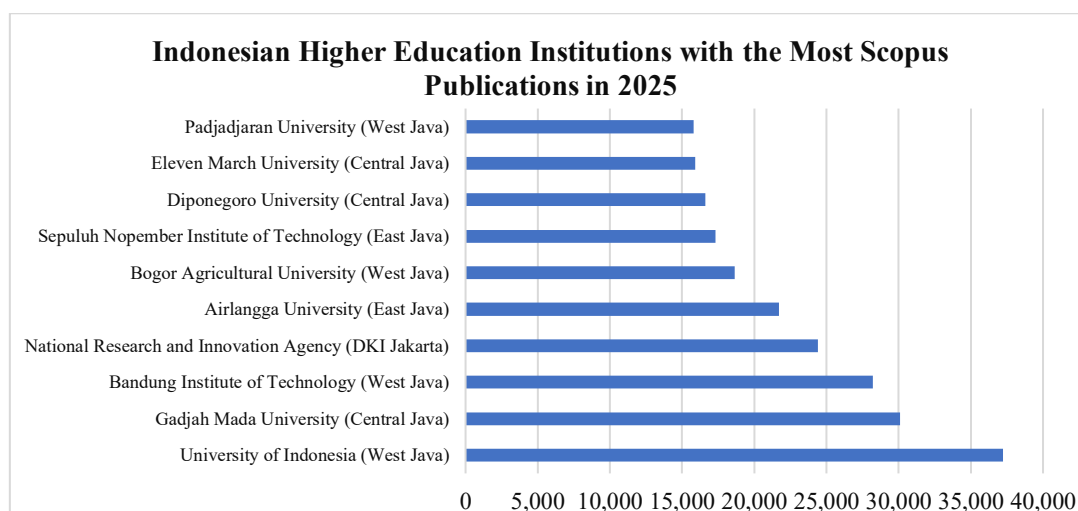


Figure 1. Indonesian Higher Education Institutions with the Highest Number of Scopus Publications in 2025

Figure 1 displays the top 10 higher education and research institutions in Indonesia with the highest number of Scopus-indexed publications in 2025. Based on data obtained from the official SINTA portal ([sinta.kemdikbud.go.id](http://sinta.kemdikbud.go.id)), the University of Indonesia (UI) holds the top position with the highest number of publications at the national level, followed by Gadjah Mada University (UGM) and Bandung Institute of Technology (Alkitbi, Alshurideh, Al Kurdi, & Salloum). These three institutions are recognized as research universities with mature academic ecosystems, excellent human resources, and adequate research infrastructures.

In terms of geographical distribution, of the ten institutions, four are universities from West Java (UI, ITB, IPB, and Padjadjaran University), three are from Central Java (UGM, Sebelas Maret University, and Diponegoro University), two are from East Java (ITS and Unair), and one is from DKI Jakarta (BRIN). This indicates that the dominance of scientific publications remains concentrated on the island of Java, particularly in West Java Province, which contributes the largest number of institutions. However, the low and inconsistent performance of lecturers in publishing in Indonesian higher education institutions, particularly private universities in West Java, can be attributed to several factors.

Research shows that a lack of competence and motivation among lecturers, inadequate research facilities, and an underdeveloped research culture significantly hinder publication efforts (Yulianto & Juwono, 2021). Additionally, many lecturers struggle with the complexity of writing for accredited journals, as evidenced by a training initiative that improved participants' understanding of the publication process from 57% to 91% (Zafrizal, 2024). Structural challenges, such as outdated recruitment policies and heavy administrative workloads, exacerbate these issues. Additionally, the regulatory framework emphasizes the importance of publication for academic promotion, yet many faculty members remain unprepared to meet these expectations (C. Dewi, 2023).

Several studies have shown that an organizational culture that encourages innovation, collaboration, and results orientation significantly increases lecturers' motivation to engage in scientific publications. A strong research culture, characterized by supportive leadership and a conducive work environment, is crucial for improving the quality and quantity of academic output in higher-education institutions (Radi, 2025). Additionally, participatory and visionary leadership styles are essential for creating an environment that promotes academic performance, as they align organizational goals with the involvement of individual faculty members. Furthermore, internal and external motivation serves as an important link between the organizational environment and faculty scientific productivity, highlighting the importance of a holistic approach to fostering academic excellence. This interaction underscores the

need for universities to cultivate a positive organizational climate that supports innovation and effective leadership (Yuliani & Hariyati, 2024).

This study contributes significantly to the understanding of how organizational culture, leadership style, and motivation jointly influence publication performance, both directly and indirectly. The novelty of this research lies in highlighting the mediating role of motivation in linking participative and transformational leadership styles to academic productivity. Unlike previous studies that examined these variables in isolation, this study provides an integrated perspective, emphasizing how participative leadership fosters collaboration and empowerment, while transformational leadership inspires commitment and innovation among lecturers. These dynamics are particularly relevant for higher-education institutions seeking to enhance publication performance through leadership practices that motivate faculty to pursue quality research and international collaboration.

The relationship between organizational culture, leadership style, and faculty performance, particularly in Indonesian universities, is complex and diverse, with motivation playing an important mediating role. Research indicates that organizational culture significantly influences faculty motivation, which in turn affects performance, although the direct impact of culture on performance is not always significant (Suyitno, 2024). These findings underscore the need for universities to cultivate an organizational culture that supports and leadership styles that enhance motivation and performance, thereby improving education quality.

## **2. Literature review**

### **2.1. Publication Performance**

Publication performance refers to the ability of individuals, groups, or institutions to consistently produce and disseminate scientific works, articles, or academic papers of high quality in scientific forums or media, both at the national and international levels. This performance reflects the intellectual productivity of an individual, particularly in academic environments, such as lecturers, researchers, and final-year students. Publication performance can be measured by the number of articles published in reputable scientific journals, journal indexing (such as Scopus or Sinta), citation rates, and participation in seminars, conferences, or other scientific forums. Publication performance serves as an important indicator for assessing an academic's contribution to the development of science, technology, and innovation. Additionally, within an institutional context, publication performance is used as a criterion for program accreditation and the evaluation of higher education institutions' performance (Zafrizal, 2024).

The indicators or dimensions of publication performance include: 1) Number of Scientific Publications: This measures the number of articles or scientific works published in national and international journals within a certain period of time; 2) Publication Quality: This refers to the reputation of the journal in which the work is published. This includes being indexed in Scopus, Sinta, Web of Science, and other leading journals; 3) Citation Rate: Measures how frequently published scientific works are cited by other researchers as an indication of their influence and contribution to the field of science; and 4) Research and Writing Collaboration: This indicates the involvement of researchers in cross-institutional or cross-national collaboration in joint publications (Yolinza & Marlius, 2023). Publication performance variables have been studied and are relevant to the research conducted by (Noor & Ahmadi, 2025; Noviandari, 2024; Setiawan, Dewi, Haryanto, & Purwanto, 2024).

### **2.2. Motivation**

Motivation is an internal or external force that directs, drives, and sustains individual behavior toward a specific goal. In an organizational context, motivation is a crucial element that drives employees to work optimally and productively and commit to achieving the company's or institution's vision and mission. Motivation can originate from within the individual (intrinsic motivation), such as the desire for growth, personal satisfaction, or a sense of calling, as well as from external sources (extrinsic motivation), such as rewards, salary, promotions, or recognition (P. C. Susanto, Supardi, Suhendra, Soeprapto, & Saepudin, 2024).

The indicators or dimensions of motivation include: 1) intrinsic motivation: internal drives, such as curiosity, job satisfaction, and the desire for personal growth; 2) extrinsic motivation: external drives, such as financial incentives, rewards, promotions, and recognition from superiors; 3) personal and professional goals: clarity and direction that individuals follow in pursuing their life and career goals, which motivate them to perform better; and 4) commitment to tasks: the extent to which individuals approach their responsibilities with seriousness, perseverance, and dedication (Widodo, 2021). Motivational variables have been studied and are relevant to the research conducted by (Ali, Istianingsih, & Farhan, 2022; Kahfi, Wibowo, & Widodo, 2022).

### **2.3. Organizational Culture**

Organizational culture is a set of values, norms, beliefs, and habits shared by members of an organization that influence their behavior, interactions, and decision-making. Organizational culture is shaped by history, leadership, work systems, and interactions that evolve over time. It becomes the identity of the organization and distinguishes it from others. A strong organizational culture fosters a shared vision, employee loyalty, and enhances work effectiveness. The elements of organizational culture include core values, symbols, language, rituals, and work practices that serve as guidelines for daily behavior in the organization. In practice, organizational culture influences how organizational members respond to change, resolve conflicts, collaborate, and implement company strategies (Putri, Fauzi, Saputra, Danaya, & Puspitasari, 2023; Saputra, Ali, Hadita, Sawitri, & Navanti, 2024).

Indicators or dimensions found in organizational culture include: 1) Shared Values and Beliefs: Core principles believed by all members of the organization and serving as guidelines for daily work behavior; 2) Cultural symbols and artifacts: These are manifested in the form of logos, uniforms, mottos, rituals, or traditions that are unique to the organization and reflect its identity; 3) Social norms and work ethics: Unwritten rules governing how members interact, collaborate, and resolve issues in the workplace; and 4) Cultural compliance: The extent to which members accept and consistently apply the organization's cultural values and norms (Saputra, Putri, Puspitasari, & Danaya, 2024). Organizational cultural variables have been studied and are relevant to the research conducted by (Ali et al., 2022; A. Susanto, 2023; P. C. Susanto, Maharani, Suroso, Kamsariaty, & Suryawan, 2023).

### **2.4. Leadership Style**

Leadership style is the manner or approach used by a leader to influence, direct, and motivate subordinates to achieve the organization's goals. Every leader has a different leadership style, depending on personal characteristics, situations, organizational structures, and goals to be achieved. Commonly recognized leadership styles include authoritarian, democratic, transformational, transactional, laissez-faire, and situational leadership. The leadership style applied has a significant impact on employee performance, work motivation, and overall organizational climate. Effective leaders can adapt their leadership style to the needs of the team and the conditions of the organization. In the context of modern organizations, transformational and participatory leadership styles are becoming increasingly relevant because they encourage innovation, collaboration, and employee engagement. Leadership styles are also closely related to organizational cultural values and reflect how an organization operates as a whole (Widodo & Maghfuriyah, 2024).

The indicators or dimensions of leadership styles include: 1) Communication Style: How leaders convey information, give directions, and build two-way communication with team members; 2) Decision Making: The extent to which leaders involve members in the decision-making process (autocratic vs. participatory); 3) Employee Empowerment: A leader's ability to delegate tasks, trust team members, and support their development; and 4) Goal and Vision Orientation: The clarity with which a leader communicates the organization's vision and motivates the team to achieve it together (Saputra & Mahaputra, 2022). Leadership style variables have been studied and are relevant to the research conducted by (Djalil, 2022; Laili & Anshori, 2024; Situmorang & Wardhani, 2022).

### **2.5. Hypothesis Development**

Based on the research questions and theoretical framework discussed above, this study develops hypotheses to test the relationships among organizational culture, leadership style, motivation, and

publication performance. Previous studies have shown that organizational culture and leadership style play an important role in shaping individual motivation, which, in turn, affects academic performance, including publication output. Motivation also serves as a mediating variable that strengthens the indirect effects of the organizational culture and leadership style on publication performance. Therefore, the hypotheses proposed in this study are as follows:

1. **H1:** Organizational culture positively and significantly influences motivation.
2. **H2:** Leadership style has a positive and significant influence on motivation.
3. **H3:** Organizational culture positively and significantly influences publication performance.
4. **H4:** Leadership style positively and significantly influences publication performance.
5. **H5:** Motivation has a positive and significant influence on publication performance.
6. **H6:** Organizational culture positively and significantly influences publication performance through motivation.
7. **H7:** Leadership style positively and significantly influences publication performance through motivation.

### 3. Methodology

The research method used was quantitative descriptive. The data used were primary and secondary data. Primary data were obtained from a questionnaire instrument with a Likert scale of 1-5 (strongly disagree-strongly agree), while secondary data were obtained from previous studies relevant to this research and sourced from academic online media such as Thomson Reuters Journals, Springer, Taylor & Francis, Scopus Q2-Q4 Emerald, Elsevier, Sage, Web of Science, Sinta 2-5 Journals, DOAJ, EBSCO, Google Scholar, Copernicus, and digital reference books. The technique for determining the sample size was based on Hair et al.'s formula. The analysis tool used was SmartPLS 4.1.0.0, which was used to conduct outer model tests, inner model tests, and hypothesis testing.

The sampling technique used in this study was purposive sampling, a non-probability sampling method. This approach was chosen because the respondents were selected based on specific criteria relevant to the research objectives, namely, lecturers and researchers who were actively involved in scientific publication activities at universities in West Java. The criteria included having at least one publication indexed in Scopus or Sinta and experience in research or community service programs funded by internal or external grants. This method allows researchers to obtain more accurate and relevant information from respondents with direct experience and knowledge related to publication performance. The determination of the minimum sample size followed Hair's formula, where the number of indicators was multiplied by a factor of five to ten to ensure data adequacy for Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis.

### 4. Results and discussions

#### 4.1. Outer Model Validity

##### 4.1.1. Convergent Validity

If the correlation coefficient is greater than (>) or equal to (=) 1, the validity is considered high. The table below shows the results of the convergent validity test of the outer model (Sugiyono, 2017).

Table 2. Convergent Validity Analysis of the

	Organizational Culture	Leadership Style	Publication Performance	Motivation
BO1	0.757			
BO2	0.785			
BO3	0.783			
BO4	0.703			
BO5	0.679			
BO6	0.754			
BO7	0.824			
BO8	0.818			
BO9	0.825			
GK1		0.768		

GK2	0.812	
GK3	0.801	
GK4	0.777	
GK5	0.754	
K1		0.786
K2		0.689
K3		0.72
K4		0.735
K5		0.720
K6		0.828
M1		0.685
M2		0.704
M3		0.753
M4		0.734
M5		0.731
M6		0.905

Source: Processed data by SmartPLS (2025)

Based on the testing in Table 2, the variables used in this study can be declared valid because each variable indicator obtained a loading factor value greater than (>) 0.60. Therefore, it can be concluded that the indicators of each variable met the requirements for use in this study.

## 4.2. Outer Model Reliability

### 4.2.1. Composite Reliability

Composite reliability testing aims to test the reliability or measure how consistent and accurate a respondent is in answering the questionnaire provided by the researcher. A high composite reliability value indicates that the indicators used to measure a construct are closely related and consistently measure the same construct; therefore, the instrument can be said to be reliable.

Table 3. Composite Reliability Analysis

Variable	Composite Reliability
<b>Organizational Culture</b>	0.92
<b>Leadership Style</b>	0.88
<b>Motivation</b>	0.888
<b>Publication Performance</b>	0.884

Based on the test results in Table 3, the composite reliability values obtained were 0.929 for Organizational Culture (0.929), 0.888 for Leadership Style (0.888) for motivation (0.888), and 0.884 for Publication Performance (0.884). These values indicate that the overall reliability of each variable was greater than 0.7.

### 4.2.2. Cronbach's Alpha

The reliability test using composite reliability can be strengthened with Cronbach's alpha. The criteria for evaluating variables are that if the Cronbach's alpha value of each variable is greater than 0.7, then it can be considered reliable (M. Dewi, 2024).

Table 4. Cronbach's Alpha

Variable	Cronbach's Alpha
<b>Organizational Culture</b>	0.91
<b>Leadership Style</b>	0.843
<b>Motivation</b>	0.847
<b>Publication Performance</b>	0.842

Based on the test results in Table 4, the Cronbach's alpha value for the Organizational Culture variable is 0.914, the Cronbach's alpha value for the Leadership Style variable is 0.843, the Cronbach's alpha value for the motivation variable is 0.847, and the Cronbach's alpha value for the Publication Performance variable is 0.842. This indicates that the overall Cronbach's alpha value for all variables was greater than 0.7; therefore, all variables were considered reliable.

#### 4.3. Structural Model Analysis (Inner Model)

Structural model testing aims to examine the relationship or influence between constructs, significant values, and R Square.

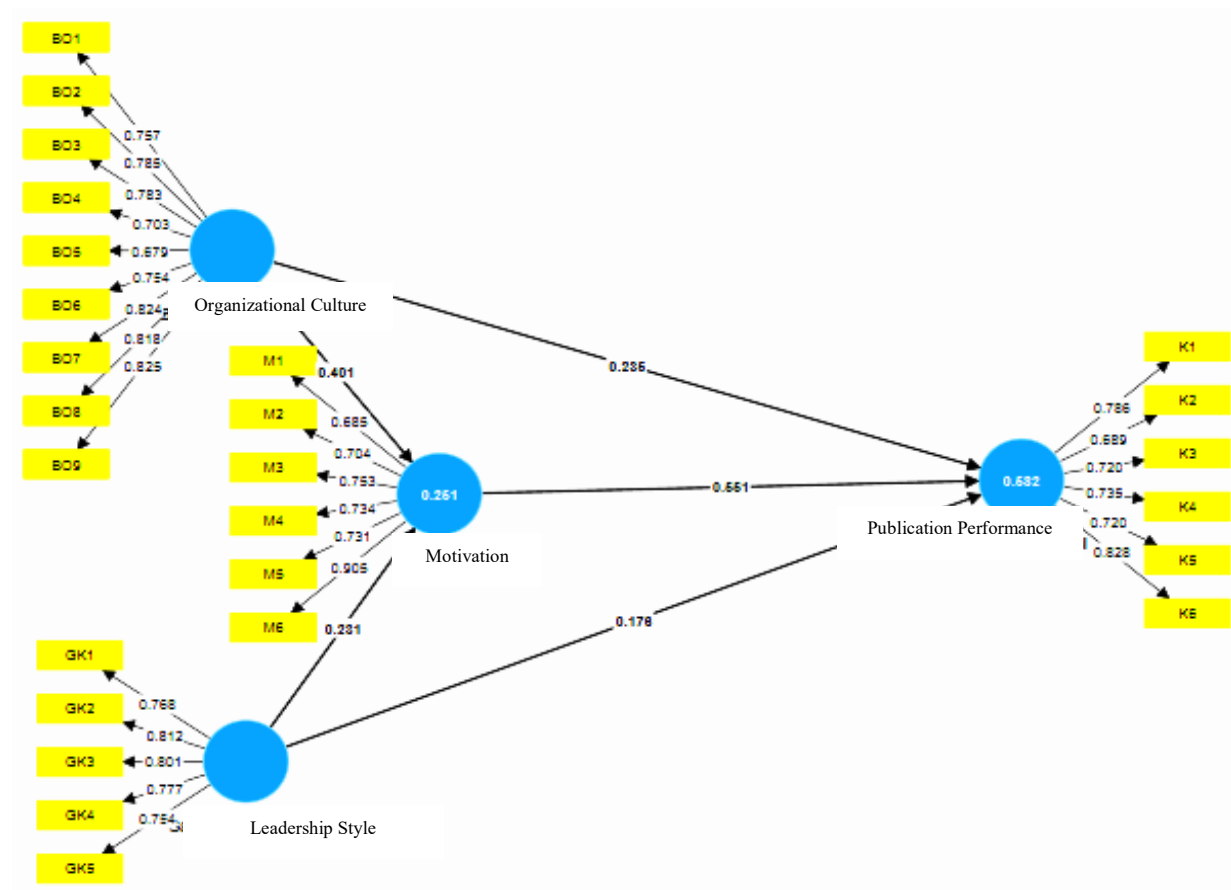


Figure 2. Inner Model Output  
Source: SmartPLS Output, 2025

##### 4.3.1. Determination Coefficient Test (R<sup>2</sup>)

In this testing stage, we analyze and assess the extent to which the endogenous construct or variable Y can represent or be explained by the exogenous construct or variable X based on the results of the testing conducted through the coefficient of determination or R-squared (R<sup>2</sup>) test. In this study, there are two endogenous latent variables that will have an R<sup>2</sup> calculation, namely Work Motivation and Employee Productivity. The expected value of the Coefficient of Determination (R<sup>2</sup>) is between 0 and 1; the closer it is to 1, the better the model. The results of the coefficient of determination (R<sup>2</sup>) test are presented in Table 5.

Table 5. R-Square

	R-square	Adjusted R-square
Publication Performance	0.582	0.577
Motivation	0.251	0.24

Based on the data calculations in the table above, the R-squared value of the Publication Performance variable is 0.582 or 58.2%, and the adjusted R-squared value is 0.577. Because the adjusted R-squared value was  $> 0.50$ , this variable was classified as having a moderate relationship. This indicates that the Publication Performance variable is influenced by Organizational Culture and Leadership Style with a value of 0.577 or 57.7%. Apart from the variables of Organizational Culture and Leadership Style that influence Publication Performance, there are other factors amounting to 0.423 ( $1.000 - 0.577 = 0.423$ ) or 42.3%, such as Career Development, Workload, and Work Environment.

Similarly, the second variable, Motivation, has an R-square value of 0.251 or 25.1%, with an adjusted R-square value of 0.244 or 24.4%. Since the adjusted R-square value is  $< 0.50$ , the motivation variable falls under the category of a weak relationship. This also indicates that motivation is influenced by Organizational Culture and Leadership Style, with a value of 0.244 or 24.4%. In addition to the variables of Organizational Culture and Leadership Style that influence Publication Performance, there are other factors of 0.423 ( $1.000 - 0.577 = 0.423$ ) or 42.3%, such as Career Development, Workload, and Work Environment.

#### 4.3.2. Hypothesis Testing Results (Significance Test)

Hypothesis testing uses path coefficients to examine the direct and indirect effects between independent and dependent variables.

Table 6. Hypothesis Testing Results (Bootstrapping)

Hypothesis		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
<b>H1</b>	Organizational Culture -&gt; Motivation	0.401	0.404	0.053	7.58	0
<b>H2</b>	Leadership Style -&gt; Motivation	0.231	0.232	0.058	3.978	0
<b>H3</b>	Organizational Culture -&gt; Publication Performance	0.235	0.235	0.043	5.447	0
<b>H4</b>	Leadership Style -&gt; Publication Performance	0.176	0.177	0.038	4.56	0
<b>H5</b>	Motivation -&gt; Publication Performance	0.551	0.551	0.043	12.775	0
<b>H6</b>	Organizational Culture -&gt; Motivation -&gt; Publication Performance	0.221	0.222	0.034	6.46	0
<b>H7</b>	Leadership Style -&gt; Motivation -&gt; Publication Performance	0.127	0.128	0.033	3.797	0

The purpose of this bootstrapping test was to determine the magnitude of the influence (direct and indirect) and the level of significance of the research data. The results of the bootstrapping test are as follows:

##### 4.3.2.1. The Influence of Organizational Culture on Motivation

The results of the first hypothesis test indicate that Organizational Culture (X1) affects motivation (Z), as shown in Table 6. The hypothesis test analysis produced a t-statistic value of 7.588 and a p-value of 0.000. The obtained t-value is greater ( $>$ ) than the t-table value (1.980), and the P-value is less than ( $<$ ) 0.05. Therefore, it can be concluded that there is a positive and significant effect. Therefore, Organizational Culture has a positive and significant effect on Motivation at PT XYZ (**H1 Accepted**).

##### 4.3.2.2. The Influence of Leadership Style on Motivation

The results of the two hypothesis tests show the effect of Leadership Style (X2) on motivation (Z) (Table 6). The hypothesis test analysis produced a T statistical value of 3.978 and P value of 0.000. The



obtained t-count value is greater (>) than the t-table value (1.980), and the p-value is less than (<) 0.05. Therefore, it can be concluded that there is a positive and significant effect. Therefore, Leadership Style has a positive and significant effect on Motivation at PT XYZ (**H2 Accepted**).

#### *4.3.2.3. The Influence of Organizational Culture on Publication Performance*

The results of the third hypothesis test indicate the influence of Organizational Culture (X1) on Publication Performance (Y), as shown in Table 6. The hypothesis test analysis produced a t-statistic value of 5.447 and a p-value of 0.000. The obtained t-count value is greater (>) than the t-table value (1.980), and the P-value is less than (<) 0.05. Therefore, it can be concluded that there is a positive and significant influence. Therefore, Organizational Culture has a positive and significant effect on Publication Performance at PT XYZ (**H3 Accepted**).

#### *4.3.2.4. The Influence of Leadership Style on Publication Performance*

The results of hypothesis test four indicate the effect of Leadership Style (X2) on Publication Performance (Y), as shown in Table 6. The hypothesis test analysis produced a t-statistic value of 4.563 and a p-value of 0.000. The obtained t-count value is greater (>) than the t-table value (1.980), and the p-value is less than (<) 0.05. Therefore, it can be concluded that there is a positive and significant effect. Therefore, Leadership Style has a positive and significant effect on Publication Performance at PT XYZ (**H4 Accepted**).

#### *4.3.2.5. The Influence of Motivation on Publication Performance*

The results of hypothesis test five show the effect of motivation (Y1/Z) on Publication Performance (Y) (Table 6). The hypothesis test analysis produced a T-statistic value of 12.775 and P-value of 0.000. The obtained t-count value is greater (>) than the t-table value (1.980), and the p-value is less than (<) 0.05. Therefore, it can be concluded that there is a positive and significant influence. Therefore, Motivation has a positive and significant effect on Publication Performance at PT XYZ (**H5 Accepted**).

#### *4.3.2.6. The Influence of Organizational Culture on Publication Performance through Motivation*

The results of hypothesis test six show the effect of Organizational Culture (X1) on Publication Performance (Y2) through motivation (Y1/Z), as shown in Table 6. The hypothesis test analysis produced a T statistical value of 6.464 and P value of 0.000. The obtained t-count value is greater (>) than the t-table value (1.980), and the p-value is less than (<) 0.05. Therefore, it can be concluded that there is a positive and significant influence. Therefore, Organizational Culture has a positive and significant effect on Publication Performance through Motivation at PT XYZ (**H6 Accepted**).

#### *4.3.2.7. The Influence of Leadership Style on Publication Performance through Motivation*

The results of hypothesis test seven indicate that Leadership Style (X2) influences Publication Performance (Y2) through Motivation (Y1/Z), as shown in Table 6. The hypothesis test analysis produced a T-statistic value of 3.797 and a P-value of 0.000. The obtained t-count value is greater (>) than the t-table value (1.980), and the p-value is less than (<) 0.05. Therefore, it can be concluded that there is a positive and significant effect. Therefore, Leadership Style has a positive and significant effect on Publication Performance through Motivation at PT XYZ (**H7 Accepted**).

### **4.4. Discussion**

#### *4.4.1. The Influence of Organizational Culture on Motivation*

Based on the results of hypothesis testing and data analysis, it is known that organizational culture has a positive and significant effect on the motivation of academics at universities in West Java. To enhance academic motivation at universities in West Java, university leaders need to implement or pay attention to organizational culture, which includes: 1) Innovation and risk-taking: Providing space for academics to experiment with new teaching or research methods without fear of failure. This can foster creativity and a sense of ownership toward their work; 2) Team orientation and results: encouraging collaboration among academics within teams to achieve common goals, whether in research, publications, or community service; 3) Attention to detail: ensuring that every process, from administration to the implementation of the tri dharma, is carried out meticulously and accountably; and 4) Aggressiveness: Encouraging healthy and ethical competition among academics to achieve the best performance.

If university leaders can implement or pay attention to these four things, it will have a positive and significant impact on academic motivation, including: 1) Intrinsic motivation: Academics will feel driven from within themselves because they find meaning and satisfaction in their work. An innovative and results-oriented environment will make work feel more challenging and valuable; 2) Extrinsic motivation: Higher education institutions will be more proactive in providing rewards and recognition for academic achievements, such as promotions, incentives, and supportive facilities. This serves as an effective external incentive; 3) Personal and professional goals: Clear organizational goals will help academics align their personal goals, such as achieving a professorship or publishing research, with the institutional goals. They will feel that the institution supports their ambitions; 4) Commitment to tasks: A sense of belonging and involvement in a supportive environment will increase academics' commitment to their tasks, whether it be teaching, researching, or contributing to the community. They do not just carry out their duties but also invest emotionally. The results of this study are in line with those of Sutoro (2020), who stated that there is an influence between organizational culture and motivation.

#### *4.4.2. The Influence of Leadership Style on Motivation*

Based on the results of hypothesis testing and data analysis, leadership style has a positive and significant effect on the motivation of academics at universities in West Java. To boost the motivation of academics at universities in West Java, university leaders need to implement or pay attention to leadership styles, which include: 1) Communication style: Leaders should establish open, transparent, and two-way communication. This means listening to feedback from academics, conveying information clearly, and ensuring that everyone feels heard and valued; 2) Decision-making: Involving academics in decision-making processes relevant to their work; 3) employee empowerment: granting trust and autonomy to academics to manage their own tasks and projects; and 4) goal and vision orientation: leaders must consistently communicate and remind academics about the institution's long-term goals and vision. As a result, academics understand how their individual contributions align with the bigger picture.

If university leaders can implement or pay attention to these four things, it will have a positive and significant impact on academic motivation, which includes: 1) intrinsic motivation: Academics will feel driven from within themselves because they find meaning and satisfaction in their work. A leadership style that supports autonomy and participation makes them feel that their work is valuable and not just a routine; 2) Extrinsic motivation: Leaders can use transformational leadership styles to effectively reward and recognize academic achievements. These can take the form of promotions, incentives, or public appreciation, which serve as powerful external drivers; 3) Personal and professional goals: Goal-oriented leadership styles help academics align their personal ambitions, such as achieving a professorship or publishing research, with the institution's vision. They feel supported by their leaders in achieving these goals; (4) Commitment to tasks: A sense of belonging and involvement in a supportive environment will increase academics' commitment to their tasks. They do not just carry out their duties but also feel fully responsible for the quality and results of their work. The results of this study are in line with previous research conducted by Fauzi, Wardi, and Thaib (2023), who stated that there is an influence between leadership style and motivation.

#### *4.4.3. The Influence of Organizational Culture on Publication Performance*

Based on the results of hypothesis testing and data analysis, it is known that organizational culture has a positive and significant effect on publication performance at universities in Indonesia's West Java. To improve the performance of publications at universities in West Java, university leaders need to implement or pay attention to organizational culture, which includes: 1) Innovation and risk-taking: Providing space for academics to explore new and innovative research topics, even if the results are not always guaranteed; 2) Team orientation and results: Encouraging collaboration among academics within research teams to produce higher-quality publications; 3) Attention to detail: Ensuring that every stage of the writing and publication process, from data collection to formatting, is carried out meticulously; and 4) Aggressiveness: Encouraging healthy and ethical competition among academics to achieve ambitious publication targets.

If university leaders can implement or pay attention to these four things, it will have a positive and significant impact on publication performance, which includes the following: 1) Number of scientific publications: An increase in the number of publications can be achieved because academics feel encouraged to research and write. An innovative and results-oriented culture will make them more productive; 2) Quality of publications: Attention to detail ensures that every publication meets high scientific standards. In addition, a culture that encourages team collaboration often results in more comprehensive and higher-quality research; 3) Citation rate: Innovative and high-quality publications tend to receive more citations from other researchers. A culture that encourages risk-taking and exploration of new topics can result in more relevant and influential research; and 4) Research and writing collaboration: With a team orientation, collaboration among academics becomes easier and more effective. This can open up opportunities for interdisciplinary research and joint publications, which often have greater impact. The results of this study are in line with those of previous research conducted by Istikhola and Gunawan (2023), which states that there is an influence between organizational culture and publication performance.

#### *4.4.4. The Influence of Leadership Style on Publication Performance*

Based on the results of hypothesis testing and data analysis, leadership style has a positive and significant effect on publication performance at universities in West Java. To improve the performance of publications at universities in West Java, university leaders need to implement or pay attention to leadership styles, which include: 1) Communication style: Leaders must create open and transparent communication channels. This means actively listening to research ideas from academics, providing constructive feedback, and ensuring that important information regarding funding or publication opportunities is clearly communicated; 2) Decision-making: Involving academics in strategic decision-making processes related to research and publication. When academics feel involved, they will feel a greater sense of responsibility and commitment to the success of the institution; 3) Employee empowerment: Giving academics autonomy and trust to manage their own research projects. By empowering them, leaders show that they believe in the abilities of academics; 4) Goal and vision orientation: Leaders must consistently communicate the institution's long-term goals and vision related to scientific publication. By ensuring that every academic understands the importance of their contribution to achieving this vision, leaders can unite all efforts toward a single goal: enhancing the institution's scientific reputation.

If university leaders can implement or pay attention to these four things, it will have a positive and significant impact on publication performance, including: 1) Number of scientific publications: Empowering and goal-oriented leadership will encourage academics to be more productive in researching and writing, thereby increasing the overall number of publications; 2) Quality of publications: Through effective communication and participatory decision-making, leadership can assist academics in selecting appropriate journals and improving the quality of their manuscripts, ultimately enhancing the quality of publications; 3) Citation rate: Publications resulting from innovative and relevant research supported by a participatory and risk-taking leadership style tend to receive more citations, which ultimately enhances the scientific reputation of the institution; and 4) Research and writing collaboration: A team-oriented leadership style will encourage academics to collaborate more frequently, both within and outside the institution. This collaboration often results in publications with greater impact because it combines diverse areas of expertise. The results of this study are in line with the research conducted by Imanuel et al. (2021), which states that there is a relationship between leadership style and publication performance.

#### *4.4.5. The Influence of Motivation on Publication Performance*

Based on the results of hypothesis testing and data analysis, motivation has a positive and significant effect on publication performance at universities in West Java. To improve the performance of publications at universities in West Java, university leaders need to implement or pay attention to motivation, which includes: 1) Intrinsic motivation: Leaders need to create a work environment that allows academics to feel satisfaction and meaning in their work. This can be achieved by granting autonomy in research, supporting exploration of topics of interest, and recognizing original ideas; 2) Extrinsic motivation: This type of motivation is related to external rewards. Leaders must design clear

and fair incentive systems for their employees. For example, providing bonuses, promotions, or public recognition for academics who successfully publish their work in reputable journals; 3) Personal and professional goals: Leaders must help academics align their personal and professional goals with the institution's goals. Through guidance and mentorship, leaders can help academics design their career *roadmaps*, including publication and research targets; and 4) Commitment to tasks: Leaders must foster a sense of responsibility and ownership for each task. This can be achieved by assigning challenging but realistic tasks and ensuring that academics have the resources to complete them.

If university leaders can implement or pay attention to these four things, it will have a positive and significant impact on publication performance, which includes: 1) Number of scientific publications: Academics who are motivated, both intrinsically and extrinsically, will be more productive in researching and writing. This will directly increase the number of publications produced by the institution; 2) Quality of publications: Strong motivation will encourage academics to not only produce publications but also strive to create high-quality works. They will be more thorough, innovative, and willing to take risks in their research, which ultimately improves the quality of publications; 3) Citation rate: Publications resulting from original and high-quality research tend to receive more citations from other researchers. Thus, the citation rate of an institution will increase, which is one of the indicators of academic reputation; and 4) Research and writing collaboration: High motivation often encourages academics to be more active in collaborating both within and outside the institution. This collaboration often results in interdisciplinary publications with greater impact and innovation. The results of this study are in line with those of Mulyono (2021), who stated that there is an influence between motivation and publication performance.

#### *4.4.6. The Influence of Organizational Culture on Publication Performance through Motivation*

Based on the results of hypothesis testing and data analysis, it is known that organizational culture has a positive and significant influence on publication performance through motivation in higher education institutions in West Java. To improve publication performance at universities in West Java, university leaders need to implement or pay attention to organizational motivation and culture, which include: 1) Intrinsic motivation: Create an environment where academics feel satisfied and enthusiastic about their work. Give them autonomy to pursue research topics they are passionate about, which naturally fosters a desire to publish; 2) Extrinsic motivation: Implement a clear reward system, such as financial incentives, promotions, or public recognition for successful publications. Facilitate access to research funds and international conferences as a form of concrete support;

3) Personal and professional goals: Help academics align their personal career goals with institutional targets. With proper guidance, they will see publication not only as an obligation but as an important step toward achieving their ambitions; 4) Commitment to the task: Foster a sense of responsibility and ownership over research projects; and 5) Innovation and risk-taking: Encourage academics to experiment with new ideas without fear of failure. This culture will encourage original research with high potential for publication in reputable journals; 6) Team and results orientation: Promote collaboration and teamwork. Publication is often the result of strong collaboration; 7) Attention to detail: Instilling a culture of precision and accuracy in every stage of research and writing; and 8) Aggressiveness: Encouraging healthy competition among academics to achieve ambitious publication targets.

If university leaders can implement or pay attention to these eight things, it will have a positive and significant impact on publication performance, which includes the following: 1) Number of scientific publications: Motivated academics in a supportive culture will be more productive, thereby directly increasing the number of publications produced by the institution; 2) Publication quality: Intrinsic motivation and an innovative culture will encourage academics to produce high-quality research. Attention to detail will ensure the quality of manuscripts is maintained; 3) Citation rate: Publications resulting from original and high-quality research tend to receive more citations, which is an important indicator of scientific impact and institutional reputation; and 4) Research and writing collaboration: A team-oriented culture will encourage collaboration among researchers. This collaboration often results in more comprehensive interdisciplinary publications with a greater impact. The results of this study

are consistent with those of Najamudin and Andang (2023), who stated that there is an influence of organizational culture on publication performance through motivation.

#### *4.4.7. The Influence of Leadership Style on Publication Performance through Motivation*

Based on the results of hypothesis testing and data analysis, leadership style has a positive and significant influence on publication performance through motivation in higher education institutions in West Java. To improve the performance of publications at universities in West Java, university leaders need to implement or pay attention to motivation and leadership styles, which include: 1) intrinsic motivation: support them to explore topics that interest them, so that they are driven from within to research and publish; 2) extrinsic motivation: financial support for research and opportunities to attend conferences are also effective extrinsic motivators; 3) personal and professional goals: help academics align their personal career goals with the institution's publication targets. Through guidance, they will see publication as part of their professional advancement; 4) Commitment to tasks: Foster a sense of responsibility and ownership for each research project; 5) Communication style: Leaders should practice open and transparent communication. Provide constructive feedback on research and publications, and ensure that every academic feels heard; 6) Decision-making: Involve academics in strategic decision-making related to research; 7) Employee empowerment: Give academics autonomy and trust to manage their own research projects; and 8) Goal and vision orientation: Leaders should consistently communicate the institution's long-term vision regarding publications.

If university leaders can implement or pay attention to these eight points, it will have a positive and significant impact on publication performance, including: 1) Number of scientific publications: Motivated and well-led academics will be more productive in researching and writing, thereby increasing the overall number of publications; 2) Quality of publications: Empowering and motivating leadership will encourage academics to produce high-quality research; 3) Citation rate: Publications resulting from innovative and high-quality research tend to receive more citations, which is an important indicator of scientific impact and institutional reputation; and 4) Research and writing collaboration: A leadership style that emphasizes participation and teamwork will encourage academics to be more active in collaborating. This collaboration often results in interdisciplinary publications with greater impact and innovation.

The results of this study are in line with those of Taruno, Thoyib, Zain, and Rahayu (2012), who stated that leadership style influences publication performance through motivation. These findings have practical implications for leveraging organizational culture and leadership style to build a supportive and productive research environment in higher education institutions. A strong organizational culture that emphasizes innovation, collaboration, and academic excellence can create an ecosystem in which lecturers feel encouraged to conduct research and publish their findings. University leaders can operationalize this by establishing institutional policies that prioritize research funding, provide time for writing, and recognize publication achievements through rewards or promotions. Transformational and participative leadership styles also play a crucial role in fostering open communication, empowering lecturers to take the initiative, and aligning the institutional vision with individual academic goals.

Furthermore, the mediating role of motivation underscores the importance of integrating internal and external motivational strategies into higher-education policy. Institutions can enhance intrinsic motivation by cultivating autonomy, competence, and academic purpose through mentoring programs, academic freedom, and peer recognition. Externally, universities should develop structured incentive systems, such as research grants, conference sponsorships, and publication bonuses, that directly reward productivity. By combining cultural, leadership, and motivational approaches, universities can create a sustainable ecosystem that supports continuous publication growth and strengthens their institutional reputation at the national and international levels.

## 5. Conclusions

### 5.1. Conclusion

Based on the problem formulation, results, and discussion above, the conclusions of the research conducted at universities in West Java are as follows: 1) Organizational culture has a positive and significant effect on motivation; 2) Leadership style has a positive and significant effect on motivation; 3) Organizational culture has a positive and significant influence on publication performance; 4) Leadership style has a positive and significant influence on publication performance; 5) Motivation has a positive and significant influence on publication performance; 6) Organizational culture has a positive and significant influence on publication performance through motivation; and 7) Leadership style has a positive and significant influence on publication performance through motivation.

### 5.2. Suggestions

Based on the results of this study, it is recommended that university leaders, particularly in the West Java region, pay attention to factors that can influence publication performance, such as motivation, organizational culture and leadership style. To further enhance their publication performance, universities in West Java should adopt more practical and targeted strategies. First, institutions must increase access to international journals by expanding subscriptions to reputable databases such as Scopus, ScienceDirect, SpringerLink, and Taylor & Francis, and establishing partnerships with international publishers to facilitate joint publications. Second, universities should organize continuous academic writing and research methodology training to strengthen lecturers' competence in producing manuscripts that meet international standards. These programs include mentoring systems, writing clinics, and peer review workshops. Third, it is essential to develop a more open and collaborative research culture by encouraging cross-department and cross-institutional research projects, promoting interdisciplinary collaboration, and creating research discussion forums. Finally, universities should establish institutional incentives, such as publication grants, financial bonuses, or recognition awards, to motivate lecturers to publish in high-impact journals. Through these integrated efforts, West Java universities can strengthen their research ecosystems and improve their competitiveness in the global academic landscape.

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