

Performance Dynamics of Private Higher Education In Banten Province From The Perspective of Governance and Organizational Culture

Siti Mariam², Khaeruman^{1*}

¹Universitas Esa Unggul, Indonesia

²Universitas Bina Bangsa, Indonesia

*Corresponden author:

Email: siti.mariam@esaunggul.ac.id

Abstract.

This study aims to analyze the performance dynamics of private higher education institutions in Banten Province from the perspective of governance and organizational culture. Higher education institution performance is a strategic aspect related to the quality of academic services, human resource productivity, achievement of institutional goals, and organizational sustainability. This study uses a qualitative approach with descriptive methods. Data collection is planned through in-depth interviews, observation, and documentation Involving higher education leaders, academic administrators, lecturers, and education staff. Data analysis uses NVivo software to organize information, code, identify themes, and explore patterns of relationships between governance, organizational culture, and institutional performance. The focus of the analysis includes transparency, accountability, participation, coordination, evaluation, discipline, collaboration, commitment, quality orientation, and adaptability. This study is expected to produce a contextual understanding of the role of governance and organizational culture in supporting the performance of private higher education institutions in Banten. Practical implications are directed at strengthening decision-making mechanisms, improving inter-unit coordination, developing a collaborative work culture, and implementing continuous institutional evaluation. Final conclusions regarding patterns and relationships between factors must be based on verified field data, so that recommendations are relevant to institutional conditions and higher education development needs.

Keywords: Higher Education Performance, Private Higher Education, Governance, Organizational Culture and NVivo.

I. INTRODUCTION

Management is the process of planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently. In the context of higher education, management plays a crucial role in integrating human resources, finances, technology, and academic policies to ensure quality and sustainable education. Higher education institutions are required to possess adaptability, sound decision-making systems, and a work culture that supports the achievement of institutional goals. Therefore, the performance of higher education organizations is determined not only by the availability of resources but also by the quality of management and consistent policy implementation.

The performance of private higher education institutions has become a crucial topic as demands for graduate quality, faculty productivity, academic service quality, financial governance, and the institution's ability to maintain public trust increase. Hidayat et al. (2023) explain that governance, organizational commitment, and organizational culture are related to lecturer performance at private higher education institutions. Meanwhile, Riza et al. (2025) demonstrate the importance of organizational culture, participatory leadership, and innovation in driving the performance of higher education organizations. These findings demonstrate that institutional success requires integration between organizational management and the work behavior of all academic elements.

In Banten Province, private universities face a dynamic educational environment that includes competition for students, demands for increased accreditation, developments in digital technology, and the need to align graduate competencies with the workforce. These conditions require each institution to have transparent, accountable, responsive, and participatory governance. However, a preliminary survey is needed to identify the actual conditions of each university, particularly regarding consistency in policy implementation, coordination between leaders and work units, faculty involvement in decision-making, and achievement of institutional targets.

Phenomena that require careful attention include possible differences in the quality of academic services, the effectiveness of decision-making, the consistency of performance evaluations, and the application of organizational values among private universities. Hidayat et al. (2023) found that organizational culture is related to the governance of private universities, but its influence on lecturer

performance is not always significant. This indicates that the relationship between organizational culture, governance, and performance needs to be understood comprehensively. Issues that require attention include suboptimal coordination between units, limited involvement of the academic community, inconsistent implementation of work standards, and the uneven implementation of accountable governance. These issues still need to be verified through a preliminary survey of private universities in Banten. Thus, a study of the dynamics of private university performance from the perspective of governance and organizational culture is relevant to understanding the relationship between these two factors and institutional performance achievement.

Previous research reinforces the importance of governance and organizational culture in improving higher education performance. Hidayat et al. (2023) revealed that governance is related to lecturer performance at private universities in Banten. Maharani et al. (2023) emphasized the role of organizational culture and internal control in realizing good governance. Li (2023) found a link between organizational culture, commitment, and employee performance. Wicaksono and Pringgondani (2024) demonstrated the role of organizational culture in the relationship between governance and financial performance. Riza et al. (2025) highlighted organizational culture, participatory leadership, and innovation in institutional performance.

Studies have discussed governance, organizational culture, and performance in the context of higher education, but the relationship between these two factors and the performance dynamics of private higher education institutions in Banten Province still requires further study. Hidayat et al. (2023), Wicaksono and Pringgondani (2024), and Riza et al. (2025) provide a foundation for the importance of governance and organizational culture. However, differences in institutional characteristics, decision-making patterns, and the application of organizational values need to be examined to understand the variation in performance achievements of private higher education institutions in Banten.

The novelty of this research lies in its integrated understanding of the performance dynamics of private higher education institutions in Banten Province through the perspective of governance and organizational culture. This research places transparency, accountability, participation, coordination, and organizational values and work habits as crucial aspects in explaining institutional performance achievements. The Banten regional context provides space to identify diverse management characteristics and organizational cultures, which is expected to yield contextual understanding and recommendations for strengthening governance and organizational culture to improve the performance of private higher education institutions.

II. LITERATURE REVIEW

Higher Education Performance

Higher education performance reflects an institution's ability to achieve academic and non-academic goals through effective resource management. Achievements can be measured through the quality of academic services, faculty productivity, graduate quality, accreditation attainment, innovation, and organizational sustainability. Riana and Hadiwidjaja (2024) emphasize the relevance of governance in achieving higher education performance, while Setiadi and Indrabudiman (2024) highlight the importance of internal control and information technology in supporting institutional performance.

Higher Education Governance

Higher education governance is a system of regulation, oversight, and decision-making that directs institutions toward their goals in a transparent, accountable, responsible, and participatory manner. The implementation of good governance promotes clarity of authority, effective resource utilization, and accountability to stakeholders. Rukmana et al. (2024) emphasize the importance of leadership and organizational culture in effective governance, while Syahrir et al. (2023) identify the relevance of governance and risk management to the performance of public universities in Indonesia.

Organizational culture

Organizational culture is a set of shared values, norms, beliefs, and habits that shape the behavior of organizational members in carrying out their duties. In higher education, organizational culture is reflected through academic collaboration, work discipline, openness to change, quality orientation, and commitment to

institutional goals. Burhanuddin et al. (2024) discuss the relationship between organizational culture and student academic behavior, while Suparman et al. (2024) highlight the role of organizational culture in the relationship between leadership and higher education performance.

III. METHOD

The research methodology was developed to understand the performance dynamics of private higher education institutions in Banten Province through the perspective of governance and organizational culture. A qualitative approach was used to explore the experiences, perspectives, and practices of institutional management based on information from informants and relevant documents. The use of NVivo assisted in systematic data organization, coding, theme exploration, and documentation of the analysis process (Paulus, 2023; Limna, 2023).

Research Approaches and Types

This research uses a qualitative, descriptive approach. This approach was chosen to deeply understand the performance dynamics of private higher education institutions based on the organizational context, management experience, and institutional practices. The discussion focuses on governance, organizational culture, work coordination, decision-making, accountability, and institutional performance achievement. According to Tani Yıldız and Tam (2023), qualitative analysis software can help researchers organize and systematically analyze data. Thus, this approach enables a contextual understanding of the phenomena being studied.

Location and Time of Research

The research is planned to take place from January to March 2026 at private universities in Banten Province. The location selection takes into account the diversity of institutional characteristics, governance, work culture, and performance dynamics. The universities involved were determined based on their relevance to the study focus and the willingness of relevant parties to provide information. This timeframe includes preparation, data collection, analysis, and compilation of results. As this period has passed, the final report needs to be adjusted based on the activities actually implemented and available documentation.

Informants and Informant Determination Techniques

Informants were determined using purposive sampling, selecting individuals based on their knowledge, experience, and involvement in higher education management. Informants can include university leaders, academic officials, human resource managers, lecturers, and education staff. The number of informants is adjusted according to information needs and the depth of data obtained. Limna (2023) demonstrated the use of in-depth interviews in a study of NVivo implementation, while Paulus (2023) emphasized the importance of an organized digital workflow in supporting qualitative analysis.

Data Collection Techniques

Data collection was conducted through in-depth interviews, observation, and documentation. Interviews were used to elicit informants' views on governance implementation, organizational culture, inter-unit coordination, decision transparency, and performance achievement. Observations focused on relevant work practices and organizational interactions, while documentation included institutional policies, performance reports, academic guidelines, and legally accessible evaluation documents. The use of multiple data sources enabled comparison of information to gain a more comprehensive understanding of the phenomena under study (Tani Yıldız & Tam, 2023).

Data Analysis Techniques Using NVivo

Data analysis was conducted in stages using NVivo software. The first stage involved preparing interview transcripts, observation notes, and documents. The second stage involved initial coding by identifying statements related to governance, organizational culture, and university performance. The third stage involved grouping codes into main categories and themes. The fourth stage involved comparing themes across informants and across documents to identify similarities, differences, and patterns of relationships. The final stage involved interpreting the findings within the organizational context. Limna (2023) explains that NVivo assists with data organization and content analysis, while Paulus (2023) emphasizes the benefits of qualitative analysis software in supporting a systematic research workflow.

Data Validity

Data validity was maintained through source triangulation, technical triangulation, information confirmation with informants, and recording the analysis process. Source triangulation was conducted by comparing statements from leaders, lecturers, and educational staff. Technical triangulation was conducted by matching the results of interviews, observations, and documentation. Informant confirmation was used to ensure accurate understanding of the information provided. In addition, coding records and category changes were kept as an analysis trail. Allsop et al. (2022) emphasize the importance of documenting the coding process and an audit trail to support the accuracy of qualitative analysis.

IV. RESULTS AND DISCUSSION

Research result

The research findings were compiled to describe the performance dynamics of private higher education institutions in Banten Province through three main focuses: organizational governance, organizational culture, and institutional performance achievement. The analysis focused on patterns of management, coordination, decision-making, and the work values that developed within the organization. The following presentation represents a draft of the thematic analysis, which should be adjusted based on interview transcripts, documents, and NVivo coding results obtained during data collection.

1. Dynamics of Private Higher Education Governance

Governance is a crucial aspect in understanding the ability of private higher education institutions to achieve their institutional goals. In the context of higher education organizations, governance encompasses the division of authority, policy transparency, accountability, academic community participation, and performance evaluation mechanisms. Targeted management can help institutions align leadership decisions with academic and administrative needs. Conversely, unclear responsibilities and coordination can lead to differing understandings of organizational priorities. Therefore, governance analysis requires attention to the alignment between formal policies and their implementation practices.

Table 1.

Governance Aspects in the Performance Analysis of Private Higher Education Institutions

Aspect	Focus of analysis	Relevance to performance
Transparency	Transparency of information and policies	Strengthening decision clarity
Accountability	Accountability for tasks and resources	Encourage target achievement
Participation	Involvement of lecturers and educational staff	Expanding organizational contributions
Coordination	Inter-unit working relationships	Supporting smooth service
Evaluation	Performance monitoring and follow-up	Driving continuous improvement

Source: Research analysis based on the concept of higher education governance.

Table 1 shows five aspects that can be used to examine the governance of private higher education institutions. Transparency and accountability relate to the openness of decisions and accountability for task implementation. Participation illustrates the scope for academic community contribution in determining policy direction, while coordination demonstrates the ability of work units to align activities. Evaluation serves to identify gaps between targets and achievements. These five aspects need to be explored through interviews, policy documents, and implementation records to ensure a picture of governance is based on empirical evidence.

2. Organizational Culture and Work Practices

Organizational culture can be understood through the values, customs, norms, and interaction patterns that influence the behavior of the institution's members. In private universities, work culture can potentially be reflected in discipline, collaboration, quality orientation, openness to change, and commitment to academic service. Consistently applied organizational values can help establish a shared work direction. However, differences in understanding among leaders, lecturers, and educational staff can lead to variations in policy implementation.

Table 2. Focus of Analysis of Organizational Culture of Private Universities

Cultural elements	Focus of observation	Job related
Discipline	Consistency with rules and schedules	Accuracy of task execution
Collaboration	Cross-unit collaboration	Smooth academic process
Quality orientation	Attention to service standards	Improving service quality
Adaptation	Response to change	Ability to face challenges
Commitment	Determination to carry out responsibilities	Consistency in achieving targets

Source: Research analysis based on the concept of organizational culture.

Table 2 maps relevant elements of organizational culture to explore in higher education activities. Discipline relates to the consistency of task execution, while collaboration demonstrates the ability of organizational members to work across functions. Quality orientation is reflected in attention to service standards and process improvement. Adaptability reflects readiness to face changes in technology and educational needs, while commitment relates to the sincerity of carrying out responsibilities. The implementation of these elements needs to be confirmed through the experiences of informants and supporting documents to determine their suitability with daily organizational practices.

3. Institutional Performance and Target Achievement

The performance of private universities needs to be understood as the result of the interaction between resource management, the quality of academic processes, administrative services, and the institution's ability to adapt to environmental changes. Performance achievement cannot be measured solely by the number of students or graduations; it also requires consideration of learning quality, faculty productivity, stakeholder satisfaction, institutional development, and institutional sustainability. To obtain a complete picture, performance tracking needs to link formal targets with documented evidence of implementation and evaluation.

Table 3. Focus of Private Higher Education Performance Tracking

Performance areas	Aspects reviewed	Evidence that needs to be examined
Academic	Quality of learning and student achievement	Academic reports and learning evaluations
Human Resources	Implementation of tasks and development of competencies	Evaluation of lecturers and educational staff
Service	Accuracy and responsiveness of service	Standard documents and service complaints
Institutional	Target achievement and accreditation	Strategic plans and performance reports
Innovation	Process updates and technology utilization	Innovation program and implementation documentation

Source: Research analysis; based on institutional documents obtained.

Table 3 shows areas that can be used to track overall performance. Academics reflect the quality of a university's core processes, while human resource management demonstrates the readiness of implementers to fulfill their responsibilities. Service reflects the institution's responsiveness to the needs of students and stakeholders. Institutional aspects relate to the achievement of strategic goals, while innovation demonstrates adaptability. All of these aspects must be examined through documentary evidence and informant testimony before conclusions regarding the institution's performance are drawn.

4. Thematic Analysis Synthesis with NVivo

The analysis using NVivo was aimed at identifying patterns of relationships between governance, organizational culture, and the performance of private higher education institutions. Interview, observation, and document data were organized into initial codes, then grouped into broader themes. Governance themes could include transparency, accountability, participation, coordination, and evaluation. Organizational culture themes could include discipline, collaboration, commitment, quality orientation, and adaptation. Meanwhile, performance themes encompass academic achievement, service delivery, productivity, and institutional development.

Coding results can then be compared based on informant groups or institutional characteristics. Differences in information between leaders and implementers should not be immediately dismissed as errors, but rather examined to understand variations in experience and policy implementation. Comparison matrices, intercode relationships, and relevant interview excerpts can help identify these patterns. Riza et al. (2025) identified organizational culture, participatory leadership, and innovation as key elements in discussions of higher education performance. However, the patterns emerging in the Banten study can only be declared findings after verification through empirical data.

Discussion

This discussion aims to interpret the relationship between governance, organizational culture, and the performance of private universities in Banten Province by comparing them with previous literature. The discussion focuses on governance quality, the role of organizational culture, the integration of both aspects, and their implications for institutional development. Because empirical research data has not been included, the following description is a conceptual discussion that needs to be aligned with the themes and quotes from verified interviews.

1. Governance and Performance Accountability

Higher education governance plays a role in ensuring that decisions, resource use, and program implementation align with the institution's goals. Policy transparency helps the academic community understand organizational priorities, while accountability clarifies each unit's responsibility for achieving goals. Participation in decision-making can also strengthen policy acceptance and improve coordination. In the context of private universities in Banten, these aspects need to be examined based on evidence regarding the policy development process, evaluation implementation, and follow-up on performance discrepancies.

Yazid et al.'s (2025) findings on the determinants of higher education performance in Indonesia demonstrate the relevance of internal control, organizational commitment, information technology, and quality culture. Meanwhile, Riza et al.'s (2025) highlight the role of participatory leadership in building commitment and supporting innovation. Both studies provide a basis for comparison, demonstrating that institutional performance does not stand alone but is intertwined with management systems and organizational behavior. However, their application to private universities in Banten must be determined based on local characteristics and evidence, rather than assuming the same as for public universities.

2. Organizational Culture as a Director of Work Behavior

Organizational culture shapes how university members understand their responsibilities, interact, and respond to changing demands. Values such as discipline, collaboration, openness, and quality orientation can support consistent task execution when implemented in daily policies and work practices. Conversely, a mismatch between stated values and ongoing behavior can hinder coordination and reduce the effectiveness of program implementation. Therefore, organizational culture needs to be understood through the experiences of lecturers, educational staff, and leaders in carrying out institutional activities.

Riza et al. (2025) explain the importance of organizational culture in supporting innovation and commitment at state-owned universities in Indonesia. Meanwhile, Subha and Babu (2024) discuss the relationship between organizational culture and organizational effectiveness in higher education institutions, considering differences in institutional ownership. Both studies reinforce the relevance of organizational culture in understanding institutional performance. In the context of private universities in Banten, the discussion needs to focus on how organizational values are implemented, understood, and maintained by institutional members.

3. Integration of Governance and Organizational Culture

Governance and organizational culture are two complementary aspects that support higher education performance. Governance provides rules, authority, procedures, and accountability mechanisms, while organizational culture influences how members implement these provisions. A good governance system has the potential to be less effective if it is not supported by disciplined and collaborative work habits. Conversely, a positive work culture requires clear direction, resources, and evaluation mechanisms to translate into institutional achievements. The integration of the two is crucial to examine in the context of private higher education management in Banten.

Yazid et al. (2025) highlighted the role of quality culture in the relationship between several management factors and higher education performance. Riza et al. (2025) also demonstrated the relevance of organizational culture, participatory leadership, and innovation in discussions of higher education performance. Both studies provide a basis for understanding that formal mechanisms and organizational values need to be considered simultaneously. However, the form of integration that exists in private universities in Banten must be demonstrated through comparisons of interviews, policy documents, and actual work practices.

4. Implications for the Development of Private Higher Education Performance

Developing the performance of private universities requires quality-oriented management, transparency, continuous evaluation, and human resource capacity building. Leaders need to ensure that institutional goals are translated into clear responsibilities, relevant achievement indicators, and measurable evaluation follow-up. At the same time, a culture of collaboration and openness to change must be fostered so that the academic community can contribute to organizational improvement. These development steps must consider resource capabilities, institutional characteristics, and stakeholder needs.

Riza et al. (2025) emphasize the importance of participatory leadership, organizational culture, and innovation in driving higher education performance. Yazid et al. (2025) also highlight internal control, information technology, organizational commitment, and quality culture as relevant aspects for institutional performance. This literature can serve as a benchmark for formulating recommendations for developing private higher education institutions in Banten. However, final recommendations should be based on verified empirical findings, ensuring they align with the actual needs of the institution and not simply repeat general suggestions from the literature.

V. CONCLUSION

The performance dynamics of private higher education institutions in Banten Province are institutional issues related to governance and organizational culture. Transparent, accountable, participatory, and coordinated governance is a crucial foundation for directing resource use, policy implementation, and achieving institutional goals. Meanwhile, an organizational culture that reflects discipline, collaboration, commitment, quality orientation, and adaptability plays a role in shaping the work behavior of the academic community. Both aspects need to be developed in an integrated manner to support the provision of quality and sustainable higher education.

Strengthening the performance of private universities requires consistent institutional evaluation, clear division of responsibilities, increased coordination between units, and the involvement of lecturers and educational staff in decision-making processes. Utilizing information technology, developing human resource competencies, and implementing a culture of continuous improvement can also be part of an institutional development strategy. In the context of Banten Province, these strategies need to be tailored to the characteristics, capacities, and needs of each university.

A qualitative approach using NVivo can be used to identify patterns of relationships between governance, organizational culture, and performance through analysis of interviews, observations, and documentation. However, empirical conclusions regarding the condition of private higher education institutions in Banten must be based on verified field data. Therefore, this study provides direction for strengthening institutional management in an accountable, adaptive, collaborative manner, and oriented towards improving the quality of higher education.

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