

# The Influence of Transformational Leadership and Organizational Culture on Lecturer Performance through Tacit Knowledge Sharing

Yayah Sutisnawati<sup>1\*</sup>, Hadi Purnomo<sup>2</sup>, Edi Firdaus<sup>3</sup>  
<sup>1,2,3</sup>Department of Management, Faculty of Economics and Business, Universitas  
Komputer Indonesia; Bandung, Indonesia

1877

\*Corresponding Author E-Mail: [yayah@email.unikom.ac.id](mailto:yayah@email.unikom.ac.id)

Submitted:  
December 29, 2025

Revised:  
February 4, 2026

Accepted:  
March 28, 2026

Published Online:  
March 31, 2026

## ABSTRACT

Higher education institutions play a vital role in developing high-quality human resources, where leadership practices and organizational culture are critical factors influencing knowledge-sharing behavior and lecturer performance. This study aims to examine the effect of transformational leadership and organizational culture on lecturer performance mediated by tacit knowledge sharing in private universities in West Java. A quantitative approach was employed using survey data collected from 100 lecturers through an online questionnaire. The data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings indicate that transformational leadership and organizational culture positively influence tacit knowledge sharing and lecturer performance. Tacit knowledge sharing also directly enhances lecturer performance and partially mediates the relationships between transformational leadership, organizational culture, and lecturer performance. These results highlight the importance of fostering supportive leadership and organizational environments that encourage collaboration, mentoring, and experience sharing to improve lecturer performance. This study contributes to the literature by providing empirical evidence on the role of leadership and organizational culture in promoting tacit knowledge sharing and strengthening academic performance in higher education.

**Keywords:** Lecturer Performance, Organizational Culture, Tacit Knowledge Sharing, Transformational Leadership.

## INTRODUCTION

Higher education institutions play a crucial role in developing high-quality human resources in an increasingly competitive era, where universities are expected to produce graduates who are competent, innovative, and adaptable to change. Leadership practices and organizational culture strongly influence the quality of lecturers as key academic actors within the academic environment. Transformational leadership has been widely recognized as an effective style in fostering knowledge management and innovation in higher education (Al-Husseini et al., 2021). This leadership style inspires, motivates, and empowers individuals to achieve shared goals while encouraging the sharing of tacit knowledge, which is implicit and difficult to formalize (Lei et al., 2021; Kucharska & Rebelo, 2022). In higher education, transformational leadership facilitates the flow of tacit knowledge among lecturers, thereby improving teaching quality, research productivity, and academic innovation (Dongrong & Zhongwu, 2024).

Kucharska and Rebelo (2022) assert that transformational leadership supported by a learning culture encourages tacit knowledge sharing and adaptability to change, which in turn increases internal and external innovation in the institution. This process is also influenced by the factor of error acceptance, which moderates the flow of tacit knowledge and emphasizes the importance of transformative leadership in developing lecturers' adaptive and innovative capabilities. Furthermore, organizational culture has been shown

**JIMKES**

Jurnal Ilmiah Manajemen  
Kesatuan  
Vol. 14 No. 2, 2026  
pp. 1877-1888  
IBI Kesatuan  
ISSN 2337 – 7860  
E-ISSN 2721 – 169X  
DOI: 10.37641/jimkes.v14i2.4763

to play a significant role in shaping knowledge-sharing behavior. A study by Umar et al. (2023) showed that trust and academic social networks influence tacit knowledge sharing, with individual commitment acting as a mediator, while knowledge-sharing culture strengthens this effect. Alves and Pinheiro (2022) added that individual factors, organizational structure, and knowledge management strategies are key determinants of tacit knowledge sharing.

Organizational culture also plays a strategic role as a foundation that shapes knowledge-sharing behavior. Values, norms, and interactions that support collaboration significantly encourage lecturers to transfer experiences and skills implicitly (Işık et al., 2021; Raziq et al., 2024). Cross-national studies indicate that a supportive and team-oriented organizational culture enhances tacit knowledge sharing (Alves & Pinheiro, 2022; Ng, 2023). Furthermore, a collaborative and trust-based culture strengthens both individual and collective performance (Castaneda & Ramírez, 2021; Zulkifli et al., 2023). Thus, transformational leadership and organizational culture not only influence tacit knowledge sharing behavior but also impact lecturer performance, both directly and through the mediation mechanism of tacit knowledge sharing (Werdingingsih et al., 2023).

Although numerous studies have examined the relationship between transformational leadership, organizational culture, tacit knowledge sharing, and employee performance, several research gaps remain to be explored, particularly in the context of higher education in Indonesia. Dwivedi et al. (2020) and Lei et al. (2021) found that most previous research has focused on corporate or industrial sectors, such as manufacturing, banking, logistics, and hospitality. These findings indicate that transformational leadership and organizational culture significantly influence tacit knowledge sharing and performance, both directly and through the mediating mechanism of knowledge sharing. However, the generalizability of these findings to the academic environment is still limited, given the unique characteristics of higher education organizations, including interactions between lecturers, the Tri Dharma system, and academic values that differ from those in the business sector.

Several studies in the higher education context, such as Kucharska and Rebelo (2022) and Werdingingsih et al. (2023), have shown that transformational leadership influences tacit knowledge sharing and academic innovation. However, few studies simultaneously assess the role of organizational culture as a predictor and mediator of tacit knowledge sharing. Furthermore, although Zulkifli et al. (2023) demonstrated a relationship between organizational culture and performance in Islamic banks, the influence of tacit knowledge sharing as a mediator on lecturer performance has not been widely explored in private universities in Indonesia.

This study fills this empirical gap by examining transformational leadership and organizational culture as primary factors, tacit knowledge sharing as a mediator, and lecturer performance as the dependent variable in private universities in West Java. The objectives are to analyze the influence of transformational leadership and organizational culture on tacit knowledge sharing, explore the impact of tacit knowledge sharing on lecturer performance, and identify the mediating role of tacit knowledge sharing in the relationship between transformational leadership, organizational culture, and academic performance.

## **LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT**

### **The Effect of Transformational Leadership**

Transformational leadership has consistently been recognized as a key determinant of tacit knowledge sharing and employee performance. Empirical studies demonstrate that transformational leadership has a direct and significant influence on tacit knowledge sharing, particularly knowledge that is intuitive, experience-based, and difficult to formalize. Kucharska and Rebelo (2022) highlight that transformational leaders foster a learning culture that facilitates the smooth flow of tacit knowledge, while Lei et al. (2021) confirm its significant relationship with tacit knowledge sharing in innovation contexts. Similar findings are reported by Mihardjo and Alamsjah (2019) and Herlina et al. (2024),

emphasizing that transformational leadership strengthens individuals' willingness to share tacit knowledge and enhances team creativity through intensive knowledge exchange. In higher education, Le and Lei et al. (2018) and Al-Husseini et al. (2021) show that transformational leadership directly promotes knowledge donating and collecting behaviors, while Phung et al. (2019) and Dongrong and Zhongwu (2024) find that it reinforces trust, social norms, and self-efficacy that support tacit knowledge sharing. Dwivedi et al. (2020) further confirm its positive effect on team knowledge-sharing behavior.

Beyond knowledge sharing, transformational leadership also directly improves employee performance. Al-Amin (2017) and Buil et al. (2019) demonstrate that transformational leadership significantly enhances job performance, even when mediating variables are included. Consistent evidence from Jiang et al. (2017), Musa et al. (2018), Magasi (2021), and Marisya et al. (2023) confirms that transformational leadership directly strengthens performance through inspiration, intellectual stimulation, empowerment, and ethical motivation. These findings support the hypothesis that transformational leadership has a direct positive effect on both tacit knowledge sharing and performance.

H1: Transformational leadership has a positive and significant effect on tacit knowledge sharing.

H2: Transformational leadership has a positive and significant effect on lecturer performance.

### **The Effect of Organizational Culture**

Organizational culture serves as a fundamental driver of tacit knowledge sharing, as shared values, norms, and interaction patterns determine whether individuals feel safe and supported in exchanging implicit knowledge. Suppiah and Sandhu (2011) and Borges (2013) found that supportive, team-oriented cultures significantly increase employees' willingness to share tacit knowledge. Cross-national findings by Borges et al. (2019) reveal that team-oriented cultures in Brazil and organizational commitment in Indonesia enhance tacit knowledge sharing. Similarly, Ng (2023) demonstrated that clan, adhocracy, and market cultures directly strengthen knowledge-sharing propensity through affective trust and commitment. Umar et al. (2023) further confirm that cultures promoting openness, trust, and knowledge management practices significantly foster tacit knowledge exchange, particularly in higher education. Castaneda and Ramírez (2021) found that cultural values such as collectivism and caring are positively associated with tacit knowledge sharing. Raziq et al. (2024) further demonstrated that collaborative team- and clan-oriented cultures facilitate tacit knowledge exchange across various sectors.

Beyond knowledge sharing, organizational culture has a direct positive impact on employee performance. Lam et al. (2021) emphasize that norms and work practices shape effectiveness at both individual and team levels. Empirical studies consistently support this relationship across contexts, including public institutions, logistics companies, and hospitality industries (Pawirosumarto et al., 2017; Soomro & Shah, 2019; Virgiawan et al., 2021; Pham et al., 2024). Additional evidence from Shahzad (2014), Rohim and Budhiasa (2019), Zulkifli et al. (2023), Putra (2024), and José et al. (2025) confirms that supportive and value-driven cultures directly enhance performance through motivation, innovation, commitment, and effective work practices. These findings support the hypothesis that organizational culture directly influences both tacit knowledge sharing and employee performance.

H3: Organizational culture has a positive and significant effect on tacit knowledge sharing.

H4: Organizational culture has a positive and significant effect on lecturer performance.

### **The Effect of Tacit Knowledge Sharing on Lecturer Performance**

Tacit knowledge sharing plays a vital role in enhancing employee performance by utilizing individuals' experience-based knowledge to strengthen organizational capability. Muthuveloo et al. (2017) found that tacit knowledge management through socialization and internalization significantly improves organizational performance by supporting better decision-making and innovation. Similarly, Harlow (2008) reported a positive relationship between tacit knowledge and innovative performance in companies in the United States and Canada, although financial impacts varied. In the hospitality sector, Işık et al. (2021) demonstrated that tacit knowledge sharing enhances employees' innovative work behavior, contributing to greater operational effectiveness and individual performance. Yuen and Lam (2024) emphasized that strategic knowledge sharing practices, including tacit knowledge, enhance the innovation capabilities and performance of pharmaceutical companies, where the interaction between organizational culture, managerial commitment, technological infrastructure, and trust among employees strengthens performance outcomes. Mohammed and Kamalanabhan (2022) added that the tacit dimension of knowledge sharing, namely the search for and contribution of implicit knowledge, directly enhances employee creativity.

Several studies show that the effects of tacit knowledge sharing can vary depending on the organizational context. For example, Alzoubi et al. (2022) found that in defense organizations, tacit knowledge sharing does not directly influence employee capabilities, but rather through Communities of Practice (CoPs) as a mediator. Meanwhile, Mohiya (2023) and Juan (2025) emphasized that exploring tacit knowledge and individual absorptive capabilities contribute to improved personal performance, particularly in organizational cultures that foster performance. Nguyen and Nguyen (2024) confirmed that both tacit and explicit knowledge sharing significantly improve individual work performance in the banking sector, with tacit knowledge sharing being a crucial foundation for effective rewards and motivation. Empirical evidence suggests that tacit knowledge sharing directly strengthens employee capabilities, creativity, and contributes to organizational performance.

H5: Tacit knowledge sharing has a positive and significant effect on lecturer performance.

### **The Mediating Effect of Tacit Knowledge Sharing**

Transformational leadership and organizational culture play a strategic role in promoting tacit knowledge sharing, which subsequently enhances lecturer performance. Lei et al. (2021) found that tacit knowledge sharing mediates the relationship between transformational leadership and innovation outcomes, while Al-Husseini et al. (2021) confirmed its mediating role between transformational leadership and academic innovation in higher education. Dwivedi et al. (2020) further demonstrated that knowledge sharing fully mediates the effect of transformational leadership on employee efficiency. In addition, Raziq et al. (2024) showed that supportive team and organizational cultures significantly strengthen tacit knowledge sharing, leading to improved innovative behavior and performance. Zulkifli et al. (2023) also reported that organizational innovation enhances tacit knowledge sharing and ultimately contributes to employee performance.

Dongrong and Zhongwu (2024) identified that transformational leadership influences tacit knowledge sharing through mediating variables such as transactive memory systems, altruistic values, and a learning culture, which in turn enhances individual performance. Werdiningsih et al. (2023) emphasized that altruistic behavior and perceived values support lecturers' willingness to share tacit knowledge, which subsequently improves the quality of implementation of the Tri Dharma of Higher Education. Furthermore, research by Lei et al. (2021) emphasized the importance of exploring tacit knowledge sharing as a mediator in developing organizations, while Awan and Ather (2024) showed that knowledge management partially mediates the relationship between leadership and lecturer performance. Dongrong and Zhongwu (2024) also emphasized that

transformational leadership and ethical values simultaneously strengthen tacit knowledge sharing and performance. Kucharska and Rebelo (2022) highlighted the role of tacit knowledge sharing and adaptability to change in enhancing internal and external innovation in academics.

H6: Transformational leadership has a positive effect on lecturer performance through the mediation of tacit knowledge sharing.

H7: Organizational culture has a positive effect on lecturer performance through the mediation of tacit knowledge sharing.

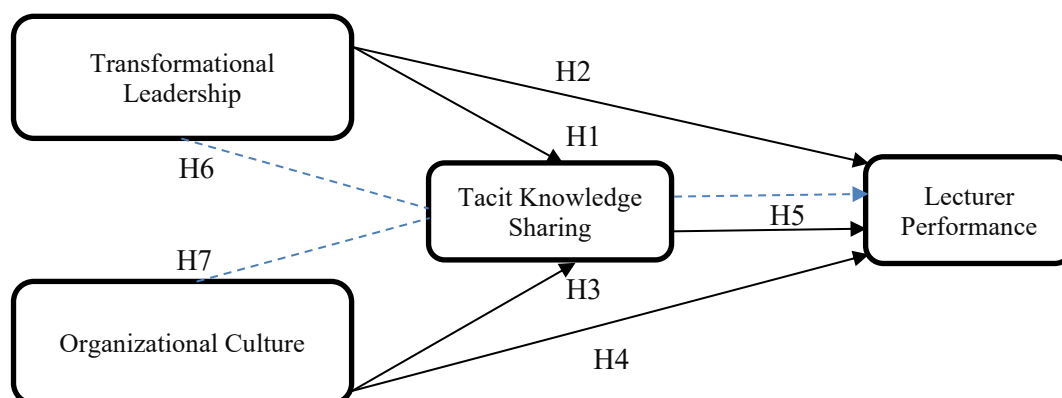


Figure 1. Conceptual Framework

Figure 1 shows a conceptual research framework explaining the relationship between transformational leadership, organizational culture, tacit knowledge sharing, and lecturer performance. In this model, transformational leadership and organizational culture act as independent variables that directly influence tacit knowledge sharing and lecturer performance. In addition, tacit knowledge sharing also directly influences lecturer performance and acts as a mediating variable in the relationship between transformational leadership and organizational culture on lecturer performance. This framework shows that transformational leadership and a supportive organizational culture can increase the practice of tacit knowledge sharing among lecturers, which ultimately contributes to improved academic performance.

## RESEARCH METHODS

This study used a cross-sectional survey method with a quantitative design. Secondary data on the number of lecturers at private universities in West Java was taken from official data from Statistics Indonesia (*Badan Pusat Statistik/BPS*) of West Java (BPS Jawa Barat, 2025). The primary population comprised all teaching staff at private universities in the province, totaling 21,976 lecturers. The sample size was determined using the Slovin formula with a margin of error of 0.10, resulting in a total of 100 respondents. Based on this, 100 questionnaires were distributed via Google Form and an online survey to private lecturers in West Java, using a random sampling method. The survey was conducted between July and August 2025. The research variables included transformational leadership, organizational culture, tacit knowledge sharing, and lecturer performance, each measured using specific indicators relevant to the higher education context.

Transformational leadership was measured using four indicators: inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. Organizational culture was assessed through the beliefs and attitudes of faculty or staff, institutional focus on human development, leadership style, division of authority, and institutional values. Tacit knowledge sharing was measured using knowledge collecting, knowledge donating, experience sharing, and mentoring. Lecturer

performance was evaluated through teaching quality, research productivity, community service, and academic innovation.

The questionnaire was designed using a five-point Likert scale and was tested for validity and reliability prior to analysis. Data were analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS software. This method was selected because it is appropriate for models involving multiple reflective indicators, mediating variables, and a moderate sample size. The analysis procedures included tests of construct reliability, convergent and discriminant validity, as well as assessments of both direct and indirect (mediating) effects among transformational leadership, organizational culture, tacit knowledge sharing, and lecturer performance. The findings are expected to provide a robust empirical understanding of how transformational leadership and organizational culture jointly foster tacit knowledge sharing and enhance lecturer performance at private universities in Bandung.

## RESULTS

Before conducting the structural model analysis, the measurement model was first evaluated to ensure that each construct in the study met the criteria of validity and reliability. This assessment was performed by examining the values of Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) for each variable. The results of the validity and reliability tests are presented in Table 1.

Table 1. Validity and Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	AVE	Status
Transformational Leadership (TL)	0.891	0.923	0.671	Valid & Reliable
Organizational Culture (OC)	0.874	0.911	0.652	Valid & Reliable
Tacit Knowledge Sharing (TKS)	0.862	0.902	0.643	Valid & Reliable
Lecturer Performance (LP)	0.879	0.915	0.658	Valid & Reliable

The results of the measurement model's validity and reliability tests for the four research variables, organizational culture, transformational leadership, tacit knowledge sharing, and lecturer performance, are displayed in Table 1. Good internal consistency was indicated by Cronbach's Alpha and Composite Reliability (CR) values above 0.7 for all variables. Each variable's Average Variance Extracted (AVE) value was also greater than 0.5, demonstrating that convergent validity was satisfied and that each indicator sufficiently measured its construct. As a result, all variables can be regarded as valid and reliable, guaranteeing that the measurement tool is appropriate for use in research hypothesis testing and structural equation modeling analysis.

Table 2. Results of the Discriminant Test (Fornell-Larcker)

Variable	TL	OC	TKS	LP
Transformational Leadership (TL)	0.819			
Organizational Culture (OC)	0.412	0.807		
Tacit Knowledge Sharing (TKS)	0.563	0.474	0.802	
Lecturer Performance (LP)	0.538	0.501	0.612	0.811

The results of the discriminant test using the Fornell-Larcker Criterion for the four research variables, namely, transformational leadership, organizational culture, tacit knowledge sharing, and lecturer performance, are shown in Table 2. Each construct is substantially different from the others when the diagonal value, or the root of the AVE of each variable, is higher than the correlation with other variables. These findings support the model's discriminant validity, allowing for the independent measurement of each variable without conceptual overlap. The measurement model can be used for the analysis of relationships between variables in structural equation modeling once discriminant validity has been satisfied.

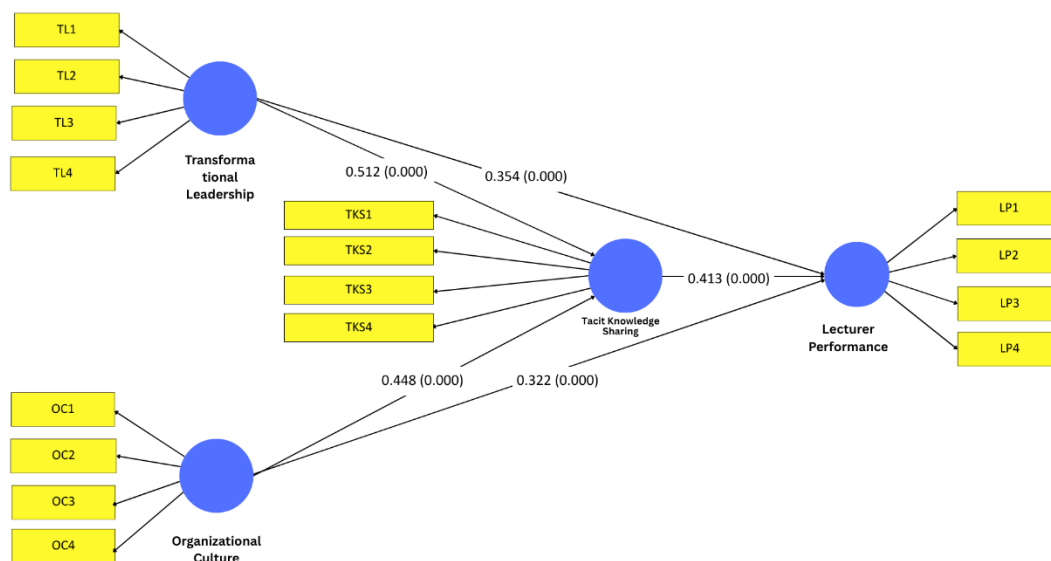


Figure 2. PLS-SEM Path Diagram

Table 3. Results of Path Coefficient & Hypothesis Testing (Direct Test)

Path	Path Coefficient	t-statistic	p-value	Conclusion
Transformational Leadership → Tacit Knowledge Sharing	0.512	7.654	0.000	H1 Supported
Transformational Leadership → Lecture Performance	0.354	4.981	0.000	H2 Supported
Organizational Culture → Tacit Knowledge Sharing	0.448	6.112	0.000	H3 Supported
Organizational Culture → Lecture Performance	0.322	4.212	0.000	H4 Supported
Tacit Knowledge Sharing → Lecture Performance	0.413	5.876	0.000	H5 Supported

The results of the direct effect testing presented in Figure 2 and Table 3 show that all proposed relationships are statistically significant. Transformational leadership has a positive and significant effect on tacit knowledge sharing, with a path coefficient of 0.512, a t-statistic of 7.654, and a p-value of 0.000. This indicates that stronger transformational leadership practices encourage lecturers and staff to share tacit knowledge more actively. Transformational leadership also positively influences lecturer performance, as reflected by a path coefficient of 0.354, a t-statistic of 4.981, and a p-value of 0.000, demonstrating its role in enhancing teaching, research, community service, and academic innovation.

Organizational culture similarly shows a positive and significant effect on tacit knowledge sharing, with a path coefficient of 0.448, a t-statistic of 6.112, and a p-value of 0.000, indicating that supportive cultural values foster knowledge collecting, donating, experience sharing, and mentoring. In addition, organizational culture significantly affects lecturer performance, with a path coefficient of 0.322, a t-statistic of 4.212, and a p-value of 0.000. Tacit knowledge sharing has a positive and significant impact on lecturer performance, with a path coefficient of 0.413, a t-statistic of 5.876, and a p-value of 0.000. These findings confirm that all direct relationships in the structural model are supported.

Table 4. Mediation Test Results

Path	Path Coefficient	t-statistic	p-value	Conclusion
Transformational Leadership → Tacit Knowledge Sharing → Lecture Performance	0.212	4.321	0.000	H6 Supported, Partial Mediation
Organizational Culture → Tacit Knowledge Sharing → Lecture Performance	0.185	3.987	0.000	H7 Supported, Partial Mediation

Table 4 shows the results of the indirect/mediation test using tacit knowledge sharing. The sixth hypothesis (H6) states that tacit knowledge sharing mediates the effect of transformational leadership on lecturer performance. The test results show a path coefficient of 0.212, a t-statistic of 4.321, and a p-value of 0.000, significant at  $\alpha = 0.05$ . Thus, hypothesis H6 is accepted and indicates partial mediation. This means that transformational leadership not only directly improves lecturer performance but also indirectly through increased tacit knowledge sharing. Mediation is categorized as partial because the direct effect of transformational leadership on lecturer performance remains significant despite the indirect effect through tacit knowledge sharing.

Furthermore, the seventh hypothesis (H7) states that tacit knowledge sharing mediates the effect of organizational culture on lecturer performance. The path coefficient of 0.185, a t-statistic of 3.987, and a p-value of 0.000 indicate a significant mediating effect. Therefore, hypothesis H7 is accepted and categorized as partial mediation. This means that organizational culture improves lecturer performance directly and through increased tacit knowledge sharing, so the total effect is a combination of direct and indirect effects.

Table 5. Test of Effect Strength ( $R^2$ ,  $f^2$ ,  $Q^2$ )

Endogenous Variables	$R^2$	$f^2$ (with each predictor)	$Q^2$	Power of Effect
Tacit Knowledge Sharing	0.562	Transformational Leadership = 0.317 Organizational Culture = 0.252	0.421	Medium-Strong
Lecturer Performance	0.621	Transformational Leadership = 0.149 Organizational Culture = 0.121 Tacit Knowledge Sharing = 0.189	0.382	Medium-Strong

Table 5 shows the results of the structural model (inner model) effect strength test using  $R^2$ ,  $f^2$ , and  $Q^2$  for the endogenous variables tacit knowledge sharing and lecturer performance. The  $R^2$  value of 0.562 for tacit knowledge sharing and 0.621 for lecturer performance indicates that 56.2% of the variance in tacit knowledge sharing and 62.1% of the variance in lecturer performance can be explained by the respective predictor variables. The effect size ( $f^2$ ) indicates that the contribution of transformational leadership and organizational performance to tacit knowledge sharing (0.317 and 0.252), as well as transformational leadership, organizational performance, and tacit knowledge sharing to lecturer performance (0.149, 0.121, 0.189), falls into the medium-strong category.  $Q^2 > 0$  (0.421 for tacit knowledge sharing and 0.382 for lecturer performance) indicates that the model has predictive relevance.

## DISCUSSION

The findings of this study demonstrate that transformational leadership has a positive and significant influence on tacit knowledge sharing among lecturers. This result is consistent with Kucharska and Rebelo (2022), who emphasized that transformational leaders can foster a learning-oriented culture that facilitates the flow of tacit knowledge within organizations. Similarly, Lei et al. (2021) highlighted that transformational leadership strengthens knowledge-sharing practices, particularly in innovation-driven environments. These findings suggest that leadership behaviors such as inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration encourage lecturers to share experiential knowledge, insights, and mentoring practices more actively within higher education institutions.

In addition to its effect on tacit knowledge sharing, transformational leadership also directly enhances lecturer performance. This finding aligns with Al-Husseini et al. (2021), who found that transformational leadership positively influences academic innovation and performance in higher education settings. Buil et al. (2019) further confirmed that transformational leadership improves employee performance through inspiration and empowerment. In the academic context, this implies that leaders who motivate and intellectually stimulate lecturers can directly improve teaching quality, research

productivity, community service, and academic innovation, thereby strengthening institutional effectiveness.

The results also reveal that organizational culture has a positive and significant influence on tacit knowledge sharing. This finding supports Suppiah and Sandhu (2011), who argued that supportive, collaborative, and trust-based cultures increase individuals' willingness to exchange tacit knowledge. When lecturers perceive their institutional environment as safe, team-oriented, and value-driven, they are more likely to engage in knowledge collecting, knowledge donating, and experience sharing. Thus, shared values and constructive interaction norms play a central role in facilitating tacit knowledge exchange in higher education institutions.

Furthermore, organizational culture directly contributes to lecturer performance. This result is in line with Virgiawan et al. (2021) and Pham et al. (2024), who emphasized that effective work culture, clear leadership practices, and shared organizational values enhance employee performance across sectors. Within universities, a strong and supportive culture shapes positive work behavior, strengthens motivation and commitment, and ultimately improves overall lecturer performance.

Tacit knowledge sharing itself is also found to significantly improve lecturer performance. This finding corroborates Muthuveloo et al. (2017) and Muftiyanto and Jatmika (2025), who highlighted the role of tacit knowledge management in enhancing organizational effectiveness, and Işık et al. (2021), who demonstrated that tacit knowledge sharing fosters innovative work behavior. In higher education, the active exchange of experiential knowledge contributes to better teaching practices, stronger research collaboration, and more innovative academic activities.

The mediation analysis further indicates that tacit knowledge sharing partially mediates the relationship between transformational leadership and lecturer performance, consistent with Lei et al. (2021) and Al-Husseini et al. (2021). Likewise, tacit knowledge sharing partially mediates the relationship between organizational culture and lecturer performance, supporting the findings of Işık et al. (2021) and Raziq et al. (2024). These results suggest that leadership and culture enhance performance both directly and indirectly by strengthening knowledge exchange mechanisms.

This study implies that higher education institutions should prioritize the development of transformational leadership and cultivate a collaborative organizational culture that institutionalizes mentoring, trust-based interaction, and experience sharing. By reinforcing tacit knowledge sharing as a strategic mechanism, universities can sustainably improve lecturer performance and maintain academic competitiveness in an increasingly dynamic environment.

## **CONCLUSION**

The results of this study indicate that transformational leadership and organizational culture have positive and significant effects on tacit knowledge sharing and lecturer performance in private universities in West Java. Transformational leadership directly enhances lecturer performance while simultaneously encouraging tacit knowledge sharing. Similarly, organizational culture strengthens both tacit knowledge sharing and lecturer performance. In addition, tacit knowledge sharing acts as a partial mediator in the relationships between transformational leadership, organizational culture, and lecturer performance. This finding suggests that the influence of leadership and organizational culture on performance occurs not only directly but also indirectly through knowledge-sharing practices. Furthermore, the evaluation of effect size and predictive relevance indicates that the structural model demonstrates moderate to strong explanatory and predictive power.

From a practical perspective, these findings highlight the importance of developing transformational leadership practices and cultivating a supportive organizational culture to improve lecturer performance. Private universities should strengthen leadership development programs, promote open communication, and institutionalize collaborative and experience-sharing practices to reinforce the implementation of the Tri Dharma of

Higher Education. Establishing reward systems that encourage tacit knowledge sharing may further enhance academic performance and innovation.

This study enriches the literature by confirming the mediating role of tacit knowledge sharing in linking transformational leadership and organizational culture to lecturer performance within the higher education context. However, several limitations should be acknowledged. The sample was limited to lecturers from private universities in West Java, which may restrict broader generalization. In addition, this study focused on four primary variables and did not incorporate other potential determinants of lecturer performance, such as intrinsic motivation, technological support, or organizational commitment. Future research is therefore recommended to broaden the scope of investigation and include additional variables to obtain a more comprehensive understanding of the dynamics of lecturer performance.

**FUNDING STATEMENT:** This research did not receive any specific grant from funding agencies in the public, commercial, or not - for - profit sectors.

**CONFLICTS OF INTEREST:** The author declares no conflict of interest.

**DECLARATION OF GENERATIVE AI STATEMENT:** During the preparation of this work, the author used Turnitin, Grammarly, and ChatGPT to improve sentence structure and overall clarity. All content was then reviewed, edited, and refined by the author, who takes full responsibility for the accuracy, integrity, and originality of the final publication.

## REFERENCES

- [1] Al-Amin, M. (2017). Transformational leadership and employee performance mediating effect of employee engagement. *North South Business Review*, 7(2), 28–40.
- [2] Al-Husseini, S., El Beltagi, I., & Moizer, J. (2021). Transformational leadership and innovation: The mediating role of knowledge sharing amongst higher education faculty. *International Journal of Leadership in Education*, 24(5), 670–693.
- [3] Alves, R. B., & Pinheiro, P. (2022). Factors influencing tacit knowledge sharing in research groups in higher education institutions. *Administrative Sciences*, 12(3), 89-100.
- [4] Alzoubi, M. O., Alrowwad, A. A., & Masa' deh, R. E. (2022). Exploring the relationships among tacit knowledge sharing, communities of practice and employees' abilities: The case of KADDB in Jordan. *International Journal of Organizational Analysis*, 30(5), 1132–1155.
- [5] Awan, R. U. N., & Ather, T. (2024). The knowledge ties that bind: Mediating effect of knowledge management on heads' leadership and teachers' performance. *Cogent Education*, 11(1), 40-57.
- [6] Borges, R. (2013). Tacit knowledge sharing between IT workers: The role of organizational culture, personality, and social environment. *Management Research Review*, 36(1), 89–108.
- [7] Borges, R., Bernardi, M., & Petrin, R. (2019). Cross-country findings on tacit knowledge sharing: Evidence from the Brazilian and Indonesian IT workers. *Journal of Knowledge Management*, 23(4), 742–762.
- [8] BPS Jawa Barat. (2025). *Jumlah perguruan tinggi, dosen, dan mahasiswa (negeri dan swasta) di bawah Kementerian Pendidikan Tinggi, Sains, dan Teknologi menurut kabupaten/kota di Provinsi Jawa Barat, 2024*. Retrieved on December, 15, 2025, from <https://jabar.bps.go.id>
- [9] Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, 77(1), 64–75.
- [10] Castaneda, D. I., & Ramirez, C. A. (2021). Cultural values and knowledge sharing in the context of sustainable organizations. *Sustainability*, 13(14), 7819-7829.
- [11] Dongrong, W., & Zhongwu, L. (2024). The impact of transformational leadership and ethical leadership on tacit knowledge sharing behavior of full-time university teachers: The mediating role of transactive memory systems and value orientation. *Journal of Roi Kaensarn Academi*, 9(8), 541–557.
- [12] Dwivedi, P., Chaturvedi, V., & Vashist, J. K. (2020). Transformational leadership and employee efficiency: Knowledge sharing as mediator. *Benchmarking: An International Journal*, 27(4), 1571–1590.
- [13] Harlow, H. (2008). The effect of tacit knowledge on firm performance. *Journal of Knowledge Management*, 12(1), 148–163.

- [14] Herlina, M. G., Budiansyah, M. A., Janah, F. R., & Adryana, D. Q. P. (2024). Unlocking employee innovative behaviour: Exploring the power of transformational leadership and tacit knowledge sharing among Indonesian white-collar workers. *Economics and Culture*, 21(1), 29–45.
- [15] Işık, C., Aydın, E., Dogru, T., Rehman, A., Alvarado, R., Ahmad, M., & Irfan, M. (2021). The nexus between team culture, innovative work behaviour and tacit knowledge sharing: Theory and evidence. *Sustainability*, 13(8), 4333-4345.
- [16] Jiang, W., Zhao, X., & Ni, J. (2017). The impact of transformational leadership on employee sustainable performance: The mediating role of organizational citizenship behavior. *Sustainability*, 9(9), 1567-1576.
- [17] José, D., Palma-Moreira, A., & Au-Yong-Oliveira, M. (2025). Organizational culture and perceived performance: Mediation of perceived organizational support and moderation of motivation. *Administrative Sciences*, 15(8), 307-317.
- [18] Juan, S. J. (2025). The impact of tacit knowledge acquisition and absorptive capability on individual performance: from the knowledge seeker's perspective. *Journal of Knowledge Management*, 29(7), 2213-2237.
- [19] Kucharska, W., & Rebelo, T. (2025). Transformational leadership for researcher's innovativeness in the context of tacit knowledge and change adaptability. *International Journal of Leadership in Education*, 28(6), 1211-1232.
- [20] Lam, L., Nguyen, P., Le, N., & Tran, K. (2021). The relation among organizational culture, knowledge management, and innovation capability: Its implication for open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 66-76.
- [21] Le, P. B., & Lei, H. (2018). The mediating role of trust in stimulating the relationship between transformational leadership and knowledge sharing processes. *Journal of Knowledge Management*, 22(3), 521–537.
- [22] Lei, H., Gui, L., & Le, P. B. (2021). Linking transformational leadership and frugal innovation: The mediating role of tacit and explicit knowledge sharing. *Journal of Knowledge Management*, 25(7), 1832–1852.
- [23] Magasi, C. (2021). The role of transformational leadership on employee performance: A perspective of employee empowerment. *European Journal of Business and Management Research*, 6(6), 21–28.
- [24] Marisya, F., Mayasari, V., Astuti, S. D., & Purwanto, M. B. (2023). Implementation of leadership ethics and transformational leadership in employee performance. *Asian Journal of Applied Business and Management*, 2(4), 545–556.
- [25] Mihadjo, L. W. W., & Alamsjah, F. (2019). Knowledge sharing and transformational leadership. *Journal of Security and Sustainability Issues*, 9(1), 143–154.
- [26] Mohammed, N., & Kamalanabhan, T. J. (2022). Tacit knowledge sharing and creative performance: A transformative learning perspective. *Development and Learning in Organizations*, 36(4), 5–16.
- [27] Mohiya, M. (2023). Unleashing employees' tacit knowledge toward performance-driven culture in a Saudi Arabian organisation. *Journal of Knowledge Management*, 27(6), 1583–1606.
- [28] Musa, Y., Danjuma, S., Ayotunde Alaba, F., Ritonga, R., Muhammad, A., Djajanto, L., & Herawan, T. (2018). An impact of transformational leadership on employees' performance: A case study in Nigeria. In *Information Systems Design and Intelligent Applications* (pp. 708–719). London: Springer.
- [29] Muftiyanto, R. T. N., & Jatmika, D. (2025). Transformational leadership, organizational culture, and religious values impact on employee performance. *Jurnal Ilmiah Manajemen Kesatuan*, 13(5), 4101-4112.
- [30] Muthuveloo, R., Shanmugam, N., & Teoh, A. P. (2017). The impact of tacit knowledge management on organizational performance: Evidence from Malaysia. *Asia Pacific Management Review*, 22(4), 192–201.
- [31] Ng, K. Y. N. (2023). Effects of organizational culture, affective commitment and trust on knowledge-sharing tendency. *Journal of Knowledge Management*, 27(4), 1140–1164.
- [32] Nguyen, N. K., & Nguyen, T. H. N. (2024). Rewards, knowledge sharing and individual work performance: An empirical study. *Cogent Business & Management*, 11(1), 72-93.
- [33] Pawirosmarto, S., Sarjana, P. K., & Gunawan, R. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia. *International Journal of Law and Management*, 59(6), 1337–1358.
- [34] Pham, V. K., Vu, T. N. Q., Phan, T. T., & Nguyen, N. A. (2024). The impact of organizational culture on employee performance: A case study at foreign-invested logistics service enterprises approaching sustainability development. *Sustainability*, 16(15), 6366-6376.
- [35] Phung, V. D., Hawryszkiewicz, I., & Chandran, D. (2019). How knowledge sharing leads to innovative work behaviour: A moderating role of transformational leadership. *Journal of Systems and Information Technology*, 21(3), 277–303.
- [36] Putra, D. M. (2024). The role of organizational culture on employee performance through job satisfaction and work motivation. *Journal of Entrepreneurship & Business*, 5(1), 55–68.
- [37] Raziq, M. M., Jabeen, Q., Saleem, S., Shamout, M. D., & Bashir, S. (2024). Organizational culture, knowledge sharing and organizational performance: A multi-country study. *Business Process Management Journal*, 30(2), 586–611.

- [38] Rohim, A., & Budhiasa, I. G. S. (2019). Organizational culture as moderator in the relationship between organizational reward on knowledge sharing and employee performance. *Journal of Management Development*, 38(7), 538–560.
- [39] Shahzad, F. (2014). Impact of organizational culture on employees' job performance: An empirical study of software houses in Pakistan. *International Journal of Commerce and Management*, 24(3), 219–227.
- [40] Soomro, B. A., & Shah, N. (2019). Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee's performance. *South Asian Journal of Business Studies*, 8(3), 266–282.
- [41] Suppiah, V., & Singh Sandhu, M. (2011). Organisational culture's influence on tacit knowledge-sharing behaviour. *Journal of Knowledge Management*, 15(3), 462–477.
- [42] Umar, M., Sial, M. H., Ali, S. A., Bari, M. W., & Ahmad, M. (2023). Trust and social network to boost tacit knowledge sharing with mediation of commitment: Does culture moderate? *VINE Journal of Information and Knowledge Management Systems*, 53(6), 1135–1158.
- [43] Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational culture as a mediator motivation and transformational leadership on employee performance. *Academic Journal of Interdisciplinary Studies*, 10(3), 67–79.
- [44] Werdiningsih, R., Pudjiarti, E. S., & Hamu, F. J. (2023). Sharing tacit knowledge as a strategy for improving the quality of Central Java private education lecturers. *Educational Administration: Theory and Practice*, 29(3), 180–195.
- [45] Yuen, S. S., & Lam, H. Y. (2024). Enhancing competitiveness through strategic knowledge sharing as a driver of innovation capability and performance. *Sustainability*, 16(6), 2460-2486.
- [46] Zulkifli, Z., Purwati, A. A., Renaldo, N., Hamzah, Z., & Hamzah, M. L. (2023). Employee performance of sharia bank in Indonesia: The mediation of organizational innovation and knowledge sharing. *Cogent Business & Management*, 10(3), 609-619.