

Empowering Lecturers Through Servant Leadership: The Influence of Digital Literacy and Cultural Adaptation

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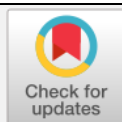
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ABSTRACT

This study examines the impact of digital literacy and adaptable culture on lecturer performance, with servant leadership as a mediating variable. The Institute of Information Technology and Business executed the study, with several lecturers participating as responders. Digital literacy is a crucial component in the age of technological transition, whereas adaptable culture signifies an institution's capacity to adjust to evolving environmental conditions. This study proposes that servant leadership, prioritizing service-oriented leadership, mediates the association among digital literacy, adaptable culture, and lecturer performance. This study uses a validated questionnaire to gather data through a quantitative methodology and survey technique. We employ route analysis methodologies to examine the interrelationships among variables. The study's outcomes are anticipated to elucidate how digital literacy and adaptable culture might enhance professor performance by reinforcing servant leadership conduct. These findings hold significant implications for formulating higher education policies, particularly in addressing the challenges of the digital age and the intricacies of the professional landscape. This study offers theoretical contributions by enhancing the comprehension of the interplay between digital literacy, corporate culture, and leadership within an academic framework.

Keywords: Digital Literacy; Cultural Adaptation; Lecturer Performance; Servant Leadership

1. Introduction

Higher education serves a strategic function as a catalyst for national growth, with professor performance being a primary metric of its success (Syafuddin et al., 2022). Qualified lecturers who engage in teaching, research, and community assistance are essential for cultivating skilled labor, generating innovative ideas, and addressing national issues such as employment, education, and technology (F. R. A. Lubis, Syaifuddin, Sofiyan, et al., 2023). The performance of lecturers is linked not only to the attainment of personal objectives but also to their capacity to facilitate the realization of the institution's vision and mission (Faris et al., 2024). Enhancing professor performance is crucial for higher education in developing exceptional, creative institutions that positively influence society (F. Syaifuddin et al., 2024).

A university's standing frequently relies on its faculty's efficacy, particularly regarding scholarly publications, community service efforts, and the caliber of graduates generated (Hasibuan et al., 2022). Inadequate lecturer performance can diminish a university's standing on both national and worldwide scales, eventually impeding the institution's ability to attract high-caliber students and forge important relationships (Praditya, 2024). Stakeholders like the government, industry, and international partners favor colleges with high-performing professors for collaboration (Budiansyah, 2020). Should lecturers' performance fall short of expectations, universities risk losing access to financing, strategic collaborations, and further collaborative opportunities (Solekan et al., 2022).

Subpar lecturer performance can adversely affect the competency of graduates, rendering them ill-prepared to meet the workforce's needs (Sugiarti, 2022). This circumstance may jeopardize the university's image, as its graduates are perceived to be less competitive than those from other institutions (Amin, 2022). Moreover, instructors exhibiting suboptimal performance often demonstrate less initiative in advancing curriculum or pedagogical approaches aligned with contemporary advancements (Efuwape & Aderinto, 2023). Consequently, academic programs diminish relevance and attractiveness to potential students (Hazzam, 2023).

Servant leadership is a significant factor in enhancing lecturer performance (Subhaktiyasa et al., 2023). This leadership style emphasizes empowerment, emotional support, and cultivating organizational members' potential, rendering it highly pertinent in the educational setting (Sihombing et al., 2024). Servant leadership fosters individual engagement while cultivating an inclusive, collaborative, and growth-oriented workplace (Suprihatin et al., 2024). A study done [16] showed that servant leadership significantly enhances individual performance by up to 42%, facilitated by heightened motivation, self-confidence, and job satisfaction (Hossain et al., 2024). Research indicates that this leadership style cultivates a work culture that is more innovative and responsive to change.

Moreover, digital literacy has emerged as a significant need across multiple industries, including higher education, which must compete globally (Bilgiler & Dergisi, 2022). Institutions of higher education in Indonesia confront significant challenges in enhancing the quality of learning, research, and community service to align with the demands of the digital age (Singh et al., 2021). In this context, digital literacy is a crucial competency that lecturers must acquire as primary facilitators in educational institutions (Sujarwo et al., 2022). Digital literacy encompasses technical skills and ethical, analytical, and creative comprehension in employing technology to facilitate diverse academic endeavors (Devisa et al., 2023). Data from the Ministry of Education, Culture, Research, and Technology in 2022 indicates that merely 35% of lecturers in Indonesia possess a high degree of digital literacy, with the remainder classified as having intermediate or poor proficiency. This is a considerable challenge since inadequate digital

literacy adversely affects the suboptimal utilization of technology for education, particularly in the post-COVID-19 pandemic period, where the hybrid learning paradigm has emerged as the standard. A 2021 study by the World Bank indicated that insufficient digital literacy among lecturers in Indonesia adversely affected learning effectiveness, particularly in educational technology and virtual classroom management.

In addition to digital literacy, cultural adaptation inside educational institutions is a vital element that requires consideration. Cultural adaptation signifies the capacity of institutions to react to swift environmental transformations, including the imperatives of globalization, digitalization, and student requirements (Shafiee, 2022). Institutions embracing a cultural adaptation exhibit greater competitiveness and enhanced labor efficiency. Moreover, personal digital literacy regarding performance or adaptable culture is a singular element in organizational transformation (Tan & Antonio, 2022). Research within the higher education industry is often disjointed, with few attempts to amalgamate these three elements into a cohesive research model (Lai et al., 2023). As per (Hamid, 2022), digital literacy positively influences learning innovation; however, the study did not examine the function of adaptable culture as a catalyst. Conversely, (Baig & Afaq, 2023) demonstrated that cultural adaptation enhances lecturer performance, although digital literacy is a significant component.

Ultimately, a substantial study gap exists regarding varied integration and geographic context. This study seeks to address this gap by incorporating digital literacy, adaptable culture, and servant leadership into a cohesive model for evaluating lecturer performance. This study offers theoretical contributions to academic literature and practical implications for higher education institutions in Indonesia in addressing the problems of the digital era.

2. Literature Review

2.1. Lecturer Performance

High-performing instructors facilitate universities' rapid adaptation to changes, including the demands of digital technology and the dynamics of job market requirements (F. R. A. Lubis, Syaifuddin, Lubis, et al., 2023). Institutions with innovative educators capable of implementing novel teaching and research methodologies are generally more robust in overcoming problems, securing a sustained competitive advantage (Y. Lubis et al., 2023). Effective lecturer performance directly influences students' pleasant experiences throughout their academic pursuits (Bhastary et al., 2024). Moreover, alumni who are content with their education frequently serve as ambassadors for the institution, disseminating favorable experiences and bolstering the university's reputation within the community (Astika et al., 2022). Successful alumni are valuable assets in attracting prospective students and fostering robust networks to enhance institutional development (Syaifuddin et al., 2023).

Lecturers who achieve excellence internationally through scholarly publications, accolades, or involvement in global forums enhance the reputation of higher education as a premier institution (Y. Lubis et al., 2024). Universities with international recognition are more adept at attracting students from other nations, enhancing their collaborative networks, and solidifying their status on the global educational landscape (S. Syaifuddin et al., 2024). Moreover, high-performing instructors frequently participate in international research initiatives, serve as speakers at global conferences, and forge strategic alliances with foreign universities (Praditya, 2024). This presents chances for institutions to engage in joint projects that enhance their reputation and competitive edge in the educational sector.

2.2. Servant Leadership

Servant leadership, or service-oriented leadership, profoundly impacts lecturers' performance in higher education (Mesfin, 2023). This leadership style prioritizes empowerment, support, and individual development, fostering a work atmosphere conducive to optimal performance (Hossain et al., 2024). Servant leadership emphasizes the needs and welfare of team members, especially educators. Lecturers who perceive appreciation and assistance foster trust and engagement, enhancing motivation and job satisfaction (Yuntina et al., 2024). Elevated motivation enables lecturers to concentrate more effectively on executing teaching, research, and community service responsibilities. Servant leadership promotes individual empowerment via mentoring, training, and support for professional advancement (Muhammad et al., 2024). Lecturers who perceive support in skill and competency development typically enhance the quality of their job, including material delivery, research output, and community service (Dami et al., 2024). This leadership approach fosters an inclusive workplace where everyone feels acknowledged and valued. In such an environment, educators can invent, experiment, and communicate novel concepts (Gunawan et al., 2024). This directly enhances lecturers' performance, particularly for pedagogical approaches and curricular advancement.

Prior study findings demonstrate that servant leadership significantly influences professor performance (Ghasemy & Frömbing, 2023)(Sihombing et al., 2024)(Suprihatin et al., 2024). Servant leadership promotes collaboration among individuals and teams. This is especially pertinent in the realm of higher education. This state enhances synergy among lecturers in interdisciplinary instruction, collaborative research, and community service initiatives (Razavi, S. H., & Attarnezhad, 2024). Instructors operating within a collaborative setting generally yield superior quality results (Subhaktiyasa et al., 2023). Service-oriented leadership fosters work-life balance for educators by offering emotional support and flexibility. Instructors who experience equilibrium in their personal and professional life generally exhibit enhanced productivity and work quality.

H1: Servant leadership substantially influences professor performance.

2.3. Digital Literacy

Lecturers with high Digital Literacy can utilize technology to create a more interesting and interactive learning process (Putra et al., 2023). By using Learning Management Systems (LMS), presentation software, and digital evaluation tools, lecturers can increase student participation and the overall quality of learning (Bayangkari et al., 2024). Digital Literacy also allows lecturers to deliver material relevant to students' needs in the digital era to make the learning process more effective (Mikuskova, 2023). In addition, Digital Literacy provides wider access to scientific resources, such as international journals, research databases, and data analysis tools (Chong & Zainal, 2024). This ability allows lecturers to increase their academic productivity, including in producing scientific articles, books, and innovations. These skills also support cross-disciplinary and international collaboration, improving research quality (Sary, 2023). Then, in community service activities, Digital Literacy allows lecturers to design and implement innovative technology-based programs (Tytova, 2022). Lecturers can utilize digital platforms to provide training, conduct surveys, or provide technology-based solutions to local problems, which increases the real impact of the service activities carried out by lecturers (Lilian, 2022).

Prior research indicates that digital literacy significantly influences professor performance (Atun et al., 2024; Nguyen & Habók, 2024; Soeprijanto et al., 2022). Instructors possessing elevated digital literacy are more adept at adjusting to the transformations and problems posed

by breakthroughs in information technology (Saputra et al., 2021). Lecturers can improve their effectiveness in the digital learning era by employing video conferencing systems, managing online discussions, and utilizing digital assessments (Li & Yu, 2022). Moreover, instructors adept in technology can reconcile traditional methodologies with the requirements of the digital student demographic (Arono et al., 2022).

H2: Digital Literacy has a significant effect on servant leadership

H3: Digital Literacy has a significant effect on lecturer performance.

H4: Indirectly, servant leadership has a significant role in mediating digital literacy on lecturer performance.

2.4. Cultural Adaptation

Cultural adaptation is essential for the success of higher education institutions in navigating changes from both external and internal settings (Yao et al., 2022). This culture demonstrates the institution's capacity to adjust to technological advancements, market requirements, and the expectations of contemporary students (Luo et al., 2022). Higher education institutions with cultural adaptation are more equipped to address changes, including digital revolution, globalization, and governmental regulations (Wea & Amsar, 2023). Cultural adaptation promotes openness to novel concepts and fosters pedagogical and research methodologies innovation among lecturers and personnel (Muhidin et al., 2022). By facilitating experiments and promoting continuous learning, higher education institutions may cultivate a dynamic and innovative academic atmosphere (Chi & Gao, 2024). This culture enables organizations to generate pertinent research and offer tangible solutions to diverse societal concerns (Muntlin & Jangland, 2023). Contemporary pupils, raised in the electronic age, possess anticipations for pertinent and inventive education (Brahm & Poblete, 2024). Cultural adaptation enables educators to design teaching strategies tailored to student requirements, enhancing student engagement, happiness, and loyalty (Iskandar et al., 2023). Adaptive higher education institutions can also evolve to satisfy global demands, generate competitive graduates, and enhance their nationally and internationally reputations (Hamid, 2022).

Prior research findings demonstrate that cultural adaptation substantially influences lecturer performance (Chu & Zhu, 2023; Di et al., 2022; Tan & Antonio, 2022). Cultural adaptation assists colleges in addressing enduring issues, including shifts in student demography, financial limitations, and global catastrophes like pandemics (Villar-Guevara et al., 2024). Cultural adaptation enables institutions to maintain relevance and endure uncertainty (Muhidin et al., 2022). This culture fosters an environment that encourages lecturers and staff to engage in continuous learning, development, and innovation, enhancing motivation, productivity, and individual performance, eventually benefiting total university performance (Shafiee, 2022).

H5: Cultural adaptation has a significant effect on servant leadership.

H6: Cultural adaptation has a significant effect on lecturer performance.

H7: Indirectly, cultural adaptation has a significant role in mediating digital literacy toward lecturer performance.

3. Research Methodology

This research employs a quantitative methodology via a survey to investigate the impact of digital literacy and adaptable culture on lecturer performance, with servant leadership as a

mediating variable. This study is causal; it seeks to ascertain the causal relationship between variables using empirical data gathered from lecturers at the Institute of Information Technology and Business. The study population comprises permanent lecturers teaching the institute throughout the academic year. We established the research sample via a saturation sampling strategy. This study utilized a sample of 57 permanent lecturers.

Data was collected utilizing a standardized questionnaire grounded in indicators of the research variables. Indications of technical proficiency, digital ethics, adaptation to emerging technologies, and the use of social media for academic purposes assess digital literacy. Cultural adaptation is assessed through organizational flexibility, creativity in work processes, responsiveness to change, open and collaborative communication, continual learning, and sustainable adaption. Servant leadership encompasses empowerment, service, individual development, care, vision, inspiration, and humility. Ultimately, lecturer performance is assessed according to the indicators of the tri dharma of higher education, encompassing innovation in pedagogical approaches, research collaboration, community engagement, participation in professional organizations, adherence to administrative protocols, and responsiveness to student needs. The gathered data were examined utilizing structural equation modeling (SEM) through software like SmartPLS. This research methodology aims to yield extensive empirical results and offer actionable recommendations for institutions, particularly enhancing professor performance by optimizing digital literacy, reinforcing adaptable culture, and adopting servant leadership principles.

4. Results and Discussion

4.1. Evaluation of Measurement Model

Table 1. Measurement of Convergent Validity and Internal Consistency Reliability

Variables	Indicators	Loadings
Lietrasi Digital	LG1	0.729
	LG2	0.747
	LG3	0.844
	LG4	0.783
Cultural Adaptation	AB1	0.729
	AB2	0.867
	AB3	0.852
	AB4	0.813
	AB5	0.827
	AB6	0.873
Servant Leadership	SP1	0.754
	SP2	0.81
	SP3	0.726
	SP4	0.821
	SP5	0.744
Lecturer Performance	KD1	0.718
	KD2	0.726
	KD3	0.734
	KD4	0.781

Variables	Indicators	Loadings
	KD5	0.775
	KD6	0.784

According to **Table 1**, all indicators in the model possess values beyond 0.7, a widely recognized benchmark for reliability. The results indicate sufficient internal consistency of these indicators, rendering them reliable for measuring the variables in this study. Furthermore, the dependability of these indicators instills assurance that the instruments employed can generate precise and pertinent data for the study's objectives. The indicators apply to this study and may be utilized in future research with a comparable emphasis or environment. These indicators have undergone testing to ensure their validity and reliability. This provides a robust basis for constructing a conceptual model in subsequent studies.

4.2. Construct Reliability and Average Variance Extracted (AVE)

The results of data processing show that:

Table 2. Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)
Digital Literacy	0.852
Cultural Adaptation	0.807
Servant Leadership	0.924
Lecturer Performance	0.976

Source: Data by Researchers (2024)

Table 2 displays data indicating that all Average Variance Extracted (AVE) values surpass 0.5. This indicates that AVE has satisfied the validity criteria. The data illustrates that the average AVE value surpasses the 0.5 criterion, signifying that the research construct possesses exceptional convergent validity. The composite reliability score surpassing 0.7 indicates that the indicators employed in this study effectively measure the intended variables with accuracy. This demonstrates that the research instrument satisfies the necessary validity and reliability criteria.

4.3. Hypothesis Test Results

Table 3. Direct Effect/Patch Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Statistic (IO/STDEV)	P-Values	Description
Digital Literacy → Lecturer Performance	0.394	0.421	0.087	2.137	0.003	Significant
Digital Literacy → Servant Leadership	0.214	0.258	0.053	1.746	0.643	Not Significant
Cultural Adaptation → Lecturer Performance	0.358	0.432	0.064	2.274	0.001	Significant
Cultural Adaptation → Servant Leadership	0.428	0.475	0.108	2.681	0.004	Significant

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Statistic (IO/STDEV)	P-Values	Description
Servant Leadership → Lecturer Performance	0.359	0.381	0.036	2.439	0.000	Significant
Digital Literacy → Servant Leadership → Lecturer Performance	0.524	0.579	0.147	2.538	0.001	Significant
Adaptasi Budaya → Servant Leadership → Lecturer Performance	0.441	0.483	0.128	1.745	0.000	Not Significant

4.4. The Influence of Digital Literacy on Servant Leadership

The hypothesis test results indicate that digital literacy does not significantly influence servant leadership at the Institute of Information Technology and Business. The findings of this study contradict earlier research indicating that digital literacy significantly impacts servant leadership (Marmoah et al., 2023; Mikuskova, 2023; Sujarwo et al., 2022). Leaders possessing advanced digital literacy may utilize technology more effectively to enhance cooperation, communication, and the empowerment of team members, which are fundamental aspects of servant leadership (Chong & Zainal, 2024). This technology is utilized in digital mentoring, performance assessment, and real-time feedback, fostering healthy and effective professional relationships. Subsequently, Putra et al. discovered that digital literacy enhances leaders' ability to assist their colleagues via technology platforms, including collaboration software and digital work management systems (Putra et al., 2023). Digital literacy enhances team trust in leaders since they are perceived as adept at addressing contemporary difficulties through technology-driven solutions. Moreover, Saputra et al. demonstrated that educators possessing strong digital literacy exhibit enhanced capability to assist students via technology-driven learning, including learning management systems (LMS), interactive media, and online collaboration (Saputra et al., 2021). This support enhances student engagement and embodies aspects of servant leadership, including empowerment and cultivating individual potential (Tytova, 2022).

The outcomes of this study indicate that organizations must employ strategic measures to enhance the application of servant leadership facilitated by digital literacy. Digital literacy training programs should be crafted to enhance technical skills and foster leadership capabilities. This training may encompass the utilization of technology for team empowerment, digital mentorship, and efficient communication and collaboration. Furthermore, institutions must guarantee the provision of sufficient digital infrastructure, including online collaboration platforms and performance monitoring systems, to enhance the efficacy of servant leadership implementation. Management must cultivate an organizational culture that endorses the utilization of technology to enhance a service-oriented leadership approach. This initiative can be enhanced by awarding lecturers or staff who have effectively utilized technology to empower and improve their teams. Consistent assessment of the integration of digital literacy in leadership is essential to pinpoint areas for enhancement. Ultimately, lecturers and staff will enhance their technological proficiency and improve their implementation of servant leadership. This strategy will collectively enhance individual and institutional performance while bolstering competitiveness in the digital age.

4.5. The Influence of Cultural Adaptation on Servant Leadership

Data analysis results demonstrate that cultural adaptation positively and significantly influences servant leadership at the Institute of Information Technology and Business. The

findings of this study corroborate earlier research indicating that cultural adaptation significantly impacts servant leadership (Luo et al., 2022; Tan & Antonio, 2022; Yao et al., 2022). Cultural adaptation fosters an environment conducive to enacting servant leadership principles, including empowerment, service, and personal development, as noted in (Hamid, 2022). An adaptive culture enables leaders to respond more effectively to team members' requirements and the work environment's conditions (Vitari Lokaninda et al., 2024). Iskandar et al. asserted that organizations exhibiting cultural adaptation are inclined to promote servant leadership among their leaders (Iskandar et al., 2023). This is due to the culture promoting transparency, collaboration, and efficient communication, essential to servant leadership. Ultimately, Wea and Amsar underscored that cultural adaptation influences not only the capacity of individuals inside the firm to create but also enhances a leadership style focused on empowering team members through dynamic collaboration (Wea & Amsar, 2023).

The research findings underscore the significance of managerial techniques in enhancing the connection between cultural adaptability and service-oriented leadership styles. Initiatives to cultivate an organizational culture that is versatile and responsive to change. This stage can be achieved through training, interdepartmental conversations, and the enactment of policies that promote innovation. Cultural adaptation will foster an environment that enables leaders to be more attuned to team needs and promote effective collaboration. Moreover, leadership training must be structured to integrate cultural adaptability principles with servant leadership tenets. This training program seeks to equip leaders with the skills to empower teams, foster collaborative communication, and address change from an inclusive lens.

Furthermore, colleges may confer honors to leaders who have executed servant leadership effectively within the cultural adaptation framework. This accolade will inspire other executives to embrace a like strategy, enhancing the organizational culture. Ultimately, regular assessment is crucial to guarantee that cultural adaptability persists in evolving and facilitating the execution of servant leadership. Using these measures, campuses can enhance leadership efficacy and bolster their competitiveness in response to evolving environmental conditions.

4.6. The Influence of Digital Literacy on Lecturer Performance

This study's results demonstrate that digital literacy positively and significantly influences instructor performance at the Institute of Information Technology and Business. This discovery validates that educators with advanced digital literacy can enhance productivity and quality in executing the Three Pillars of Higher Education, encompassing teaching, research, and community service. These findings align with prior research, indicating that lecturers' digital literacy substantially facilitates innovation in pedagogical approaches (Arono et al., 2022; Fathullah et al., 2023; Soeprijanto et al., 2022). Instructors who employ technology, including learning management systems (LMS), interactive media, and data analysis software, enhance student engagement and improve efficiency in classroom management (Li & Yu, 2022). Research indicates that elevated digital literacy among professors enhances research productivity (Khan et al., 2022). Furthermore, research underscores that digital literacy enables educators to acclimate more swiftly to transformations, such as adopting hybrid and online learning models, which have become the new norm following the COVID-19 epidemic (Lukitasari et al., 2022). Digital literacy is crucial in establishing a learning environment that aligns with the requirements of students from the digital generation (Lilian, 2022).

The outcomes of this study suggest that the Institute of Business Information Technology and Business must regularly conduct digital literacy training for lecturers to enhance their proficiency in utilizing educational technology. This training may encompass the utilization of

Learning Management Systems (LMS), developing interactive digital content, and data analysis to facilitate research. Management must guarantee the provision of sufficient digital infrastructure, encompassing high-speed internet access, educational software, and collaborative platforms. The Institute of Business Information Technology and Business could offer rewards or incentives to lecturers who excel in developing technology-driven teaching methods or producing digital breakthroughs that positively influence learning. These incentives may manifest as awards, research funds, or other forms of academic acknowledgment. Universities should promote collaboration among lecturers with other institutions, both domestically and globally, to expand their perspectives and the utilization of digital technologies in pedagogy and research. Compared with best practices from other institutions, this is an excellent measure of enhancing professor performance. The Institute of Business Information Technology and Business must establish precise metrics to periodically assess instructors' digital literacy levels. The outcomes of this measurement can inform the formulation of more precise development strategies and guarantee that enhancements in digital literacy directly influence professor performance and the institution's overall quality.

4.7. The Influence of Cultural Adaptation on Lecturer Performance

This study's findings indicate that cultural adaptation positively and significantly influences instructor performance at the Institute of Information Technology and Business. This discovery underscores the significance of lecturers' capacity to acclimate to company culture as a primary component in enhancing their work performance. Furthermore, these findings align with prior studies indicating that cultural adaptation significantly impacts individual performance, particularly within higher education settings (Chi & Gao, 2024; Muhidin et al., 2022; Villar-Guevara et al., 2024). Favorable cultural adaptation can foster a work climate conducive to innovation and creativity (Brahm & Poblete, 2024). Lecturers who adapt to company culture generally exhibit superior performance due to increased comfort and motivation to contribute effectively (Muntlin & Jangland, 2023). A study revealed that cultural adaptation could enhance team cohesion and improve communication efficacy among academic staff, hence contributing to overall lecturer performance improvement (Chu & Zhu, 2023). Simultaneously, cultural adaptation significantly contributes to the development of organizational commitment (Lai et al., 2023). Lecturers exhibiting strong adaptability are generally more loyal to the institution, positively influencing their performance in meeting established institutional requirements (Fuady et al., 2023).

The managerial implications of these findings emphasize the importance of building an adaptive and supportive organizational culture, which can improve lecturers' productivity and commitment to the institution. Institutional leaders need to adopt a supportive leadership style, such as servant leadership, which focuses on empowering individuals and building an inclusive work environment. Institutions are advised to strengthen cultural orientation through training for new lecturers and activities that facilitate adaptation, such as mentoring and discussion forums between staff. Then, providing psychosocial support, such as counseling and social activities, can help lecturers feel more accepted and motivated to contribute. Next, effective organizational communication regarding the institution's vision, mission, and values is also crucial in strengthening cultural adaptation. Implementing this strategy can be integrated into the Lecturer performance assessment system by adding indicators that reflect the ability of lecturers to adapt to organizational values. Finally, institutions need to promote a culture of continuous learning, such as regular training programs and cross-field collaboration projects. By creating an innovative and harmonious work environment, institutions support the

sustainability of cultural adaptation and improve the quality and productivity of Lecturer performance. These steps are expected to positively impact the institution's overall development and ensure that cultural adaptation becomes an important element in the strategy to improve organizational performance.

4.8. The Influence of Servant Leadership on Lecturer Performance

This study's findings indicate that servant leadership positively and significantly influences lecturer performance at the Institute of Information Technology and Business. The findings of this study align with other research indicating that servant leadership significantly impacts the quality and number of lecturers (Gunawan et al., 2024; Sihombing et al., 2024; Yuntina et al., 2024). This leadership style positions leaders as servants who emphasize the empowerment and growth of individuals inside the organization (Razavi, S. H., & Attarnezhad, 2024). Research has demonstrated that adopting servant leadership improves subordinates' work motivation, consequently affecting lecturer performance (Safiullah et al., 2023). In the context of educators, this illustrates that servant leaders foster a sense of ownership and accountability for their work. Thus, performance is enhanced in both quality and quantity. Servant leadership enhances creativity and collaboration within educational enterprises (Ghasemy & Frömbing, 2023). This is pertinent for educators requiring a collaborative work environment to enhance instruction, research, and community service productivity. Ultimately, reference (Muhammad et al., 2024) underscores the correlation between servant leadership, employee well-being, and corporate commitment. Instructors assert that servant leadership enhances employee affective commitment through empathy and emotional support. Instructors directly associate this emotional engagement with enhancements in work quality, encompassing class management, research output, and institutional advancement (Subhaktiyasa et al., 2023).

In light of this study's findings, institutions must ensure that leaders such as program heads, deans, and rectors get training and development programs to adhere to the principles of servant leadership. The training program must prioritize enhancing empathy, effective communication, and individual empowerment to foster a supportive work environment that enhances lecturer performance. The adoption of servant leadership promotes institutions to offer professional development assistance to educators via training, workshops, and mentoring initiatives. This support is crucial for enhancing lecturers' teaching, research, and community service capabilities. Furthermore, universities are urged to cultivate a work culture that fosters innovation and collaboration among academics through interdisciplinary projects, collaborative research, and regular discussion forums that enhance lecturer engagement and productivity. The evaluation method for lecturers' performance should incorporate metrics that reflect servant leadership principles, such as collaboration, institutional advancement, and innovative pedagogical approaches. Moreover, the principles of servant leadership must be assimilated into the organizational culture to sustainably foster a work environment that promotes individual development and collective efficacy.

4.9. The Influence of Digital Literacy on Lecturer Performance through Servant Leadership

Digital literacy positively and significantly influences lecturer performance via servant leadership at the Institute of Information Technology and Business. This indicates that servant leadership enhances the correlation between digital literacy and instructor performance. The study's findings corroborate previous research indicating that servant leadership significantly influences instructors' performance in digital literacy (Bayangkari et al., 2024; Devisa et al., 2023; Sary, 2023). Servant leadership significantly enhances job engagement and employee

productivity by fostering empowerment and providing emotional support, as noted in (Nguyen & Habók, 2024). Moreover, digital literacy and servant leadership can enable staff to leverage technology effectively, foster creativity, and enhance the quality of activities such as teaching and research. Moreover, servant leadership fosters a supportive work environment for personal development (Bilgiler & Dergisi, 2022). The objective is facilitating lecturers' adaptation to digital technology, enhancing their technical proficiency, and fostering innovation in academic endeavors (Atun et al., 2024). Ultimately, leaders promoting digital transformation can assist employees in confronting technology problems by providing strategic and technical guidance (Gultom et al., 2024).

This study offers significant managerial implications for higher education institutions, particularly enhancing instructor performance via digital literacy and servant leadership. The Institute of Business, Information Technology, and Business must enhance lecturers' digital literacy proficiency through training programs to bolster teaching, research, and community involvement. This program may incorporate online learning platforms, technology-driven collaborative tools, and data analysis to enhance academic productivity. The Institute of Business, Information Technology, and Business must emphasize servant leadership, which should be a focal point in training institutional leaders, including program heads and deans. Leaders employing this leadership style can offer educators strategic, technical, and emotional assistance, enabling them to navigate the hurdles of digital change. Moreover, empathy-driven and empowerment-focused mentorship programs help foster a workplace conducive to effective technological adoption.

4.10. The Influence of Cultural Adaptation on Lecturer Performance through Servant Leadership

The study's results demonstrate that cultural adaptation does not significantly influence lecturer performance via servant leadership as a mediator at the Institute of Information Technology and Business. Consequently, servant leadership does not significantly influence the association between cultural adaptation and lecturer performance, as indicated by this research. The findings of this study do not corroborate the research (Di et al., 2022; Shafiee, 2022; Wea & Amsar, 2023), indicating that cultural adaptation inside organizations is significantly reliant on the congruence between individual cultural values and organizational structure. The discrepancy between the two can diminish the beneficial effects of cultural adaptation on individual performance, including that of lecturers, despite the presence of a leadership role, such as servant leadership. Servant leadership is best effective in a workplace that prioritizes values such as empathy, empowerment, and collaboration (Yao et al., 2022). Nonetheless, if the company culture does not fit with these values, the efficacy of servant leadership as a mediator in improving individual performance wanes. Simultaneously, the cultural adaption process within higher education institutions frequently requires an extended duration due to the significant degree of individual liberty, particularly among lecturers (Hamid, 2022). Consequently, its effect on performance is not always readily apparent, even when a service-oriented leadership style is employed (Iskandar et al., 2023).

The outcomes of this study suggest that the Institute of Information Technology and Business must integrate its corporate culture's values with its lecturers' individual needs. The organization's culture should now not only facilitate academic endeavors but also align with the principles of servant leadership, including empathy, empowerment, and collaboration. This can be accomplished by examining the present values. The Institute of Information Technology and Business must foster a more inclusive and collaborative work culture. We can accomplish

this by creating cross-departmental work programs, promoting group debates, and improving internal communication. A collaborative work culture fosters an environment conducive to the efficacy of servant leadership. We must establish a leadership training program that emphasizes enhancing servant leadership. This training must encompass the capacity to comprehend and address the requirements of individuals from varied cultural backgrounds. We must also educate leaders to guide cultural adaptation proficiently.

5. Conclusion

This research establishes that digital literacy and cultural adaption directly impact instructor performance. Digital literacy indirectly influences instructor performance via servant leadership, demonstrating a substantial mediating function. Cultural adaptation influences lecturer performance without a notable mediating impact from servant leadership. This discovery underscores the necessity of enhancing digital literacy and fortifying cultural adaption to bolster lecturer efficacy. Servant leadership is a crucial element, particularly in enhancing the impact of digital literacy on performance. We recommend that institutions prioritize projects that enhance these elements to guarantee sustainable academic achievement.

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The authors have declared no potential conflicts of interest regarding this article's research, authorship, and/or publication.

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