

The Role of Sapta Bayu Organizational Culture in Moderating the Influence of Global Mindset and Growth Mindset on Lecturer Performance

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Abstract: Warmadewa University, as one of the private universities in Bali, has a vision of becoming a quality university with an ecotourism perspective and global competitiveness by 2034. To be able to compete in meeting the demands of the global job market, the crucial role of lecturers as educators is needed. Therefore, this research is urgently conducted so that educators/lecturers improve their performance towards a quality and globally competitive university, based on the Sapta Bayu values as an organizational culture. The results of the study : 1) Global mindset and growth mindset have a positive and significant effect on lecturer performance, 2) Global mindset has a positive and significant effect on lecturer performance, 3) Growth mindset has a positive and significant effect on lecturers, 4) Sapta Bayu organizational culture does not moderate the effect of global mindset on lecturer performance, 5) Sapta Bayu organizational culture does not moderate the effect of growth mindset on lecturer performance at Warmadewa University.

Keywords: Lecturer performance, global mindset, growth mindset, Sapta Bayu organizational culture

1. Introduction

Law No. 14 of 2005 concerning Teachers and Lecturers states that lecturers are professional educators and scientists with the primary task of transforming, developing, and disseminating science, technology, and the arts through education, research, and community service. Optimal lecturer performance is key to producing quality and globally competitive graduates. However, in the current era of globalization, lecturers face new challenges, including the demand for a global mindset and a growth mindset (Goodwin, 2020). A global mindset refers to a lecturer's ability to understand different cultural perspectives, adapt to a dynamic environment, and innovate in the face of change (Rifai, 2013). Meanwhile, a growth mindset is a lecturer's tendency to continuously improve their competencies and grow as individuals (Sururama, 2018).

Global mindset and growth mindset each have a significant influence on performance, however, research conducted by Sugiati et al. (2024) found that global mindset has a positive but insignificant effect on performance. Organizational culture can act as a moderating variable, strengthening or weakening the influence of global mindset and growth mindset on performance (Puteri, 2022). Organizational culture can be defined as the values, beliefs, and norms shared by members of an organization, which influence how they think, act, and behave in the work environment. Organizational culture can act as a moderating variable, strengthening or weakening the influence of global mindset and growth mindset on lecturer performance. A conducive organizational culture, which supports openness, innovation, and competency development, can strengthen the positive influence of global mindset and growth mindset on lecturer performance. On the other hand, an organizational culture that is rigid, bureaucratic, and less supportive of self-development can weaken the influence of these two mindsets on lecturer performance (Utama & Harsono, 2023).

The number of lecturers holding the Functional Lecturer position at Warmadewa University is 143. In terms of tenure, some lecturers have served for more than 15 years. This indicates a lack of a global mindset and a growth mindset among lecturers to improve their performance. Warmadewa University's Sapta Bayu organizational culture is essentially embodied in the abstraction of the wisdom of Sri Kesari Warmadewa, the founder of the Warmadewa dynasty, or King of Bali. Sri Kesari Warmadewa is known as a religious leader who values diversity, is wise, highly innovative, creative, loves the environment, and is independent in improving the welfare of his

community. Sri Kesari Warmadewa's leadership qualities are then embodied in the Sapta Bayu, which become the soul and character of the entire academic community at Warmadewa University (Permatananda 2022). Based on this background, the moderating role of the Sapta Bayu organizational culture is crucial in understanding how a global mindset and a growth mindset can optimally impact the performance of Warmadewa University lecturers.

Research Problem Formulation

How do global mindset and growth mindset simultaneously and partially influence lecturer performance? What is the role of Sapta Bayu's organizational culture in moderating the influence of global mindset and growth mindset on lecturer performance at Warmadewa University?

2. Literature Review

2.1 Lecturer Performance

Lecturer performance is the ability to carry out the work or tasks assigned to them in completing a job (Meflinda, 2010). Law No. 14 of 2005 concerning Teachers and Lecturers states that lecturers are professional educators and scientists with the primary task of teaching, transforming, developing, and disseminating science, technology, and the arts through education, research, and community service. As a professional, being a lecturer is a job that must be carried out diligently by utilizing expertise, skills, and abilities that meet quality standards appropriate to the job. Therefore, lecturers are entitled to a decent living from their work. Lecturers, as professional educators and scientists in higher education, must possess the following competencies to carry out their duties (Meflinda, 2010): 1) Professional competence: Lecturers must possess broad academic insight and in-depth knowledge of the subject matter they are studying; 2) Pedagogical competence: Lecturers must master a variety of approaches, methods, classroom management, and learning evaluations appropriate to the characteristics of the material and the development of their students; 3) Personal competence: Lecturers must be able to present themselves as role models and demonstrate enthusiasm and a strong love for their profession; 4) Social competence: Lecturers must have the ability to appreciate diversity, be active in various social activities, and be able to work in teams; 5) Institutional competence: Lecturers must have an understanding of the vision, mission, goals, and objectives, and have a collaborative network to support the development orientation of the institution.

2.2 Global Mindset

Hartono (2007) defines a global mindset as the ability to combine the speed of analyzing phenomena with the accuracy of responding to them. Based on this definition, it appears that a global mindset is a skill that can be learned, developed, and empowered, thus permeating both the organizational and individual levels. A global mindset will lead to behavior that is sensitive to change and uncertainty, which will trigger self-awareness and a willingness to change when faced with challenges. Tammara (2020; ul Haq et al., 2025) states that a global mindset is the ability to think broadly and adapt, absorbing information from various parts of the world and connecting it all for personal development that impacts those around them. Several components that need to be included in defining a global mindset are: 1) Openness to learning; 2) Adapting to new cultures; 3) Managing different cultures; 4) Not being tied to just one method/perspective; 5) Interest and curiosity; 6) Proactively utilizing diversity; 7) Not being limited by local or regional boundaries. Global Mindset Indicators:

Beechler and Javidan (2007) identified three components of a global mindset:

1. Intellectual capital (IC)

Intellectual capital (IC) is the cognitive aspect of a global mindset with three dimensions (Javidan & Bowen, 2013):

- 1) global business savvy (knowledge of global business)
- 2) cosmopolitan outlook (understanding that the culture in which an individual grows is not the sole standard)
- 3) cognitive complexity (understanding that globalization demands more complex thinking than one's home country)

2. Psychological capital (PC)

Psychological capital is the affective aspect of global readiness. It determines a person's willingness to learn new cultures and influences their desire to recognize and ultimately understand ways of working, thinking, and acting that are initially unfamiliar. Without this interest, energy, curiosity, and confidence, a person will only be frustrated and stressed by various stimuli that seem foreign, or even awkward, in their home cultural context. As a result, processing information about global business is perceived as a burden.

3. Social capital (SC)

Social capital (SC) is a behavioral aspect that describes a person's ability to act in a way that fosters trust-based relationships with individuals from different cultural backgrounds. Setini et al. (2020), the key elements of social capital (SC) are the ability to build relationships, communicate, and collaborate with individuals from other cultures (intercultural empathy), the ability to negotiate across boundaries and build influential networks, both personal and professional, and diplomatic skills.

2.3 Growth Mindset

A growth mindset is a mindset that views one's abilities or potential, as well as weaknesses and experiences, as a learning process (Kasmia, 2020). A growth mindset is an individual's belief that basic qualities, such as capabilities, can be changed with effort. Employees with a growth mindset believe that abilities can be developed by overcoming challenges that gradually become increasingly difficult. Employees who work certainly face obstacles or failures, but with a growth mindset, success can be achieved through continued effort and perseverance (Chrisantiana & Sembiring, 2017).

Employees with a growth mindset are individuals who believe that potential can be developed through increasingly difficult challenges. They believe that anything can be achieved through learning. The learning process will encounter challenges and obstacles, but they believe that these can be overcome with effort and perseverance, leading to success. They focus on the learning process, not on the urge to be smart. When they experience failure, they seek strategies and solutions, and seek help from others when needed (Wahid, 2021).

Dweck (2017) stated that indicators of a growth mindset are:

1. Believing that intelligence, talent, and character can develop through effort and hard work, not through heredity.
2. Accepting challenges and taking them seriously. A challenge is essential. They understand that achieving success requires various difficult challenges. Therefore, these challenges are seen as a process of self-development.
3. Despite failure, they remain forward-looking. When faced with failure, they will continue to exert their full effort to learn even harder, even when they experience difficulties.
4. Having a positive outlook on business. They believe that success comes from effort and hard work.
5. Learning from criticism. They believe that criticism and advice from others are important for self-development. Criticism and advice from others can make them better individuals by correcting previous mistakes.
6. Finding lessons from others and drawing inspiration from their successes.

2.4. Sapta Bayu Organizational Culture

Sapta Bayu is an abstraction of the values of Sri Ksari Warmadewa's leadership wisdom in Bali. This can be proven from several existing cultural heritages in the form of inscriptions, namely the Blanjong inscription, the Malet Gede inscription, and the Panempahan inscription of 835 Saka (913 AD) (Goris, 1948; Kartodirdjo, 1975). Adhipatih Sri Ksari Warmadewa as the forerunner of the Warmadewa dynasty has demonstrated leadership abilities marked by the sign of victory (jaya cihna) over his enemies, the ability to master foreign languages and respect for diversity. Sri Ksari Warmadewa passed down the values of religious leadership, respect for diversity, wisdom, innovation, creativity, love for the environment, and independence as well as the welfare of the people. To immortalize and honor the greatness of his services, it was immortalized as the name of a higher education institution in Bali, namely Warmadewa University (Raka, 2009). Sri Ksari Warmadewa's ability in running the

3.2 Data Collection Methods and Analysis Techniques.

The instrument used for data collection was a questionnaire. The data collection technique was conducted by administering the questionnaire in the form of written statements to respondents. This study employed descriptive and inferential statistical analysis. Descriptive statistics were used to determine the characteristics of respondents and describe their responses to the research variables. Inferential analysis used multiple linear regression and moderated regression analysis (MRA) for statistical analysis.

4. Research Results

4.1. Respondent Characteristics

To determine respondents' perceptions regarding Global Mindset and Growth Mindset, Sapta Bayu's organizational culture, and performance, a questionnaire was distributed to 60 respondents. The questionnaire results provide information on respondent characteristics, as shown in Table 2.

Table 2: Characteristics of Research Respondents

No	Characteristics	Selection	Respondents	Percentage
1	Gender	Male	27	45
		Famale	33	55
Total			60	100
2	Age	31-35 years	12	20,02
		36-40 years	17	28,3
		41-45 years	8	13,3
		46-50 years	1	1,7
		51-55 years	6	12
		56-60 years	12	20
		>60 years	4	6,7
Total			60	100
3	Working time	6-10 years	29	48,4
		11-15 years	5	8,3
		16-20 years	3	5
		21-25 years	5	8,3
		>25 years	18	30
		Total		
4	Level of education	S2	43	71,7
		S3	17	28,3
Total			60	100

Source: Author's Work (2025)

Table 2 shows that there are more female respondents (55 percent) than male respondents. 23 respondents (38.3 percent) are over 45 years old, indicating that there are still respondents who hold the functional position of Lecturer over the age of 45. 56.67 percent have a work period of between 6-15 years, indicating that most respondents already have experience as lecturers.

4.2. Descriptive Research Variables

The respondents in this study were 60 lecturers at Warmadewa University who held the functional position of Lector. Their answers used the assessment criteria and categories based on Table 3.

Table 3: Assessment Criteria and Categories of Respondents' Answers

No.	Criteria	Assessment Category
1	1,00 - 1,80	Very Poor
2	1,81 - 2,60	Poor
3	2,61 – 3,40	Fair
4	3,41 – 4,20	Good
5	4,21 – 5,00	Very Good

Source: Author's Work (2025)

1) Description of Respondents' Responses to the Global Mindset Variable (X1)

The Global Mindset variable in this study is assessed using three indicators: Intellectual Capital (IC), Psychological Capital (PC), and Social Capital (SC), which are broken down into seven statements. Respondents' responses to the global mindset variable can be seen in Table 4.

Table 4: Average Scores and Assessment Categories Respondents' Responses to the Global Mindset Variable

NO	Global mindset (x1)	Mean	Assessment category
1	Enjoys observing global educational developments	4,42	very good
2	Understands the cultural differences between countries	4,50	very good
3	Understands that globalization demands a broader, more complex mindset.	4,13	good
4	Convinced that future employment conditions will be very different from those of today.	4,20	good
5	Convinced that creativity and innovation are central to the learning process.	3,50	good
6	Enjoys taking a cross-cultural approach when interacting with people from different cultures.	4,18	good
7	Able to communicate effectively in foreign languages.	3,72	good
	Means	4,09	good

Source: Author's Work (2025)

Table 4 can be explained that the overall global mindset of lecturers is classified as good with an average score of 4.09. However, there are still two indicators that have scores below the average score, namely psychological capital (PC), which is believing that creativity and innovation are central to the learning process with an average score of 3.50 and social capital (SC), which is the ability to communicate well using a foreign language with an average score of 3.72. This shows that there are still lecturers who are not convinced that creativity and innovation are central to the learning process and are unable to communicate well using a foreign language.

2) Description of Respondents' Responses to the Growth Mindset Variable (X2)

The growth mindset variable in this study is assessed using six indicators. Respondents' responses to growth mindset can be seen in Table 5.

Table 5: Average Scores and Assessment Categories of Respondents' Responses to the Growth Mindset Variable

No	Growth Mindset (X2)	Means	Assessment Category
1	I believe that intelligence, talent, and character can develop through effort and hard work	4,19	Good
2	The challenges I face at work are a process of self-development.	3,59	Good
3	When I encounter failure, I will continue to do my best to learn even harder.	4,28	Very Good
4	I believe that success comes from effort and hard work.	4,52	Very Good
5	Criticism and suggestions from others can make me a better person than before.	4,33	Very Good
6	I find lessons from others and draw inspiration from their successes.	4,08	Good
	Means	4,17	Good

Source: Author's Work (2025)

Table 5 shows that overall, the lecturers' growth mindset falls within the good criteria with an average score of 4.17. However, there are still indicators with an average score below 4.17, namely: challenges faced in the workplace are a process of self-development with an average score of 3.59, finding lessons from others, and gaining inspiration from the success of others with an average score of 4.08. This indicates that there are still lecturers who consider challenges faced in the workplace not a process of self-development and are not inspired by the success of others.

3) Description of Respondents' Responses to the Sapta Bayu Organizational Culture Variable (X3)

The Sapta Bayu Organizational Culture variable in this study was measured using six statements. For more details on respondents' responses to Sapta Bayu's organizational culture, see Table 6.

Table 6: Average Scores and Assessment Categories Respondents' Responses to the Sapta Bayu Organizational Culture Variable

No	Sapta Bayu Organizational Culture	Means	Assessment Category
1	The Sapta Bayu Culture guides me to be devoted to God Almighty.	4,32	Very Good
2	The Sapta Bayu Culture encourages me to be fair and responsible in carrying out my duties.	4,38	Very Good
3	The Sapta Bayu Culture encourages me to always provide solutions when students encounter problems in the learning process.	4,14	Good
4	The Sapta Bayu Culture guides me to increase my knowledge.	3,85	Good

5	The Sapta Bayu Culture guides me to have broad insights.	4,20	Good
6	The Sapta Bayu Culture serves as a guideline in carrying out the Tri Dharma duties.	3,61	Good
	Means	4,08	Good

Source: Author's Work (2025)

Table 6 shows that overall, the lecturers' responses to the Sapta Bayu organizational culture are categorized as good. Of the six indicators, two still have an average score below 4.08: the Sapta Bayu culture serves as a guideline in carrying out Tri Dharma duties with an average score of 3.61 and the Sapta Bayu organizational culture guides to increase knowledge with an average score of 3.85. This indicates that there are still lecturers who feel that the Sapta Bayu values have not yet become a guideline in carrying out Tri Dharma activities and do not encourage them to develop themselves.

4) Respondents' Responses to Performance (Y)

The performance variable in this study was measured using eleven statements. For more details on respondents' responses to performance, see Table 7. Table 7 can be explained that the overall performance of lecturers is classified as good with an average score of 4.18. However, there are still four indicators that have an average score below 4.18, namely the suitability of research conducted with the field of science mastered with an average score of 3.97, able to guide students objectively with an average score of 3.98, mastery of offline and online learning methods with an average score of 4.07, and the suitability of the field of community service carried out with the field of science pursued with an average score of 4.12. This shows that there are still lecturers who conduct research that is not in accordance with their field of science, are not able to guide students objectively, have not fully mastered online learning methods, and carry out community service that is not in accordance with their field of science.

Table 7: Total Score, Average Score, and Assessment Categories of Respondents' Answers to Performance Variables

No	Performance Statement (Y)	Means	Assessment Category
1	Ability to master teaching materials	4,22	Very Good
2	Teach according to the lesson plan (RPS)	4,23	Very Good
3	Teach on time	4,25	Very Good
4	Mastery of offline and online learning	4,07	Good
5	Monitor learning outcomes regularly	4,18	Good
6	Able to guide students objectively	3,98	Good
7	Relevance of research conducted to the field of study	3,97	Good
8	Impact of research results on the development of the field of study	4,18	Good
9	Research results published in reputable national journals	4,28	Very Good
10	Research results published in international journals	4,23	Very Good

11	Research results have IPR (Intelligence Rights)	4,35	Very Good
12	Relevance of the field of community service to the field of study	4,12	Good
13	Benefits perceived from community service results	4,23	Very Good
14	Benefits perceived by the community from community service	4,33	Very Good
	Means	4,18	Good

Source: Author's Work (2025)

4.3 Inferential Analysis

The inferential analysis in this study used Multiple Linear Regression Analysis and Moderated Regression Analysis (MRA).

4.3.1 The Influence of Global Mindset and Growth Mindset on Performance

To see the simultaneous influence of global mindset and growth mindset on lecturer performance, see Tables 8 and 9.

Table 8: Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.602	6.129		3.851	.000
	X1	.531	.188	.305	2.830	.006
	X2	.719	.166	.468	4.344	.000

a. Dependent Variable: Y

Table 9: Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	336.679	2	168.339	18.686	.000 ^b
	Residual	513.505	57	9.009		
	Total	850.183	59			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: Author's Work (2025)

Table 8 and Table 9 can be explained the regression line equation $Y = 23.602 + 0.531X_1 + 0.719X_2$, the calculated F value is 18.686 with a significance of $0.00 < 0.05$. This means that global mindset and growth mindset simultaneously have a positive and significant effect on lecturer performance. Based on the analysis, both global mindset and growth mindset simultaneously have a positive and significant effect on lecturer performance. This means that a stronger global mindset and growth mindset will improve lecturer performance. A global mindset leads to behavior that is sensitive to change and uncertainty, which will trigger self-awareness and a willingness to change when faced with challenges. A global mindset is characterized by an individual's ability to understand, interpret, and respond effectively to global phenomena, transcending conventional boundaries, and embracing cultural diversity (Lenchner et al., 2024; Setini et al., 2025).

A growth mindset, characterized by the belief that abilities and intelligence can be developed through dedication, hard work, and learning from mistakes, differs significantly from a fixed mindset, which assumes these qualities are innate and unchangeable. Individuals who embrace a growth mindset tend to demonstrate greater motivation, resilience, and a proactive approach to challenges, viewing them as opportunities for growth and skill enhancement. This resilience fosters a continuous cycle of improvement, as individuals actively seek out and learn from their mistakes, ultimately resulting in improved performance (Tao et al., 2022).

4.3.2 Partial Influence of Global Mindset and Growth Mindset on Performance

Based on Table 8, it can be explained the influence of global mindset (b1) on the performance of 0.531 with a t-value of 2.380 and a significance of $0.006 < 0.05$. This means that the global mindset has a positive and significant effect on lecturer performance, where the global mindset has an effect of 30.5 percent on employee performance. The effect of growth mindset on lecturer performance (b2) was 0.719 with a t-value of 4.344 and a significance of $0.000 < 0.05$. This means that growth mindset has a positive and significant effect on lecturer performance, where growth mindset has an effect of 48.8 percent on lecturer performance. The analysis shows that a global mindset has a positive and significant impact on performance. Tammara (2020) states that a global mindset is the ability to think broadly and adapt to absorbing information from various parts of the world and connecting it all for personal development that impacts those around them. A global mindset leads to behavior that is sensitive to change and uncertainty, which triggers self-awareness and a willingness to change when faced with challenges. These research findings align with research conducted by Pusparini & Aryasa (2021), Ningrati and Sumantik (2023), which found that a global mindset has a significant positive impact on performance.

Based on the data analysis, a growth mindset has a positive and significant impact on the performance of Warmadewa University lecturers. This means that a better growth mindset will improve performance. A growth mindset is a mindset that views one's abilities or potential, along with weaknesses and experiences, as a learning process (Kasmia, 2020). A growth mindset is considered one of the keys to success. Individuals who believe that their intelligence can develop through effort will enthusiastically face challenges, not viewing mistakes as setbacks but as learning processes. Individuals will exert sustained effort in whatever they undertake, willingly accept criticism, and able to use the success of others as inspiration, ultimately using this to improve their performance. These research findings align with research conducted by Wiguna and Netra (2020) and Millania, Prakosa, and Putera (2023), which found that a growth mindset has a positive and significant impact on performance.

4.3.3 The Role of Sapta Bayu Organizational Culture in Moderating the Influence of Global Mindset on Performance

To determine the role of Sapta Bayu's organizational culture in moderating the influence of global mindset and growth mindset on lecturer performance, a Moderated Regression Analysis (MRA) analysis was used. The results of the analysis can be seen in Tables 10, 11, and 12.

Table 10

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.338 ^a	.114	.083	3.61241

a. Predictors : (Constant), X1X3, X1

b. Dependent Variable: Y

Table 11

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.912	2	47.956	3.675	.032 ^a
	Residual	743.821	57	13.049		
	Total	839.733	59			

a. Predictors: (Constant), X1X3, X1

b. Dependent Variable: Y

Table 12

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	40.310	5.583		7.220	.000						
	X1	.494	.183	.336	2.695	.009	.336	.336	.336	1.000	1.000	
	X1X3	-.084	.325	-.032	-.259	.796	-.037	-.034	-.032	1.000	1.000	

a. Dependent Variable: Y

Source: Author's Work (2025)

Table 11, it can be seen that simultaneously X1 (global mindset) and X1X3 (multiplication of global mindset with Sapta Bayu Culture) have a significant effect on Y with a significance value of 0.032 < 0.05, where the effect is 8.3 percent (Table 10). Meanwhile, the partial effect of X1 on Y has a significant value of 0.009 < 0.05, this means that X1 has a significant positive effect on Y. The effect of X1X3 on Y has a significance value of 0.796 > 0.05, this means that X1X3 does not significantly affect Y. This shows that Sapta Bayu organizational culture does not moderate the effect of global mindset on the performance of Warmadewa University lecturers.

Based on the data analysis, the Sapta Bayu organizational culture did not significantly moderate the influence of a global mindset on lecturer performance. This occurs because the Sapta Bayu values have not been effectively implemented. Respondents' responses indicate that some lecturers feel the Sapta Bayu values do not serve as guidelines for implementing Tri Dharma activities and do not encourage them to develop a global mindset, particularly due to a lack of belief that creativity and innovation are central to the learning process. Some lecturers lack the ability to communicate effectively in foreign languages.

Based on the characteristics of the respondents, some lecturers aged over 50 with over 20 years of service still hold the functional position of Lector. This situation also impacts lecturer performance, with some conducting research unrelated to their field of study, failing to guide students objectively, not fully mastering online learning methods, and engaging in community service activities unrelated to their field of study. This indicates that the Sapta Bayu organizational values have not been able to strengthen the influence of a global mindset on lecturer performance.

4.3.4 The Role of Sapta Bayu Organizational Culture in Moderating the Influence of Growth Mindset on Performance

Based on data analysis, the Sapta Bayu organizational culture did not significantly moderate the influence of growth mindset on lecturer performance. Respondents' responses to growth mindset revealed that some lecturers still consider challenges faced in their work not to be a process of self-development and are not inspired by the success of others. Meanwhile, the values of the Sapta Bayu Culture encourage the advancement of knowledge, foster broad insight, and serve as a guideline in carrying out the Tri Dharma duties.

The characteristics of respondents with formal education levels were 43 (71.7%) with a Master's degree and 17 (28.3%) with a Doctoral degree. This indicates that many lecturers holding functional positions as Lecturers at Warmadewa University are still unwilling to expand their knowledge and develop toward the functional position of Associate Lecturer. Interviews with several respondents indicated that they conduct research unrelated to their field of study, most of whom are not lead researchers, are unable to guide students objectively, have not fully mastered online learning methods, and engage in community service activities unrelated to their field of study. This indicates that organizational culture values have not been effectively implemented, thus failing to strengthen the influence of growth mindset on lecturer performance.

5. Conclusion

This research reveals that both dimensions of mindset—global mindset and growth mindset—play an important role in encouraging the performance of lecturers at Warmadewa University. The findings show that both have a positive and significant influence on lecturer performance, indicating that when lecturers have a broad vision of global issues and a strong belief in their ability to develop, they tend to be more productive, innovative, and committed in carrying out their academic duties. This is in line with the trend of modern higher education that emphasizes the importance of flexibility, adaptability, and readiness to face change.

However, this study also opens up a new perspective when examining the role of organizational culture moderation of Sapta Bayu. Although the organizational culture promoted by Warmadewa University is considered one of the core values in the campus management system, the findings show that this culture does not significantly strengthen or weaken the relationship between global mindset and growth and lecturer performance. This means that although the culture of Sapta Bayu is generally recognized as positive, the effect is not able to magnify or reduce the impact of both mindsets in the context of academic performance.

These findings show that the improvement of lecturer performance is more determined by internal factors—namely the personal beliefs and perspectives of lecturers—than by structurally applied cultural rules or values. This implies that faculty development strategies should not only focus on forming organizational culture, but also strengthen the development of a mentality that supports global growth and understanding through training programs, mentoring, and an academic environment that supports cross-cultural exploration and research.

Overall, this study provides empirical evidence that mindset is not just a psychological concept, but a strategic force in driving innovation and quality of performance in higher education settings. Thus, Warmadewa University and similar institutions can consider putting the growth mindset and global mindset as the main foundation in the policy of developing lecturer human resources in the future.

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