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Building Bridges of Knowledge: Humanistic Leadership Uniting Campuses And Community In Central Java

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Abstract

This study explores the construction of humanistic leadership and the concepts of cross-generational collaboration and reverse mentoring, psychological well-being as a mediator, and innovative academic productivity as a dependent. The focus of the study is private universities in Central Java. The methodology used is a mixed method approach, where quantitative data were collected through questionnaires distributed to 390 lecturers. Then, the data were analyzed using structural equation modelling facilitated by AMOS software version 24.00. Qualitative data were obtained through interviews and FGDs, with the analysis process involving triangulation and coding supported by NVivo software. The findings of the study concluded that there was a significant interaction between the exogenous and endogenous variables. However, the role of psychological well-being is only a partial mediation, not a full one. Therefore, this comprehensive approach highlights the critical role of various leadership styles and collaborative methodologies in promoting innovative academic behaviour. This finding also explains how important local culture is as inspired by the educational figure Ki Hajar Dewantara through his concept of "ing ngarso sung tuladha, ing madya mbangun karsa, tut wuri handayani" which greatly supports higher education in encouraging innovative behaviour through knowledge sharing, which has an impact on increasing academic productivity in higher education.

Membangun Jembatan Pengetahuan: Kepemimpinan Humanis Menyatukan Kampus dan Masyarakat di Jawa Tengah

Abstrak

Penelitian ini mengeksplorasi konstruksi kepemimpinan humanistik dan konsep kolaborasi lintas generasi dan reverse mentoring, kesejahteraan psikologis sebagai mediator, dan produktivitas akademik inovatif sebagai dependen. Fokus penelitian ini adalah perguruan tinggi swasta di Jawa Tengah. Metodologi yang digunakan adalah pendekatan metode campuran, di mana data kuantitatif dikumpulkan melalui kuesioner yang disebarkan kepada 390 dosen. Kemudian, data dianalisis menggunakan pemodelan persamaan struktural yang difasilitasi oleh perangkat lunak AMOS versi 24.00. Data kualitatif diperoleh melalui wawancara dan FGD, dengan proses analisis yang melibatkan triangulasi dan pengkodean yang didukung oleh perangkat lunak NVivo. Temuan penelitian menyimpulkan bahwa ada interaksi yang signifikan antara variabel eksogen dan endogen. Namun, peran kesejahteraan psikologis hanya mediasi parsial, bukan yang penuh. Oleh karena itu, pendekatan komprehensif ini menyoroti peran penting dari berbagai gaya kepemimpinan dan metodologi kolaboratif dalam mempromosikan perilaku akademik yang inovatif. Temuan ini sekaligus menjelaskan betapa pentingnya budaya lokal sebagaimana diilhami oleh tokoh pendidikan Ki Hajar Dewantara melalui konsepnya "ing ngarso sung tuladha, ing madya mbangun karsa, tut wuri handayani" yang sangat mendukung pendidikan tinggi dalam mendorong perilaku inovatif melalui berbagi pengetahuan (knowledge sharing) yang berdampak pada peningkatan produktivitas akademik di perguruan tinggi.

JEL Classification: I23, M12, O31, E23, J24

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INTRODUCTION

Digital transformation and globalization have accelerated the emergence of the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) era, presenting unprecedented challenges for higher education institutions (Bennett & Lemoine, 2014). Globalization, exponential technological advancements, and drastic demographic changes force higher education institutions to adapt rapidly to a changing environment (Pucciarelli & Kaplan, 2016).

Increasing stakeholder expectations for the quality of education, the demand for innovation in learning, and the need to prepare graduates for an uncertain future all exacerbate this situation (Anderson & Smith, 2020). In such a situation, effective leadership becomes increasingly important to ensure that higher education institutions remain relevant. Humanistic leadership emerges as a solution to address the complexity of this problem. According to Mallett & Wapshott (2015), humanistic leadership can significantly improve organizational performance, job satisfaction, and innovation by emphasizing the development of human potential and creating a supportive work environment.

Leroy et al. (2018) found that human-centred leadership increased the research team's creativity and innovation. In contrast, the complexity of Supriyanto et al. (2022) study in Indonesia in the local cultural context greatly determines how effective humanistic leadership. The results of a meta-analysis by Zhang et al. (2019) support this finding. The meta-analysis found significant differences in how effective humanistic leadership is across cultures.

Although research on leadership in higher education has been growing, significant knowledge gaps remain in understanding how specific cultural contexts influence the implementation and impact of humanistic leadership, particularly in developing countries such as Indonesia. Previous studies have tended to focus on Western contexts Thompson & Liu (2022) or adopt a universal approach that ignores local cultural nuances.

This study combines three key concepts of higher education that have not been discussed: humanistic leadership, reverse mentoring, and cross-generational research collaboration. The underlying concept of this integration is that a multidimensional approach is needed to address the complexity of challenges in higher education in the VUCA era.

Specifically, this study aims to (1) analyze how the integration of humanistic leadership, reverse mentoring, and cross-generational collaboration can improve lecturers' academic productivity and psychological well-being; (2) explore the mediating role of psychological well-being in this relationship; and (3) identify how local cultural values moderate the effectiveness of this approach.

The context of this study is a private university in Central Java, Indonesia, which has unique characteristics: the dominance of Javanese cultural values in leadership practices, a significant generation gap in technology adoption, and pressure to increase academic productivity within limited resources (Irawanto et al., 2013). Interestingly, the concept of Javanese leadership promoted by Ki Hajar Dewantara with the principle of "*ing ngarso sung tuladha, ing madya mangun karsa, tut wuri handayani*" (in front setting an example, in the middle building enthusiasm, from behind encouraging) has a strong resonance with contemporary humanistic leadership principles (Nurgiyantoro & Apsari Dewi, 2023).

This alignment provides a unique conceptual foundation for integrating modern leadership practices with local wisdom. This study makes significant contri-

butions both theoretically and practically. Theoretically, this study expands the understanding of humanistic leadership in a non-Western cultural context and develops an integrated model that links leadership, mentoring, and cross-generational collaboration.

Practically, this study's findings assist higher education leaders in designing effective interventions to enhance academic productivity while maintaining lecturers' psychological well-being. To achieve this goal, this study adopted a mixed-methods approach with a sequential explanatory design, integrating quantitative analysis of a large-scale survey with in-depth interviews and focus group discussions to understand cultural and contextual nuances. The paper is organized into five sections: the introduction is followed by a literature review and hypothesis development, research methodology, results and discussion, and conclusions and implications.

Hypothesis Development

Social Exchange Theory

Social Exchange Theory (SET) was developed by Homans (1958) as a fundamental perspective in understanding social interaction and organizational behavior, this theory explains that social relationships exchange material and non-material resources based on reciprocity.

In the context of leadership, SET gave birth to the concept of Leader-Member Exchange (LMX) developed by Erdogan & Bauer (2015). SET manifests itself in academic mentoring and research collaboration in higher education environments. Cropanzano et al. (2015) the quality of social exchange positively correlates with job satisfaction, organizational commitment, performance, and innovation.

Innovative Academic Productivity (IAP)

IAP is a multidimensional concept integrating qualitative and quantitative aspects of academic performance Thompson & Liu (2022). Martinez et al. (2022) developed an IAP measurement framework that includes research output, teaching innovation, and community impact. Wilson et al. (2022) emphasize measuring knowledge transfer through industry collaboration and innovation adoption. Rodriguez & Park (2023) identify institutional support as a critical determinant of IAP, while Johnson & Liu (2023) emphasize the importance of collaboration. They also find that the success of IAP depends on an ecosystem that supports innovation.

Humanistic Leadership Theory

Maslow and Rogers created humanistic psychology, the basis of Humanistic Leadership Theory (HLT). This theory focuses on the development of human potential (Patterson & Winston, 2016). It suggests a shift from autocratic leadership to a human-centered approach, combined with transformational and servant leadership (Van Dierendonck, 2011).

HLT emphasizes individual empowerment and emotional intelligence as core competencies (Goleman, 2013). In an academic context, HLT encourages developing student-centered curricula sensitive to local cultural sensitivity.

Research by Thompson & Liu (2022) shows that humanistic leadership improves the psychological well-being of lecturers and is positively correlated with resilience and job satisfaction (Martinez et al., 2022). Rodríguez & Park (2023) found that this method fosters academic innovation and creativity. Wilson et al. (2022) findings support this, showing a 40% increase in innovative research output. According to Lee & Davidson (2023), humanistic leaders are cultural catalysts for continued academic innovation.

H1a: Humanistic leadership has a positive impact on lecturers' psychological well-being.

H1b: Humanistic leadership has a positive impact on innovative academic productivity.

Reverse Mentoring

At General Electric, Jack Welch introduced reverse mentoring (1999), a creative method in which junior employees help senior employees (Murphy, 2012). This concept comes from Bandura's social learning theory, which focuses on the behavior of digital newcomers and natives.

Chaudhuri & Ghosh (2020) showed that reverse mentoring facilitates two-way knowledge sharing and accelerates technology adoption. Murphy & Thomas (2021) found that this program significantly contributed to developing senior faculty digital literacy. Zhang et al. (2019) demonstrated increased teaching effectiveness through a structured program. Key challenges include cultural resistance (Kram & Yang, 2019), while the program's success depends on leadership commitment and ongoing evaluation.

H2a: Reverse Mentoring has a positive impact on faculty psychological well-being.

H2a: Reverse Mentoring has a positive impact on innovative academic productivity.

Cross-generational Research Collaboration (CRC)

Collaborative Research Communities (CRCs) represent a strategic paradigm in academic inquiry that integrates the insights of scholars across generational groups (Anderson & Smith, 2020). Similarly articulated by Martinez et al. (2021), this approach is a systematic integration of the expertise of junior and senior students, thereby enhancing synergistic capabilities. Research conducted by Thompson & Liu (2022) has shown that CRCs have the potential to accelerate innovation while preserving institutional knowledge.

The success of CRC has been shown to improve the psychological well-being of lecturers Thompson & Liu (2022) and innovative academic productivity through two-way knowledge transfer (Wilson et al., 2022).

H3a: Cross-generational research collaboration has a positive impact on the psychological well-being of lecturers.

H3a: Cross-generational research collaboration has a positive impact on innovative academic productivity.

Psychological Well-Being

Psychological Well-Being (PWB) is a multidimensional concept that includes eudaimonia well-being, including self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth Ryff (1989). In an academic context, Thompson & Liu (2022) explained that lecturers' PWB is reflected in job satisfaction, work-life balance, and a sense of meaning in educational roles.

PWB is an essential mediator between humanistic leadership, cross-generational collaboration, reverse mentoring, and innovative academic productivity. Martinez et al. (2022) found that humanistic leadership increases PWB by creating a supportive work environment and individual empowerment. Meanwhile, Wilson et al. (2022) identified that Cross-Generational Research Collaboration and reverse mentoring contribute to PWB through reciprocal learning and social support. Lee & Davidson (2023) proved that high levels of PWB encourage academic creativity and innovation. Lecturers with good PWB tend to be more productive and innovative in research and teaching, as shown in a longitudinal study by Rodriguez & Park (2023).

H4a: Psychological well-being mediates the effect of humanistic leadership on innovative academic productivity.

H4b: Psychological well-being mediates the effect of reverse mentoring on innovative academic productivity.

H4c: Psychological well-being mediates the effect of cross-generational research collaboration on innovative academic productivity.

Cultural Context

Ki Hajar Dewantara's leadership philosophy, which includes "*Ing ngarsa sung tuladha*, "*Ing madya mangun karsa*," and "*Tut wuri handayani*" is an essential foundation in Indonesian higher education leadership (Sartono & Mulyani, 2021; Widodo & Rahman, 2022). Pramudyo et al. (2023) identified the unique characteristics of institutions that combine traditional values with modernization. Wijaya & Kusumah (2023) revealed significant challenges, such as quality gaps and technology adaptation, while Gunawan & Setiawan (2022) emphasized the effectiveness of integrating Javanese values with modern management. Pratama et al. (2023) proved that balancing traditional values and innovation resulted in better institutional performance.

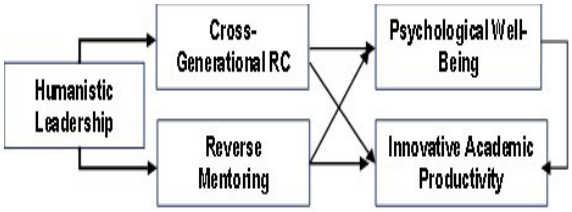

Figure 1. Conceptual Work

METHOD

This study used a mixed method with a sequential explanatory design to gain a comprehensive understanding. The quantitative and qualitative phases were combined in this process. Creswell (2016). This study included 14,778 lecturers from private universities in Central Java. The stratified random sampling method was used to collect quantitative samples. Based on Slovin's calculation, the targeted sample size was 450 respondents, taking into account the possibility of not responding.

Validated scales such as the reverse mentoring scale are strategic two-way learning processes between juniors and seniors, which create mutual understanding through the exchange of knowledge, perspectives, and skills across generations (Pizzolato & Dierickx, 2022; Raju & Sanders, 2023).

This concept is measured by 1). Frequency of mentoring interactions, 2). The perceived value of reverse mentoring, 3). Knowledge and skill transfer, 4). Quality of intergenerational relationships (Pizzolato & Dierickx, 2022). Humanistic Leadership is a leadership approach that prioritizes the development of individual potential and dignity through empathy, granting autonomy, and feedback to support self-development (Mingyang, 2023) measured by 1). Practices 2). Empathy, 3). Support for autonomy, 4). Developmental feedback, 5). Trust in followers, 6). Interpersonal acceptance (Kissoon, 2005). Cross-generational Research Collaboration is a systematic collaboration between researchers of different ages that combines senior experience with junior innovation to produce comprehensive research (Kissoon, 2005), measured by 1). Frequency of cross-generational collaborations, 2). Quality of collaborative outputs, 3). Satisfaction with the collaboration process, 4). Knowledge transfer effectiveness. Psychological Well-being is an optimal condition of individual psychological function in actualizing potential and living a meaningful life through self-acceptance and positive relationships (Ryff, 1989), measured by 1). Autonomy, 2). Environmental mastery, 3). Personal growth, 4). Positive relations with others, 5). Purpose in life,

6). Self-acceptance. Innovative Academic Productivity results from academic work that includes innovative research and teaching that provides substantive contributions to the development of knowledge and society (Gancheva et al., 2018), measured by 1). Publications and citations, 2). Teaching innovation, 3). Grant Acquisition, 4). Impact on policy or practice.

The qualitative phase, informed by the quantitative results, involved in-depth interviews with 20 lecturers, FGDs with 6-8 participants per group, and analysis of policy documents. Participant selection used purposive sampling, ensuring a diversity of perspectives.

Methodological innovation was applied through theoretical triangulation, integrating humanistic leadership, social exchange, and psychological capital theories. This approach allowed for a more nuanced and in-depth analysis of the dynamics of leadership and productivity in higher education. Quantitative and thematic data analysis was conducted using structural equation modeling (SEM), supported by AMOS 26 and NVivo 12 software.

Results were integrated through triangulation of methods, data sources, and analysts, which enhanced the study's internal validity. Including a specific context and cross-sectional design, the study demonstrated an important awareness of potential biases and limitations. The selection of diverse participants and using probing methods in interviews were mitigating efforts.

Selecting diverse participants and using probing methods in interviews are mitigating efforts. This rigorous and innovative methodological approach promises to provide important insights into leadership dynamics and academic productivity in Indonesian higher education. However, generalizations should be made with caution.

RESULT AND DISCUSSION

Demographic Respondent

This study involved 390 respondents consisting of young and senior lecturers with a balanced composition (50% each). Young lecturers ranged from 25 to 40, while senior lecturers were 41-65. The gender composition was balanced with 42% female and 58% male. The academic positions of the respondents were distributed as follows: 20% Assistant Experts, 40% Lecturers, 30% Senior Lecturers, and 10% Professors. The educational level of the respondents included 70% Masters and 30% Doctoral degrees. The length of experience as a lecturer varied, with 35% having 1-5 years of experience, 30% 6-10 years, 20% 11-15 years, and 15% more than 15 years.

Regarding experience obtaining research grants, 30% of respondents had been chief researchers, 35% had been members of researchers, and 35% had never received a research grant. Among those who have received grants, 30% received national grants, 5% international grants, and 40% internal university grants.

This demographic diversity allows for a comprehensive analysis of humanistic leadership practices, reverse mentoring, and cross-generational collaboration in an academic context, considering lecturers' various perspectives and experiences.

Validity and reliability were tested before proceeding to the primary analysis to ensure the quality of the research instrument measurement. The results of the convergent validity and reliability tests for each model construct are shown in Table 1. This analysis is very important to ensure that the data used in hypothesis testing using the Structural equation model (SEM) are reliable.

Table 1. Validity and Reliability Test

Concept	Indicators	Item	Loading Factor	Cronbach Alpha	Reliability	AVE
Reverse Mentoring	Frequency of mentoring interactions	RM1	0.758	0.862	0.668	0.862
	Perceived value of reverse mentoring	RM2	0.715			
	Knowledge and skill transfer	RM3	0.774			
	Quality of intergenerational relationship	RM4	0.873			
Humanistic Leadership Practices	Empathy	HLP1	0.788	0.870	0.640	0.870
	Support for autonomy	HLP2	0.768			
	Developmental feedback	HLP3	0.763			
	Trust in followers	HLP4	0.734			
	Interpersonal acceptance	HLP5	0.732			
Cross-Generational Research Collaboration	Frequency of cross-generational collaborations	CGRC1	0.808	0.867	0.677	0.869
	Quality of collaborative outputs	CGRC2	0.786			
	Satisfaction with the collaboration process	CGRC3	0.706			
	Knowledge transfer effectiveness	CGRC4	0.853			
Psychological Well-being	Autonomy	PW1	0.770	0.895	0.652	0.896
	Environmental mastery	PW2	0.757			
	Personal growth	PW3	0.754			
	Positive relations with others	PW4	0.770			
	Purpose in life	PW5	0.731			
	Self-acceptance	PW6	0.823			
Innovative Academic Productivity	Research output (publications and citations)	IAP1	0.854	0.854	0.658	0.856
	Teaching innovation	IAP2	0.748			
	Grant Acquisition	IAP3	0.732			
	Impact on policy or practice	IAP4	0.754			

Source: Data Processed (2024)

The validity and reliability analysis (Table 1) show good measurement quality for all constructs in this study. Convergent validity is met with a factor loading above 0.7 and Average Variance Extracted (AVE) values exceeding 0.5 for all constructs (Hair et al., 2019).

Construct reliability is also very satisfactory, as indicated by Cronbach's Alpha and Composite Reliability (CR) values, which are consistently above 0.80, exceeding the recommended threshold of 0.70 (Murphy, 2012). Specifically, reverse mentoring (AVE=0.862), humanistic leadership practices (AVE= 0.870= 0.870), cross-generational research collaboration (AVE= 0.869= 0.867), psychological well-being (AVE= 0.896 = 0.895), and innovative academic productivity (AVE= 0.856 = 0.854) all showed strong validity and reliability. Specifically, Reverse Mentoring (AVE=0.862, α=0.862), Humanistic Leadership Practices (AVE= 0.870, α= 0.870), Cross-Generational Research Collaboration (AVE= 0.869, α= 0.867), Psychological Well-being (AVE= 0.896, α= 0.895), and Innovative Academic Productivity (AVE= 0.856, α= 0.854) all showed strong validity and reliability. Although discriminant validity was not explicitly presented, a high AVE value indicates the potential for good discriminant validity, but further verification is needed (Fornell & Larcker, 1981).

The results of this data processing confirm the quality of the instrument so that it has strong validity for further analysis with SEM as originally planned. SEM Model testing shows suitability with the data, where Chi-Square/df = 1.17 (<3) indicates a good fit. The Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) are 0.992 and 0.991, respectively, above 0.950, indicating suitability. The Root Mean Square Error of Approximation (RMSEA) is 0.021 (<0.08), which indicates a perfect fit. The adjusted goodness of fit index (AGFI) is 0.903 (>0.90), which indicates a good fit. The Chi-Square value of 245.837 with a p-value of 0.112 (>0.050) indicates no significant difference between the estimated model and the observed data. These indices indicate that the research model is based on empirical data.

Table 2. Hypothesis Test Results.

Hypothesis	Estimate	S.E.	C.R.	P	Result
HumanisticLeadership→Psychological Well-being	0.338	0.078	2.927	0.003	Support
Humanistic Leadership→Innovative Academic Productivity	0.316	0.06	3.096	0.002	Support
Reverse Mentoring→Psychological Well-being	0.307	0.058	5.053	0.001	Support
Reverse Mentoring→Innovative Academic Productivity	0.205	0.053	2.913	0.004	Support
Cross-Generational RC Psychological Well-being	0.360	0.086	4.188	0.001	Support
Cross-Generational RC →Innovative Academic Productivity	0.274	0.079	4.363	0.001	Support
Psychological Well-being →Innovative Academic Productivity	0.189	0.071	3.593	0.001	Support

Source: Data Processed (2024)

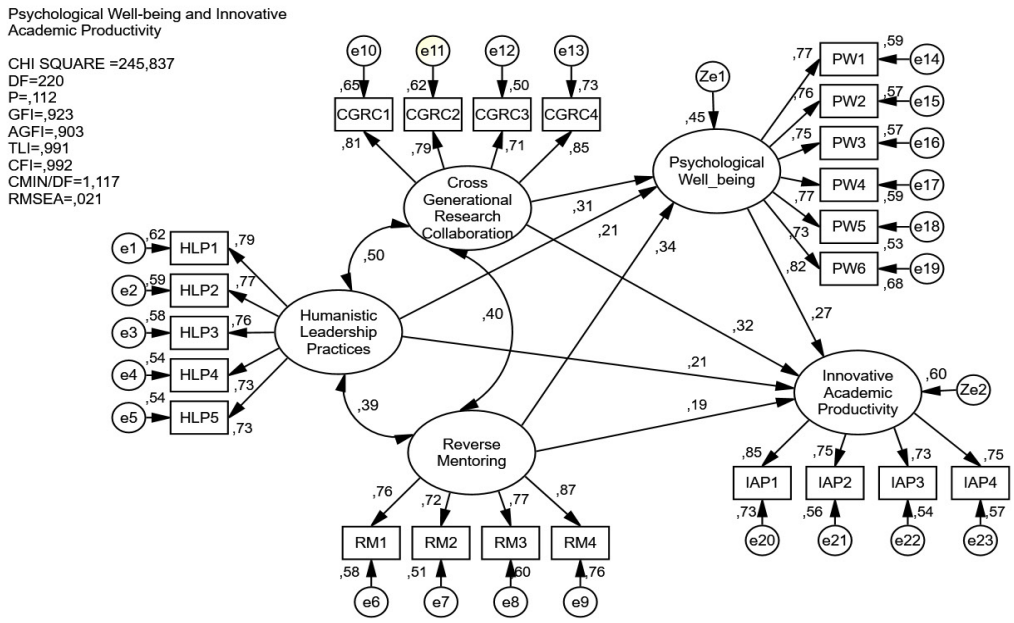

Figure 2. The Results of Full Model Analysis

Hypothesis Test

The results of quantitative analysis using Structural Equation Modeling (SEM) strongly support all hypotheses proposed in this study. Table 2 summarizes the hypothesis test results, including the estimated value, standard error (S.E.), critical ratio (C.R.), and significance level (*p*) for each hypothesized path.

The analytical outcomes indicate that Humanistic Leadership Practices substantially enhanced Psychological Well-being (β=.338, p=.003) and Innovative Academic Productivity (β=.316, p=.002), validating hypotheses H1a and H1b. These results underscore the pivotal function of humanistic leadership styles in fostering an atmosphere conducive to psychological well-being and academic innovation.

Moreover, Reverse Mentoring exhibited a noteworthy positive influence on Psychological Well-being (β=.307, p< .001) and Innovative Academic Productivity (β=.205, p=.004), thereby corroborating hypotheses H2a and H2b. These findings affirm that reverse mentoring methodologies can bolster psychological well-being and stimulate academic innovation.

Cross-Generational Research Collaboration (CGRC) demonstrates a significant positive impact on Psychological Well-being (β= .360, p< .001) and Innovative Academic Productivity (β=.274, p< .001). These results substantiate hypotheses H3a and H3b, confirming the significance of cross-generational collaboration in enhancing both psychological well-being and the innovative productivity of academics.

Lastly, Psychological Well-being exhibited a notable positive effect on Innovative Academic Productivity (β= .189, p<.001), validating hypotheses H4a, H4b, and H4c regarding the mediating function of psychological well-being. These findings affirm that psychological well-being is crucial for converting leadership and collaboration practices into innovative productivity. These quantitative findings are further substantiated and elaborated upon by the qualitative analysis results. Comprehensive interviews and focus group discussions unveiled the intricacies

in implementing these practices within the framework of private universities in Central Java.

Qualitative Findings

Qualitative data analysis was conducted using a thematic analysis approach (Braun & Clarke, 2006) with the help of NVivo 12 software. The analysis process included six stages: data familiarization, initial coding, theme search, theme review, defining and naming themes, and report writing. The literature review that became the basis for interpreting the findings included research on Cross-Generational Research Collaboration (CGRC), reverse mentoring, humanistic leadership, psychological well-being, and the Javanese cultural context.

Cross-Generational Research Collaboration (CGRC)

Cross-generational synergy emerged as a critical factor, supporting the findings of Bozeman & Youtie (2017) on the importance of generational diversity in research teams. A senior professor in Management stated that collaboration with younger colleagues brings fresh perspectives.

They bring technological expertise and new methodological approaches that complement the experience. A junior lecturer in Information Technology added that working with senior professors provides insight into the complexity of research problems and access to the networks they have built.

The Javanese cultural context plays an important role, which aligns with Irawanto et al. (2013) research on the influence of cultural values on leadership style and innovation. The concept of *nguwongke* (respecting others) facilitates open collaboration. However, *ewuh pakewuh* (reluctance to express disagreement) sometimes poses challenges. A young lecturer in the Faculty of Psychology explained that there must be a balance between respect and the need for critical discussion; this is an ongoing process that requires cultural awareness.

The organizational framework of private universities significantly contributes to the discourse, corroborating the assertions made by Nizam & Nurdin (2018) regarding the distinctive attributes of private university organizational structures in Indonesia.

For instance, a prominent university in Semarang has embraced a matrix organizational structure, facilitating the formation of research teams that span various departments and generational cohorts. The Dean of the Faculty of Computer Science articulated that establishing a designated collaborative environment that fosters informal interactions between junior and senior faculty members frequently catalyzes the emergence of innovative research concepts.

Moreover, regional higher education policies exert a substantial influence, consistent with the examination conducted by Kusumastuti et al. (2019) concerning the ramifications of higher education policies on the operational contexts of private universities. A Central Java Higher Education Foundation representative elucidated that collaborative efforts enhance productivity and promote the transference of knowledge across generations, thereby engendering a more vibrant research ecosystem.

Numerous respondents indicated an augmentation in satisfaction and a sense of purpose derived from CGRC, thereby substantiating Vera et al. (2016) conclusions regarding the affirmative correlation between psychological well-being and academic creativity. A lecturer from the Faculty of Economics remarked that engagement with younger colleagues sustains the relevance and value of knowledge. An assistant professor in International Relations contributed that collaboration with senior

mentors engenders a sense of assurance and guidance in navigating academic trajectories.

Concerning innovative academic productivity, CGRCs have yielded quantifiable advancements in research output and pedagogical quality, aligning with the findings of Santoro et al. (2018) regarding the influence of cross-generational collaboration on academic innovation. The annual report from a university in Solo indicated a 30% rise in joint publications and the attainment of five new patents involving cross-generational teams over the preceding two years. The Head of the Graduate Engineering Program observed a 40% augmentation in successful grant applications when research teams incorporated perspectives from various academic generations.

Nevertheless, obstacles persist, as delineated by Wang et al. (2014) in their inquiry into impediments to cross-generational collaboration. The technological divide between generations occasionally obstructs seamless partnerships. In response, a large university in Semarang initiated a "Tech Buddy" program designed to pair senior and junior faculty members for focused technology training. Moreover, discrepancies in working and communication modalities among generations further exacerbate tensions.

The Head of the Department of Communication noted that implementing quarterly cross-generational communication workshops to address this challenge has resulted in a 25% reduction in conflict.

These observations expand the comprehension of CGRC within the framework of private universities in Central Java, reinforcing and enhancing prior research, such as that conducted by Chaudhuri & Ghosh (2012), on the advantages of cross-generational collaboration within organizations. Their findings indicated that contextual elements, including Javanese cultural norms, organizational frameworks, and regional policies profoundly shape the efficacy of CGRC. Consequently, the implication arises that universities must adopt a culturally and contextually attuned methodology in implementing CGRC to optimize its advantages, as Sulistyowati et al. (2019) suggested in their exploration of academic innovation within the Indonesian context.

Reverse Mentoring

According to quantitative results, Reverse Mentoring has a significant positive effect on psychological well-being. These results are in line with the research of Chen et al. (2021), which found that reverse mentoring can improve employee productivity and psychological well-being. In addition, qualitative analysis shows the implementation details at a private university in Central Java.

The practice of reverse mentoring, which is supportive, stems from the theme of two-way knowledge exchange. Findings on the reciprocal benefits of reverse mentoring (Murphy, 2012) "Mentoring from a young teaching assistant opened my eyes to the potential of new technologies in research," said a senior lecturer in Informatics Engineering at the University of Solo. Conversely, a young lecturer said that getting mentored by a senior professor in new technologies increased my confidence and gave me important insights into traditional research methodologies.

The Javanese cultural context influences the dynamics of reverse mentoring, which aligns with (Irawanto et al., 2013) Research on the influence of Javanese culture on management practices. The principle of mikul dhuwur Mendham jero (respecting the elderly) initially caused reluctance among young lecturers to "teach" their seniors. The Head of the Center for Learning Innovation at the University of Salatiga explained that reverse

mentoring had to be carefully framed as 'knowledge sharing' rather than 'teaching' to overcome this cultural barrier. After this reframing, participation increased by 40%.

The organizational structure of private universities also influences the effectiveness of reverse mentoring and support. (Chaudhuri & Ghosh, 2012) Findings on the importance of managerial support in reverse mentoring programs. The University of Salatiga has implemented a Digital Buddy program that formally pairs senior and junior lecturers for skills exchange. The Dean of the Faculty of Economics commented that this program not only increased the digital literacy of senior staff by 60% but also created a bridge of communication between generations, increasing overall team cohesion.

Regional higher education policies also play a role, which aligns with Kusumastuti et al. (2019) research on the impact of higher education policies on academic innovation. The Central Java Provincial Education Office has launched a "Digital Bridge" initiative encouraging universities to adopt reverse mentoring programs. From a psychological well-being standpoint, numerous participants articulated an augmented sense of relevance and engagement, thereby corroborating the conclusions drawn by Luthans (2018) regarding the correlation between ongoing learning and psychological well-being.

A senior professor in the field of Management remarked, "Acquiring new competencies from younger colleagues fostered a sense of connection to contemporary trends and rejuvenated my passion for teaching." A junior lecturer specializing in statistics contributed, "Serving as a mentor to a professor whom I held in high esteem enhanced my perception of self-worth and my contributions to the department."

Regarding innovative academic productivity, reverse mentoring has led to a heightened adoption of technology and creative pedagogical strategies, consistent with the findings presented by Zani & Ahmad (2020) concerning the influence of reverse mentoring on innovation. An internal assessment by the University of Magelang revealed a 50% increase in the utilization of digital learning tools and a 30% rise in student satisfaction following the execution of a one-year reverse mentoring initiative.

Nevertheless, obstacles persist, as Chen et al. (2021) identified in their investigation into the impediments to reverse mentoring. Several senior lecturers initially experienced feelings of intimidation or hesitance towards participation. In response, ISA University convened a lifelong learning workshop to emphasize the significance of continual adaptation within the academic sphere.

Differences in communication styles between generations also led to misunderstandings. The young lecturer facilitator of the reverse mentoring program commented that an orientation session for both parties emphasized the importance of active listening and empathy. This has reduced attrition by 70% in our mentoring pairs.

These empirical findings significantly enhance the comprehension of reverse mentoring within the framework of private universities in Central Java, thereby corroborating and expanding upon prior scholarly investigations, such as those conducted by Suberry & Bodner (2024), regarding reverse mentoring in higher education. While reverse mentoring favors psychological well-being and fosters innovative academic productivity, contextual determinants profoundly affect its efficacy, including Javanese cultural paradigms, organizational configurations, and regional policy frameworks. The inference drawn from this is that academic institutions must implement a culturally attu-

ned methodology in the formulation and execution of reverse mentoring initiatives to optimize their advantages and mitigate potential impediments, as Breck et al. (2018) posited in their examination of exemplary practices in reverse mentoring.

Humanistic Leadership

The quantitative results show that humanistic leadership practices significantly improve psychological well-being. This finding is in line with the research of Tomé & Malkova (2021), which found that humanistic leadership improves organizational performance and innovation. Qualitative insights reinforce these results by revealing implementation nuances in the context of private universities in Central Java.

Value-based leadership has emerged as a fundamental aspect of humanistic leadership methodologies. A distinguished professor at the University of Jepara articulated that the implementation of the principle "ing ngarso sung tuladha, ing madya mbangun karsa, tut wuri handayani" in the context of leadership entails leading by exemplification, fostering enthusiasm, and extending support. This framework is congruent with the findings of Frémeaux & Michelson (2017) regarding the principal dimensions of humanistic leadership, which encompass a profound respect for human dignity and a commitment to collective welfare.

The Dean of the Faculty of Psychology added, "We emphasize the importance of active listening and empathy in interactions with academic staff. Based on an internal survey, this has increased the sense of appreciation among lecturers by 40%." This observation supports the research of Steele & Plenty (2015), which identified a positive correlation between human-centred leadership style and job satisfaction.

The Javanese cultural context influences the implementation of humanist leadership. Leadership uses the principle of "*sepi ing pamrih rame ing gaw*e," which means working hard without getting rewarded. According to the Head of the Solo Higher Education Management Department, this encourages lecturers to concentrate on contributing to the development of society and science rather than focusing on personal achievement. The organizational structure of private universities influences the effectiveness of humanist leadership, and collaboration between departments has increased by 30% as a result.

A small university in Kudus has adopted a more flexible structure, allowing academic staff and management to communicate more freely. According to the Vice Chancellor for Academic Affairs, the flatter structure increased the number of creative initiatives proposed by staff by 25% because it better responded to lecturers' needs and ideas.

From a psychological well-being perspective, many lecturers reported an increased sense of autonomy and self-development. A senior lecturer in the Faculty of Economics commented that a more humanistic leadership approach made them feel more valued and motivated to develop new research ideas.

This is consistent with the findings of Choi et al. (2017), who showed that a leadership style focusing on humanistic values positively affects employees' psychological well-being. In terms of innovative academic productivity, humanistic leadership has increased innovative research output and teaching.

The concept of "andap asor (humility) also colors the practice of humanistic leadership. University leaders apply an attitude of self-effacing, respecting the opinions of subordinates, and prioritizing common interests. This approach increa-

ses mutual respect and cooperation in the academic environment.

However, challenges remain. Some leaders need help to balance a humanistic approach with the demands of institutional performance. A university in Salatiga responded by holding an annual leadership retreat to discuss strategies for balancing humanistic and performance aspects. Differences in the interpretation of humanistic leadership sometimes need clarification.

A consultant specializing in leadership development says they have created a pragmatic framework for humanistic leadership designed to align with the local context, fostering a uniform understanding across institutions. This insight enhances the understanding of humanistic leadership within the scope of private higher education institutions in Central Java, thereby corroborating and adding to previous research conducted in diverse contexts.

The findings suggest that the efficacy of humanistic leadership is significantly shaped by contextual variables such as Javanese cultural principles, organizational frameworks, and local policy measures. The implication is that higher education institutions should embrace culturally sensitive methodologies in implementing humanistic leadership to optimize its benefits and reduce potential barriers.

Psychological Well-being

Quantitative findings support the hypothesis that psychological well-being has a significant positive effect on innovative academic productivity. Luthans (2018) scientific work validates the existence of a positive correlation between psychological well-being, research productivity, and teaching efficacy. This finding is in line with these findings.

Qualitative insights that reveal complex nuances in the context of private universities in Central Java strengthen this result. The theme of Well-Being as a Catalyst for Innovation emerged as the core of the relationship between psychological well-being and academic productivity.

The Director of the University Counseling Center in Semarang articulated that faculty members exhibiting elevated levels of psychological well-being are predisposed to greater creativity and a propensity to engage in risk-taking within their research endeavors. This assertion corroborates the conclusions drawn by Vera et al. (2016), which demonstrated a constructive correlation between psychological well-being and academic creativity.

A professor at the Faculty of Economics of a university in Semarang added that, based on our internal survey, there was a 30% increase in innovative research proposals from lecturers who reported high levels of psychological well-being. Nielsen et al. (2017) found that psychological well-being is essential in indicating innovative performance.

The Japanese cultural context influences the understanding and expression of psychological well-being. The view of well-being incorporates the idea of "memayu hayuning bawana", which means maintaining world harmony.

According to a senior lecturer at the Faculty of Psychology, MS University, many lecturers prioritize psychological well-being due to their contribution to society and personal satisfaction. This encourages them to conduct more relevant and effective research.

The organizational structure of private universities also impacts the psychological well-being of lecturers. The Work-Life Harmony program at Solo University supports personal growth and provides flexible work schedules. The Head of the HR Department said that this program has increased the psychological well-being score of staff by 25% in two years.

From the perspective of the psychological well-being dimensions identified by Ryff (1989), many lecturers reported improvements in various aspects. A young lecturer at the Faculty of Engineering commented, "The career development program at the university has increased my sense of personal growth and purpose in life. This makes me more enthusiastic about exploring new research ideas." This is in line with the findings of Taris et al. (2020), which show that well-being contributes to improved work performance.

Improving psychological well-being has produced measurable impacts on innovative academic productivity. The University of Salatiga's annual report shows a positive correlation between lecturers' psychological well-being scores and the number of publications and research grants received. The Head of the Research Institute noted that lecturers with psychological well-being scores in the top quartile produced an average of 40% more publications and 30% more successful grant proposals than their peers.

Some lecturers need help finding a way to balance academic needs with personal happiness. In addition, generational differences in perceptions of well-being lead to differences in how institutions act. An organizational development consultant said that designing well-being programs that meet the needs of different age groups can increase cross-generational participation by up to 35%.

The results increase our understanding of how psychological well-being plays a role in private higher education in Central Java and support and extend previous research on this issue in various contexts. They show that contextual elements such as Javanese cultural values, organizational structure, and regional policy initiatives strongly influence the relationship between psychological well-being and innovative academic productivity. Higher education institutions must take a broad and culturally sensitive approach when creating well-being programs. In this way, they can maximize their impact on academics and innovation.

Discussion

Humanistic Leadership in The Context of Javanese Culture

The results of this study reveal the complex dynamics in efforts to improve academic productivity and innovation in private universities in Central Java. Integrating Javanese cultural values with modern management practices has proven effective, challenging the assumption that modernization must always mean Westernization. (Rahman, 2019). Concepts such as nguwongke (respecting others) and "*ing ngarso sung tuladha"* applied in humanistic leadership suggest that local wisdom can strengthen the effectiveness of contemporary management in an academic context. (Irawanto et al., 2013).

Quantitative findings indicate a significant positive effect of humanistic leadership, reverse mentoring, and cross-generational research collaboration on psychological well-being and innovative academic productivity. This confirms the research hypothesis and strengthens previous findings on the importance of a human-centered leadership approach in improving organizational performance. (Avolio et al., 2009).

However, qualitative results reveal more complex nuances. Implementing programs such as Cross-Generational Research Collaboration and reverse mentoring face challenges rooted in power dynamics and established social norms. The phenomenon of "*ewuh pakewuh"* (reluctance) for junior lecturers to teach their seniors demonstrates that organizational change is not just a technical issue but also involves renegotiating social and professional relationships (Rahman, 2019).

Value differences between academic institutions and society can affect the efficiency of humanistic leadership approaches. (Hofstede et al., 2014). For example, the vital concept of "*tepo sliro"* (tolerance) in Javanese culture can conflict with the need to provide honest and direct feedback in an academic context. This can lead to resistance to change and innovation. (Irawanto et al., 2013). Implementing humanistic leadership requires a more nuanced approach to overcome this resistance. One effective strategy is "reframing" new concepts, such as reverse mentoring, which has been shown to increase participation.

This shows how important cultural sensitivity is in change management. According to Kotter (2002), Leaders must understand and respect local cultural principles. They must also be careful when introducing new practices that may challenge existing standards. Schein (2010) argues that in leadership practice, Javanese concepts such as tut wuri handayani, which means pushing from behind, can encourage innovation and independence while still providing support.

In leadership practice, Javanese concepts such as "*tut wuri handayani"*, meaning to give a push from behind, can encourage creativity and independence while still providing support. According to Dewantara (1977) and Saktimulya et al. (2019), this can help overcome the conflict between the desire to innovate, which often requires taking risks and challenging the status quo, and the need to respect the hierarchy (Amabile & Khaire, 2008).

If "*memayu hayuning bawana"*, meaning to maintain world harmony, is included in the understanding of academic well-being, redefining success in education is possible (Perdana & Sobri, 2021). To meet this need, a more comprehensive evaluation matrix must be created. This matrix must be able to measure quantitative outcomes and include contributions to the common good and the welfare of the academic community.

These results contradict the conventional paradigm that often distinguishes personal well-being from professional performance. Certain universities are implementing more flexible organizational structures, allowing research teams across departments and generations.

This implementation shows how important structural innovation is to increasing academic productivity. It suggests that university structural rigidity may be a hidden barrier to innovation. These results require universities to reconsider their operations and find ways to encourage collaboration and exchange ideas.

The active role of the Central Java Region VI Higher Education Service Institution in encouraging initiatives such as digital bridges and humanistic academic leadership highlights the importance of policy support in encouraging management innovation at the institutional level. This suggests the potential for developing higher education policies that are more responsive to local needs while remaining aligned with global standards. (Marginson, 2000).

This study theoretically broadens the understanding of higher education management in a specific cultural context, particularly in developing countries. Leadership theory is enriched by showing how humanistic leadership concepts can be integrated with local cultural values, challenging the assumption of universality and highlighting the importance of contextualization. (House et al., 2004). Concepts such as ing ngarso sung tuladha applied in humanistic leadership practices suggest that leadership theory needs to be broadened to accommodate diverse cultural perspectives. (Irawanto et al., 2013).

The contribution to the theory of cross-generational collaboration in the academic context is also significant. The

findings on the dynamics of ewuh pakewuh (reluctance) in CGRC broaden the understanding of socio-cultural factors that influence the effectiveness of collaboration. This suggests that collaboration theory needs to consider technical and structural aspects, social norms, and cultural hierarchies that may be invisible but have significant influence. (Edmondson, 2012).

The theory of psychological well-being in the academic work context is also enriched. Integrating "*memayu hayuning bawana"* challenges existing models of well-being to be more inclusive of non-Western perspectives, paving the way for developing a more holistic and culturally sensitive theory of well-being (Diener et al., 2018).

The findings on the effectiveness of reverse mentoring in a hierarchical Javanese context provide new nuances to mentoring theory, suggesting the need for expansion to consider dynamics of power and respect in certain cultures. (Chaudhuri & Ghosh, 2012). This study also contributes to organizational innovation theory by showing how structural flexibility can catalyze innovation in a traditionally hierarchical academic context.

The success in reframing new concepts, such as reverse mentoring to overcome cultural resistance, enriches change management theory in the context of higher education, demonstrating the importance of a culturally sensitive approach in implementing organizational change (Kezar, 2018). Overall, this study reveals that improving academic performance in a private university in Central Java involves careful negotiation between local values, organizational structures, and global demands. Success depends on creating a creative synthesis between tradition and innovation, respecting the local context while remaining open to new ideas (Robertson, 1995).

CONCLUSION AND RECOMMENDATION

This investigation supports the affirmative influence of humanistic leadership methodology, reverse mentoring, and cross-generational research collaboration (CGRC) on psychological well-being and innovative academic productivity in a private higher education institution in Central Java. The results indicate that these practices substantially improve the psychological well-being of academic personnel and facilitate progress in innovative outcomes in the educational environment. Incorporating Javanese principles, such as "*gotong royong"* (cooperation) and "*andap asor"* (humility), further enhances the efficacy of the humanistic leadership methodology. Gotong royong fosters a collaborative working atmosphere, while andap asor promotes humility and approachability among leaders, strengthening trust and respect within the academic community.

When implemented with attention to the Javanese cultural context, humanistic leadership practices improve staff psychological well-being and innovative academic productivity. Integrating Javanese concepts such as ing ngarso sung tuladha (leading by example) into the leadership approach improves effectiveness in these educational institutions.

Importantly, this study identifies psychological well-being as a crucial mediator between these practices and innovative academic productivity.

This study reveals a holistic understanding of well-being in the Javanese context, encompassing personal satisfaction and one's contribution to society, in line with the Javanese concept of memayu hayuning bawana (maintaining world harmony). Campus leadership philosophically embodies the cultivation of wisdom, fostering intellectual growth, and guiding the academic community toward enlightenment while balancing tradition with in-

novation to shape society's future thinkers and leaders.

Practical Implications and Recommendations

These findings are significant, encouraging universities to integrate Javanese cultural values into leadership and collaboration practices on campus, adopt flexible organizational structures to enable cross-departmental research teams to enhance academic innovation performance, and create culturally sensitive programs, including reverse mentoring, through the development of comprehensive well-being initiatives.

For this to be effective, it is recommended that cultural sensitivity training be conducted and standard operating procedures be prepared as guidelines that respect hierarchical norms while encouraging open exchange. Psychological well-being needs to be more integrated into university policies by preparing strategies to develop holistic performance metrics that combine psychological well-being indicators with academic outputs. For example, annual performance evaluations could include the number of publications, level of collaboration, contribution to junior development, and indicators of personal well-being.

Policy Implications

In sustainable higher education development, policymakers need to implement several strategic recommendations at the institutional and government levels. First, a comprehensive framework is needed to evaluate and support various humanist leadership initiatives in higher education. In line with this, providing incentives for programs that facilitate cross-generational collaboration and reverse mentoring is a crucial aspect that needs to be prioritized.

Furthermore, allocating special funds for research and implementing practices oriented towards improving psychological well-being in academic environments is a strategic step that cannot be ignored. As a concrete step in ensuring the program's sustainability, a revision of the accreditation criteria must be done by integrating indicators related to staff welfare and the effectiveness of cross-generational collaboration. Through a series of structured and systematic policies, it is hoped that a more humanist, collaborative, and sustainable higher education ecosystem can be created.

Limitations of the Study

This study has limitations, such as the geographical focus only in Central Java, so the findings cannot be generalized to other broader cultural contexts. In addition, the cross-sectional method has limitations in making conclusions more firmly, so it is recommended that research will conduct longitudinal research on practices to achieve academic success, expand protection to other cultural contexts as a comparison, and develop measures of academic well-being that are appropriate to culture.

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