

Authentic Leadership and Team Performance: Exploring the Mediating Role of Dynamic Adaptive Capability

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Authentic Leadership and Team Performance: Exploring the Mediating Role of Dynamic Adaptive Capability

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ABSTRACT

Introduction/Main Objectives: This research explores Dynamic Adaptive Capability to achieve Team Performance in higher education institutions, focusing on the challenges posed by a rapidly changing global environment. The study emphasizes the importance of dynamic adaptability as a mediating variable, connecting Authentic Leadership and Justice Climate as key elements influencing Team Performance. **Background Problems:** The main question of this research is whether Authentic Leadership improves Team Performance through Dynamic Adaptive Capability. The urgency of this research in Indonesia's higher education context is critical, considering that the ever-changing global environment demands rapid and effective adaptation to main competitive and relevant. **Novelty:** Empirical evidence explaining how Authentic Leadership can improve Team Performance in Indonesian higher education still needs to be explored. Therefore, research that finds this mechanism is still required and adds Dynamic Adaptive Capability as a mediator. **Research Methods:** This research collected a survey of the Head of the Study Program as a team representative, used purposive sampling, and utilized AMOS SEM analysis to test the hypothesis. **Finding/Results:** The research shows that Authentic Leadership positively impacts Dynamic Adaptive Capability and Team Performance. Meanwhile, Justice Climate has no relationship with Team Performance but positively impacts Dynamic Adaptive Capability. Dynamic Adaptive Capability positively mediates Authentic Leadership and Team Performance while negatively mediating Justice Climate and Team Performance. **Conclusion:** In addition to supporting several hypotheses, this research also highlights the complex and diverse nature of these relationships, prompting recommendations for strategic planning and further investigation to deepen our understanding of the dynamics in organizational environments.

1. Introduction

Higher education institutions currently operate in a dynamic and uncertain environment. In addition to internal challenges, these institutions face global challenges in attracting international students and establishing international partnerships and collaborations (Alsharari, 2020). This change is the leading cause of the uncertainty (Foss et al., 2019; Zajac et al., 2014), leading to the need for appropriate curricula and diverse learning experiences. Higher education institutions must adapt to these issues by implementing strategic thinking and leveraging them as crucial instruments to attain success. This contact enables efficient and quick reactions to environmental factors (Sumarmi et al., 2023). To confront the challenges of uncertainty, higher education institutions require Dynamic Adaptive Capability from all organizational resources, including capital and human resources (Haarhaus & Liening, 2020; Salvato & Vassolo, 2018).

Alongside difficulties, a prevalent pattern in higher education institutions in recent decades is the extensive utilization of teams to enhance performance (Sanyal et al., 2018). Teams are utilized when individual work results in errors affecting performance, when task variety surpasses individual capability, when the task environment is uncertain, confusing, and high-pressure, and when task results rely on the combined insights of individual team members (Salas et al., 2008).

Effective teams need to adjust to evolving requirements (Burke et al., 2006; Warrick, 2017). Team Performance is viewed as a complex process that occurs when team members effectively coordinate individual and team-level tasks. It is analyzed through dynamic processes during task

implementation (Baard et al., 2014). Team members are fully engaged in achieving organizational goals, sharing information, values, and vision, and strengthening shared values (Tjahjono et al., 2020).

The author utilizes the Dynamic Adaptive Capability to achieve Team Performance by integrating Authentic Leadership and a Justice Climate. Using teams can create synergy, enhance collaboration, enable brainstorming among team members to address change challenges (Maulana et al., 2019; Rezvani et al., 2019), and is essential for helping organizations remain competitive (Maynard et al., 2015). Dynamic Adaptive Capability will be an intermediary to overcome the research gap in previous studies between Authentic Leadership and Team Performance. Apart from that, it also mediates between a climate of justice and Team Performance.

2. Literature Review

2.1. Authentic Leadership and Team Performance

Authentic Leadership is a leadership approach that emphasizes a leader's authenticity, integrity, and self-consistency (Northouse, 2020). According to (Avolio et al., 2004), authentic leaders demonstrate a high self-awareness regarding their thoughts and behaviors. They are cognizant of their ideals and strengths and those of others.

Authenticity entails genuine personal experiences and behaving according to one's authentic identity (Kamau, 2022). Authentic leaders are viewed as individuals who exhibit consistent behavior with their values and beliefs, possess high self-awareness, and demonstrate honesty in their interactions with others (Avolio & Gardner, 2005; Steffens et al., 2021).

Therefore, authentic leaders tend to build strong trust with team members, inspire and motivate them, and make decisions that are consistent and based on values, which, in turn, can enhance overall Team Performance. Previous studies on the connection between Team Performance and Authentic Leadership have produced mixed findings. Studies by (Grégoire et al., 2021; Hong & Jeong, 2020; Lyubovnikova et al., 2015; Marques-Quinteiro et al., 2021) found no positive relationship between Authentic Leadership and Team Performance. On the other hand, studies by (Akhtar et al., 2021; Clapp-smith et al., 2009; Malik, 2018; Saleem et al., 2022; Wang et al., 2014; Xiong & Fang, 2014) found a positive relationship between both variables. Based on the above presentation, the proposed hypothesis is:

Hypothesis 1. Authentic Leadership has a relationship with Team Performance.

2.2. Authentic Leadership and Dynamic Adaptive Capability

Dynamic Adaptive Capability is the ability to adapt quickly and effectively to changes by actively exploring developments in knowledge and technology (Sumarmi et al., 2024). This article's concept of Dynamic Adaptive Capability is based on several previous theories, including adaptation theory (Chakravarthy, 1982), organizational adaptation (Cameron, 1984), human adaptation (Thornton et al., 2019), capability theory (Heaton et al., 2019; Otto & Ziegler, 2006; Teece et al., 1997), ordinary Dynamic Adaptive Capability (Teece, 2017), and dynamic capability (Heaton et al., 2019; Souza & Takahashi, 2019).

A team within an organization requires effective and adaptive leadership to help the team overcome changes and challenges in a

complex and dynamic business environment (Boylan & Turner, 2017). Authentic Leadership can assist in building trust and unity within the team, motivating team members, and facilitating open communication, all of which are crucial to ensuring organizational adaptive capability (Southwick et al., 2017). Authentic Leadership shapes an organizational culture that is more capable of adapting to environmental changes (Luthans & Avolio, 2003).

Dynamic Adaptive Capability in organizations is more strongly influenced by the openness and transparency of communication in authentic leaders than in non-authentic leaders. The hypothesis proposed is as follows:

Hypothesis 2. Authentic Leadership has a relationship with Dynamic Adaptive Capability.

2.3. Justice Climate and Team Performance

Justice Climate refers to team members' perceptions of the extent to which fairness and equity are applied in their work environment (Colquitt et al., 2002); the components include distributive justice (fairness in outcome distribution), procedural justice (fairness in decision-making processes), and interpersonal justice (fairness in team member interactions).

Team Performance is the team's capacity to accomplish goals and objectives (Salas et al., 2008). This ability is a critical factor in organizational success.

A strong Justice Climate creates the perception that decisions and rewards within the team are distributed fairly to all members (Magni et al., 2018; Moon, 2017). Team members who perceive fair treatment are more inclined to be driven to excel as they

anticipate their contributions will be acknowledged and valued (Sabir, 2017). Team members' perceptions of a positive Justice Climate contribute to their satisfaction with the work environment and the team, thereby enhancing Team Performance. The author proposes the third hypothesis:

Hypothesis 3. Justice Climate has a relationship with Team Performance.

2.4. Justice Climate and Dynamic Adaptive Capability

Justice Climate refers to team members' perceptions of how justice and equality are respected and applied in the team dynamics (Siswanti et al., 2020). Teams that sense fairness are more engaged in teamwork and more capable of adapting to changes in their job or work environment. If a team feels that they operate in a fair and balanced environment, team members are inclined to be more involved in adaptive efforts. They can be more effective in responding to necessary changes. The author proposes the third hypothesis:

Hypothesis 4. JC has a relationship with Dynamic Adaptive Capability.

2.5. Dynamic Adaptive Capability and Team Performance

Challenges in the future include a greater focus on team cognition, adaptable teams, ethnic factors, the necessity for naturalistic research, and improved metrics (Salas et al., 2008). The team adaptation process results in variations in team action patterns, with the team's cognitive structure playing a significant role in helping teams facing changing conditions establish action patterns that provide improved outcomes (Uitdewilligen et al., 2018).

Dynamic Adaptive Capability can

positively influence Team Performance because it will help the team overcome existing changes and challenges. Teams can more quickly and efficiently solve problems and take advantage of new opportunities, which can help teams be more flexible, improve skills, and ultimately strengthen overall Team Performance. Teams can use the traits of team members synergistically to achieve outputs that exceed the capabilities of any individual member or the combined output of all members (DeCostanza et al., 2018). The fifth hypothesis is created based on this explanation:

Hypothesis 5. Dynamic Adaptive Capability has a relationship with Team Performance.

2.6. Mediation Effects of Dynamic Adaptive Capability

Authentic Leadership prioritizes strong relationships and highlights behavioral integrity, self-worth, consistency in behavior, truthfulness, and transparency (Avolio et al., 2004). Leaders' transparent and ethical behavior fosters openness in providing information to facilitate decision-making (Avolio et al., 2009) becomes a driving force for teams to enhance Dynamic Adaptive Capability.

Dynamic Adaptive Capability assists in facilitating the adaptation process to environmental changes, enabling teams to adapt more effectively. Authentic leaders provide support and create space for teams to address environmental changes and expand their adaptive capabilities. This support enhances Team Performance, making them more productive and efficient in overcoming challenges and achieving common goals. The Dynamic Adaptive Capability variable plays a significant role in enhancing the connection between Authentic

Leadership and Team Performance, leading to increased Team Performance in a dynamic and changing environment.

Additionally, a fair environment facilitates the formation of trust and solidarity among team members, enabling them to work together and collaborate more effectively (Musavengane & Simatele, 2016; Yukelson D., 1997). The Dynamic Adaptive Capability allows teams to cope with environmental changes and the Justice Climate and integrate these changes into their strategies, thereby enhancing Team Performance. Thus, the Dynamic Adaptive Capability variable significantly mediates the relationship between Justice Climate and Team Performance, contributing to improved Team Performance in a changing and dynamic environment.

Based on the explanation above, the sixth and seventh hypotheses in this research are formulated as follows:

Hypothesis 6. Dynamic Adaptive Capability mediates the relationship between Authentic Leadership and Team Performance.

Hypothesis 7. Dynamic Adaptive Capability mediates the relationship between Justice Climate and Team Performance.

3. Method, Data, and Analysis

3.1. Sample and Data Collection

A non-probability sampling approach is used, which indicates that elements in the population are not selected with an equal probability of being selected as sample subjects. The sampling approach used is purposive sampling or judgment sampling, a non-probability method in which knowledgeable individuals select samples based on their evaluation of appropriate

features among sample members (Zikmund et al., 2010). According to Etikan & Bala (2017), judgment sampling is sampling based on the researcher's judgment regarding who will provide the best information to achieve the research objectives successfully. The reason for applying judgment sampling is based on the assumption that, based on the aims and objectives of the research, researchers have different views about the sample related to research problems (Mason, 2017; Robinson, 2014).

This study utilized 41 Persatuan Guru Republik Indonesia (PGRI) colleges and 169 teams with criteria originating from study programs that already held "Excellent" and "Very Good" accreditation ratings. PGRI universities were used as research locations because PGRI operates in Indonesia's unique cultural and social context. Research conducted at this university can provide specific insights into how Authentic Leadership and a climate of justice can be applied in a context that may be different from other higher education institutions but is very relevant for Indonesia. The researcher targeted 306 team respondents, but only 185 completed the questionnaire, and the respondents filled out 169 questionnaires. The response rate was 60.46 percent.

Data was gathered through a questionnaire administered via Google Forms. Before the respondents filled out the questionnaire, the researcher first sent a message through a personal network to the college leaders to assign qualified program study heads who were willing to fill out the questionnaire sent by the researcher.

The research sample had a gender distribution of 45.56 percent female and 54.44 percent male. Educational levels included 34.9 percent with a Doctorate or Ph.D. and 65.1 percent with a Master's degree. Job

tenure distribution was as follows: < 5 years; 25.44 percent; > 5 – 10 years, 31.95 percent; > 10 – 15 years; 20.12 percent; > 15 – 20 years; 7.69 percent; and > 20 years, 7.69 percent. The academic positions of the respondents were primarily Lecturers at 47.34 percent, followed by Head Lecturers at 13.01 percent, and Assistant Lecturers at 39.65 percent.

3.2. Measurement

Authentic Leadership¹⁰ measured using developed dimensions (Walumbwa et al., 2008): Self-awareness, Relational transparency, Balanced processing, and Internalized moral perspective. The²³ measurement scale for variables employs a Likert scale ranging from 1 to 7, with eight items in the questionnaire for these variables.

Justice Climate is measured using dimensions such as Justice Climate (Colquitt, 2001), Procedural Justice Climate (Haynie et al., 2014), Informational Justice Climate (Greenberg, 1993), and Interpersonal Justice Climate (Colquitt, 2001; Greenberg, 1993). The m¹² measurement scale for variables also uses a Likert scale ranging from 1 to 7, with eight to ten items in the questionnaire for these variables.

Dynamic Adaptive Capability is measured using the following dimensions: Identifying opportunities, modifications and alterations, adaptation to the dynamics of change, and creativity (Sumarmi et al., 2024). The m²³ measurement scale for variables employs a Likert scale ranging from 1 to 7, with eight items in the questionnaire for these variables.

The dimensions used to measure Team Performance include Innovativeness (Garcia & Calantone, 2002), Quality (Harvey & Green, 1993), and Work excellence (VanTassel-Baska, 1997). The measurement

scale for variables utilizes a² Likert scale ranging from 1 to 7.

3.3. Data Analysis Technique

Before researchers conduct statistical tests for validity and reliability, they perform face validity by involving nine experts in the field of human resources. Face validity is conducted to demonstrate that the statement items have the impression of being capable of expressing the concepts being measured in the research (Sekaran & Bougie, 2016). Based on the results of face validity, human resource experts state that the dimensions and questionnaire items used are deemed suitable for further instrument distribution to respondents.

Aside from assessing face validity, the validity of the factorial structure can be tested using confirmatory factor analysis (CFA) inside a structural equation modeling (SEM) framework (Byrne, 2001). This research uses IBM Statistics SPSS 22 for descriptive analysis, while AMOS 22 is used for CFA and SEM.

¹² In addition to conducting face validity, CFA is employed to test the validity of the factorial structure within the framework of structural equation modeling (SEM) (Byrne, 2001).

4. Results and Discussion²⁴

4.1. Result

Based on the results of Standardized Regression Weights, the estimated value for all items above 0.5 is obtained as presented in Table 1. This r²⁴ can be interpreted as if all questionnaire items are declared valid. The reliability test can be determined from the C.R and AVE values. From the calculations, the C.R value was above 0.9, and the AVE value was above 0.5, so all questionnaire items were also declared reliable.

Table 2 data analysis shows that the research findings support six of the seven hypotheses. The t-test score for the association between Authentic Leadership (AL) and Team Performance (TP) is 3.239, above the critical t-table value of 1.96. The p-value is 0.001, less than the significance level of 0.05 ($\alpha=0.05$). The study's results show a positive correlation between Authentic Leadership and TP, supporting the first

hypothesis. The t-test result for the correlation between AL and Dynamic Adaptive Capability is 2.414, above the critical t-table value of 1.96. The p-value is 0.016, indicating statistical significance at a significance level of 0.05. The research findings corroborate the second hypothesis, demonstrating a favorable correlation between Authentic Leadership and DAC

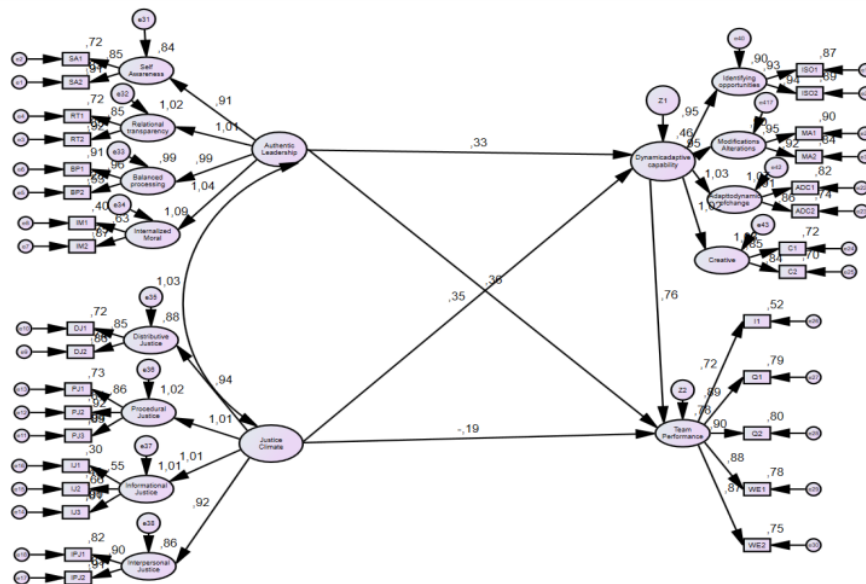


Figure 1. Full Structural Equation Model

Table 1. Validity and Reliability Test Results

Variable and Indicator	Loading factors	CR	AVE
Authentic Leadership			
Leaders consistently seek feedback to enhance their interactions with others.	0.875	0.947591	0.69482
Leaders provide an honest depiction of how others view their skills.	0.783		
The leader conveys exactly what he means.	0.854		
Leaders demonstrate a willingness to acknowledge mistakes when they occur.	0.868		
Leaders exhibit beliefs that align with their actions.	0.844		
Leaders base their decisions on their fundamental convictions.	0.954		
The leader gathers views that challenge his firmly held position.	0.727		
Leaders attentively consider several perspectives before making decisions.	0.739		

Variable and Indicator	Loading factors	CR	AVE
Dynamic Adaptive Capability		0.922533	0.599399
Our team can explore scientific developments to adapt to environmental changes.	0.937		
Our team is able to explore technological developments to adapt to changes	0.915		
Our team can create innovative work techniques tailored to evolving work situations.	0.922		
Our team is capable of adjusting to the requirements of evolving work settings.	0.818		
Our team is capable of adjusting their expertise to fit unique demands.	0.850		
Our team enjoys exploring novel discoveries.	0.741		
Our team is able to create new work methods according to the requirements of the work environment	0.831		
Our team excels at formulating a project strategy.	0.893		
Justice Climate		0.96703	0.746372
The grades other teams received for the project were appropriate based on the quality of the work completed.	0.823		
The team has received the value they deserve.	0.855		
The leader impartially makes employment decisions.	0.893		
The leader explains his decision, with clear information.	0.875		
The leader makes all work decisions, allowing team members to challenge themselves.	0.861		
The leader honors each member.	0.927		
Leaders control themselves from inappropriate words or comments.	0.837		
The work unit leader explains the work procedures thoroughly to each member.	0.896		
Leadership treats each team member with courtesy and respect.	0.912		
Leaders try to be honest in communicating with each member.	0.746		
Team Performance		0.934678	0.741075
Our team collaboration streamlines internal processes.	0.862		
Our team collaboration coordinates the efforts of everyone on the team.	0.862		
Our team collaboration reduces work content redundancy.	0.878		
Our team collaboration increases team efficiency.	0.852		
Our team collaboration facilitates the innovation of new ideas.	0.85		

Table 2. Data Analysis Result

Hypothesis	Path coefficient	SE	Critical ratio	p-value
H1: Team Performance ← Authentic Leadership	0.315	0.097	3.239	0.001
H2: Dynamic Adaptive Capability ← Authentic Leadership	0.301	0.125	2.414	0.016
H3: Team Performance ← Justice Climate	-0.161	0.093	-1.728	0.084

H4:	Dynamic Adaptive Capability	← Justice Climate	0.311	0.124	2.513	0.012
H5:	Team Performance	← Dynamic Adaptive Capability	0.731	0.095	7.690	***
H6:	DAC mediates the influence of AL to TP		Z-Value =		2.992	0.002
H7:	DAC mediates the influence of JC to TP		Z-Value =		-2.007	0.044

Source: Primary data is processed (2023)

The t-test score for the relationship between Justice Climate and TP is -1.728, smaller than the t-table value of 1.96. The p-value is 0.084, which is greater than 0.05 ($\alpha=0.05$). These results indicate that the research findings do not support the third hypothesis in this study. The t-test score for the relationship between Justice Climate and DAC is 2.513, more significant than the t-table value of 1.96. The p-value is 0.012, which is smaller than 0.05 ($\alpha=0.05$). The results connect to the fourth hypothesis in the study, showing a strong positive relationship between Justice Climate and DAC, supporting the fourth hypothesis based on the research findings. The t-test score for the direct relationship between DAC and Team Performance is 7.690, more significant than the t-table value of 1.96. The p-value is 0.000, which is smaller than 0.05 ($\alpha=0.05$). These results are associated with the fifth hypothesis, indicating a positive relationship between DAC and TP, and the fifth hypothesis is supported by the research findings.

The mediating effect of DAC on the relationship between AL and TP and JC and TP was tested using the Sobel Test (Hayes, 2009). The statistical test of Z-values with DAC mediating the relationship between AL and TP was obtained at 2.992, more significant than the t-table 1.96. P-value 0.002, more diminutive than 0.05 ($\alpha=0.05$). These results indicate that DAC mediates the relationship between AL and TP positively.

The research results support the sixth hypothesis.

The statistical test of Z-values with DAC mediating the relationship between JC and TP was obtained -2.007, which is more significant than the t-table 1.96. P-value 0.044, more diminutive than 0.05 ($\alpha=0.05$). These results indicate that DAC mediates the relationship between JC and TP negatively. The research results support the seventh hypothesis.

4.2. Discussion

The research results support the first hypothesis regarding the relationship between Authentic Leadership and Team Performance, contributing to the literature from previous studies. These findings align with other studies (Akhtar et al., 2021; Clappsmith et al., 2009; Malik, 2018; Saleem et al., 2022; Wang et al., 2014; Xiong & Fang, 2014) that found a connection between Authentic Leadership and Team Performance. However, they contradict findings from other studies (Grégoire et al., 2021; Hong & Jeong, 2020; Lyubovnikova et al., 2015; Marques-Quinteiro et al., 2021), where there is no apparent relationship between Authentic Leadership and Team Performance. Authentic Leadership involves authenticity, integrity, and consistency in the leader's actions and communication, creating trust and confidence among team members (Alavi & Gill, 2016). Team members who have strong beliefs in the organization's goals

and values, as demonstrated by an authentic leader, are more motivated to contribute maximally. Authentic Leadership can influence an individual's commitment and engagement with their work and team (Ribeiro et al., 2020). Leaders encourage organizational members to feel more connected to the organization's goals, be more enthusiastic about collaborating with team members, and foster open communication and effective collaboration within the team (Walumbwa et al., 2011). Therefore, Authentic Leadership can shape a more positive and inclusive work culture, reducing conflicts and enhancing cooperation among team members (Randel et al., 2017). According to (Lyubovnikova et al., 2015), Authentic Leadership serves as a model of positive behavior for team members, where leaders demonstrating integrity, hard work, and commitment can influence team members to adopt similar behaviors, ultimately improving Team Performance. Authentic leaders supporting dynamic adaptation can shape an organizational culture responsive to change, motivating team members to perform better (Bakari et al., 2018; Warrick, 2017). Consequently, Team Performance can increase, leading to better achievements in various academic and non-academic activities.

The research results also support the second hypothesis in this study, stating that there is a relationship between Authentic Leadership and Dynamic Adaptive Capability. This insight is crucial for understanding the role of Authentic Leadership in facilitating dynamic adaptation within higher education. Authentic leaders can play a pivotal role in developing an organization's ability to adapt quickly to environmental changes (Duchek,

2020; Schoemaker et al., 2018). Authentic Leadership also promotes trust, transparency, and open communication among organizational members (Zeb et al., 2020), creating an environment where employees feel supported to share innovative ideas and implement necessary changes (Chanana & Sangeeta, 2021; S. H. N. Lee & Ha-Brookshire, 2018). The ability of authentic leaders to understand and manage emotions can facilitate effective adaptation (Liu, 2017). Leaders who comprehend their team's emotional reactions to change can take appropriate steps to reduce resistance and enhance engagement in the adaptation process (Dirani et al., 2020; Yukl & Mahsud, 2010). Authentic Leadership establishes trust between leaders and subordinates, facilitating teamwork and better collaboration when facing changes (Walumbwa et al., 2011). Team members who believe in the articulated goals and vision of the organization by authentic leaders are more committed to adapting to changes for the sake of common goals (Gardner et al., 2005). Higher education requires authentic leaders to capture and leverage opportunities for their institutions (Elrehail et al., 2017).

The research results indicate that at this study's context does not support the third hypothesis, assuming a significant positive relationship between Justice Climate and Team Performance. Although these results do not support the hypothesis, they contribute valuable insights to the literature. This finding contradicts other studies (Magni et al., 2018; Yu et al., 2022), where Justice Climate is associated with Team Performance. While this hypothesis lacks support, it does not necessarily mean that Justice Climate has no impact on Team Performance. In this context, factors such as

team structure, communication among team members, or external factors may substantially influence Team Performance. Additionally, the Justice Climate and Team Performance measurement may have complexities, including unmeasured subtypes or dimensions that could affect the relationship between these variables.

The research results support the fourth hypothesis, stating a positive relationship between Justice Climate and Dynamic Adaptive Capability. This finding suggests that Justice Climate can drive the development of Dynamic Adaptive Capability. Team members who feel treated relatively are more motivated to contribute to changes and necessary adjustments to address emerging challenges. The belief that individual efforts will be recognized and appreciated can encourage active participation in adaptation efforts (Moore et al., 2017; Salvato & Vassolo, 2018). Furthermore, a favorable Justice Climate can reflect an organizational culture that supports innovation and adaptation (Durana et al., 2019). Team members who feel that their opinions are valued and decisions are made relatively are more likely to share new ideas, participate in problem-solving, and change existing practices (Bevan et al., 2015). This treatment can lead to the organization's ability to adapt quickly to environmental changes. Creating a fair work environment can help organizations develop solid adaptive capabilities, which in turn can impact Team Performance (Kaya & Karatepe, 2020; Warrick, 2017). The connection between Justice Climate and DAC is also related to how organizational conflicts are managed and decisions are made. When decision-making processes are perceived as fair and transparent, employees are satisfied with the outcomes, even if they don't always

agree (M. K. Lee et al., 2019). This process can reduce resistance to change and help maintain high levels of adaptation. Organizational leaders play a crucial role in creating a climate of justice. They can ensure that policy-making processes and decisions are carried out with transparency, objectivity, and integrity. Through their attitudes and behaviors, leaders can set an example that motivates employees to adapt to change (Hao & Yazdanifard, 2015).

The research results also support the fifth hypothesis, stating a positive relationship between Dynamic Adaptive Capability and Team Performance. This positive relationship indicates the importance of Dynamic Adaptive Capability in enhancing overall Team Performance. Teams with dynamic, solid adaptive capabilities are better able to respond quickly to changes in markets, technology, and the business environment (Lengnick-Hall & Beck, 2009; Zhou et al., 2018).

The research results also support the sixth hypothesis, stating that DAC mediates the relationship between AL and TP. This result suggests that Dynamic Adaptive Capability influences how Authentic Leadership affects the team's overall performance. The mediating effect of Dynamic Adaptive Capability provides insight into how teams with strong Authentic Leadership can adapt and respond effectively to changing situations, ultimately enhancing their performance. Authentic Leadership creates a positive work environment and value-based leadership (Copeland, 2014; James et al., 2021). The Dynamic Adaptive Capability allows teams to address challenges and opportunities flexibly (Lengnick-Hall & Beck, 2009). Understanding that Dynamic Adaptive Capability is crucial in connecting Authentic

Leadership to Team Performance; organizations can focus more on developing team adaptability as an integral element of an Authentic Leadership strategy. Leaders who can inspire and motivate team members to adapt can help build strong Team Performance (Contreras et al., 2020; Hao & Yazdanifard, 2015).

The research findings also confirm the mediating role of DAC between JC and TP, albeit with a negative effect. This result could be interpreted as Justice Climate influencing DAC but decreasing Team Performance. DAC facilitates communication and coordination among team members when facing unexpected changes or challenges. In communication and coordination, misunderstandings may occur, resulting in a decrease in Team Performance rather than improvement.

5. Conclusion and Suggestion¹⁸

In conclusion, this research provides valuable insights into the relationship between Authentic Leadership, Dynamic Adaptive Capability, Justice Climate, and Team Performance. The study confirms a positive relationship between Authentic Leadership and Team Performance, aligning with previous research. The theoretical implication is that Authentic Leadership plays a crucial role in shaping a work environment that supports good Team Performance. Additionally,²⁰ Dynamic Adaptive Capability mediates the relationship between Authentic Leadership and Team Performance, as well as Justice Climate and Team Performance. This statement underscores the importance of Dynamic Adaptive Capability in connecting Authentic Leadership or Justice Climate with Team Performance, enhancing understanding of the mechanisms behind the

influence of Authentic Leadership and Justice Climate on Team Performance. In the context of higher education, this contributes theoretical insights into the importance of Dynamic Adaptive Capability in facing changes and challenges related to the dynamics of the educational world.

Regarding the role of authentic leaders in fostering Team Adaptability, the theoretical implications highlight the significant role leaders in higher education organizations play in facilitating team adaptability. Furthermore, Dynamic Adaptive Capability can foster effective collaboration and communication among team members, emphasizing the importance of these factors in improving Team Performance in dynamic situations.¹¹

Another finding is the relationship between Justice Climate and Team Performance. While this research does not support a direct relationship between Justice Climate and Team Performance, it indicates the importance of Justice Climate in influencing Dynamic Adaptive Capability.

The overall theoretical implications of this research can aid in a deeper understanding of how leadership factors such as Authentic Leadership, Justice Climate, and Dynamic Adaptive Capability influence Team Performance in the context of higher education or other sectors. In summary, this research significantly contributes to understanding how leadership factors and organizational climate impact Team Performance, particularly in the context of higher education. Additionally, it enriches the literature on organizational management and leadership, providing valuable insights for future research in this field.

The research findings indicate that Dynamic Adaptive Capability mediates the

relationship between Authentic Leadership and Team Performance and emphasizes the importance of developing dynamic adaptation capabilities within teams. Organizations or academic programs must invest in training and developing team members to enhance their abilities to face emerging changes and challenges and understand that Authentic Leadership and Justice Climate influence Team Performance through Dynamic Adaptive Capability. Organizations or academic programs should strive to increase team engagement and satisfaction. This increase can be achieved by creating a supportive, fair, and open work environment and providing opportunities for participation in decision-making. Additionally, organizations or academic programs need to develop Dynamic Adaptive Capability in the justice context, which may include training to help teams cope with changes from decisions perceived as fair.

The finding that Authentic Leadership positively influences Team Performance suggests that organizations or academic programs should develop and promote Authentic Leadership. Training leaders can do this to practice integrity, consistency, and authentic communication. Additionally, leaders must strengthen relationships with team members and provide necessary support. Although the research results do not support a direct relationship between Justice Climate and Team Performance, the finding that Justice Climate mediates the relationship between Justice Climate and Dynamic Adaptive Capability indicates that justice in the higher education environment remains relevant. Programs of study should ensure that decision-making processes and resource allocations are carried out fairly and transparently.

The research findings can be a foundation for strategic planning to enhance Team Performance in organizations or academic programs. The results of this research can be used as a basis for strategic planning to improve Team Performance in higher education, especially study programs. The program planned to be implemented to improve Team Performance begins with evaluation and Strengthening Authentic Leadership. Universities must also build and maintain a climate of justice, stimulate and develop the Dynamic Adaptive Capability of work teams, measure and evaluate Team Performance, and develop a supportive organizational culture. In addition, structural officials must consider training, leadership development, and building an organizational culture that supports adaptability. Feedback from team members and leaders can be used for continuous improvement.

This research has limitations that may arise from the data used. Data obtained from research participants may have biases or inaccuracies affecting the research outcomes (Abbey & Meloy, 2017; Desimone & Harms, 2018). Additionally, researcher subjectivity could impact biases in research outcomes (Nectaria Karagiozis, 2018; Schäfer & Schwarz, 2019).

Future studies can involve a multi-stakeholder perspective by collecting data from various organizational levels, including leaders, team members, and top management, to better understand how these variables interrelate. Moreover, considering more in-depth data collection methods, such as in-depth interviews, field observations, and surveys, can help address potential subjective data limitations and provide richer insights into the studied phenomenon.

By designing studies considering the above proposals, future research will address some of the limitations identified in previous research and provide a more comprehensive understanding of the relationship between Authentic Leadership, Justice Climate, Dynamic Adaptive Capability, and Team Performance in various organizational contexts.

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