

Job Satisfaction As A Benchmark Of Higher Education Leadership For Lecturer Performance In Indonesia

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Job Satisfaction As A Benchmark Of Higher Education Leadership For Lecturer Performance In Indonesia

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Abstract: The purpose of this study is to explain the relation between leadership in universities on job satisfaction and lecturer performance. This research is designed using quantitative method and is to explain the relation between job satisfactions and lecturer performance. The population collected for the purpose of research is 168 lecturers and 158 unit of analysis. Random sampling technique is used. Analysis of description and Equation Model Structural (SEM) are applied to explain the influence between variables. This research concludes that leadership based on individual satisfaction particularly focuses on the aspect of salary is able to encourage the improvement of lecturer's performance in several Indonesia universities.

Keywords: leadership, job satisfaction, lecturer performance, Probolinggo.

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I. Introduction

The success of an organization in achieving defined goals is influenced by many factors. One of the main factors determining the success of the organization is the role of human resource as Snyder (1980) points that humans are the most valuable resource. The success of organization is nonetheless reflected on final performance. Pasolong (2007) explains that performance is the result of work achieved by employees or group of employees within the organization in accordance with the authority and responsibility for organizational goals. The development of human roles in organizations is explained in the theory of organizational behavior. This shows that human resource is a distinct feature which means besides having many requirements and demands to fulfill it also entails different characteristics among individuals.

In Indonesia, lecturers in higher education field is monitored under legislation No. 14 of 2005 which states that the lecturer is a human resource in educational institutions, this has specific scope of work and is explicitly specified in legislation. This specific scope of work includes the assignment of teaching, research and community service fields known as "Tridarma Perguruan Tinggi (TPT)". Lecturers as professional educators and scientists have primary task on transforming, developing, and disseminating science, technology, and the arts through education, research, and community service.

Performance according to Moehariono (2009) is the work that can be achieved by a person or group of people in an organization both quantitatively and qualitatively in accordance with the authority and duties of each responsibility. Associated with Moehariono (2009), the universities performance is assumed as the performance of lecturers in carrying out research, teaching and community service (TPT).

For lecturers to achieve a high performance, the management upon some factors that can affect their performance is required. Some former studies by Sule and Saefullah (2005) show that factor affecting job satisfaction and leadership is highly influential towards the performance level. In education field, Rahayu and Pujaningsih (2009) have found that leadership plays main role to encourage the lecturer's performance.

Leadership according to Griffin (2002) is to provide a non-coercive influence to create group or organizational goals, motivating individual or group behavior and direct them towards achieving organizational goals. According to the author, Griffin's statement is more applicable to the field of higher education to improve Lecturer Performance. This has been proven by the results of Wirana (2011) study that explains the relationship of leadership and job pressure to performance and concluded that there is a strong and positive connection between leadership and performance. Thus, universities should pay more attention to leadership factors that focus more on efforts to improve the performance of human resources or lecturers in a higher education.

At a different angle, the findings of Brahmasari and Suprayetno (2008) suggest that leadership has a negative significant effect on employee job satisfaction. It is different from Rumawas (2013) conclusion about the influence of leadership on employee job satisfaction which highlighting that leadership affects employee job satisfaction where leadership is not necessarily will improve individual performance. Both leadership variables and job satisfaction need to be redefined in this study.

The relationship between job satisfaction and individual performance has close relationship, as Ahmad *et al.*, (2010) and Karyati (2010) explain positive relationship between job satisfaction and individual performance. Explanation of the contradictions is embedded on the work of Brahmasari and Suprayetno (2008) research; Rumawas (2013) motivates researchers to reassess job satisfaction factors and to generate questions whether leadership allowing more employees job satisfaction would have a positive impact on individual performance? Related to this, the researchers conducted research in higher education field with lecturers as respondents in Probolinggo. Lecturers in Probolinggo, Indonesia has monoculture as distinct feature which more appropriate to measure their perception about leadership, job satisfaction and lecturer performance.

Every year the government releases ranks for universities and higher education in Indonesia. Associated with this phenomenon, some higher educations in the city of Probolinggo is exposed to problem namely efforts to encourage the performance of lecturers. Therefore, top management of universities strives to improve lecturer's performance. Meanwhile, most academic practitioners have assumed that leadership in higher education is crucial to organizational success that is performance achievement. Thus, achieving high lecturer performance must be sustained by lectures satisfied enough for their job.

To explain the relations of leadership in higher education, job satisfaction and lecturer's performance, this research would like to examine and explain about the influence of leadership in several colleges of Probolinggo to the job satisfaction of lecturers as well as the continued impact on lecturer's performance.

II. Literature Review

2.1 Performance

Performance is a function of motivation and ability. To complete a task or job, a person is more likely to have a degree of willingness and a certain level of ability. One's willingness and skills are inefficient to do nothing without a clear understanding of what to do and how to do it. According Rivai and Sagala (2009) performance is a real behavior that each person displays as a work performance generated by employees in accordance with the role in the company. Performance by Moeherton (2009) is the work that can be achieved by a person or group of people within an organization both quantitatively and qualitatively, in accordance with the authority and duties of each responsibility, in order to achieve organizational goals. In Indonesia, lecturers' performance differs from that of employees in general, that lecturers' performance should reflect the duties and obligations set out in Legislation No. 4 year 2005 on Teachers and Lecturers. This is understandable because the lecturer is a human resource in higher education that has a specific work scope and is explicitly specified in regulation

Furthermore, it is reinforced in Chapter 60, Regulation No. 4 year 2005 on Teachers and Lecturers, that in carrying out professional duties, lecturers are obliged:

1. Conducting education, research and community service
2. Plan, implement the learning process and assess and evaluate learning outcomes
3. Enhance and develop academic and competency qualifications on an ongoing basis in line with the development of science, technology and art.
4. Be objective and non-discriminatory based on the consideration of gender, religion, ethnicity, race, physical condition, or socio-economic background of learners.
5. Uphold the regulation, law, code of ethics, as well as religious and ethical values
6. Maintain and consolidate the unity and unity of the nation.

2.2 Job satisfaction

Sutrisno (2007) explains various understanding or restriction on job satisfaction, for example job satisfaction is viewed as complex emotional reactions. Emotional reaction are results of employees' drives, desires, demands and expectations on work employee perceived resulting emotional reaction of feelings such as pleasure, contentment or dissatisfaction. Another understanding suggests job satisfaction as attitude of employees to work in response to work situations, cooperation among co-workers, rewards received, and other others related to physical and psychological factors.

Handoko (2000) describes job satisfaction as pleasant or unpleasant emotional state about how they view work. Job satisfaction reflects one's feelings toward work. This lies in employee's positive attitude towards work and everything they encounter at work. Employees who are not satisfied will never grow psychological maturity, and will result to frustration (Handoko, 1992).

Taking into account these descriptions, it is clearly to emphasize that it is crucial for organization to address issues on job satisfaction so that attitudes, behaviors and activities of employees always lead to achieve corporate or organizational goals.

2.3 Leadership

7
In an organization, the leadership factor plays an important role because leader is responsible to move and direct the organization to achieve its stated goals. Robbins (2001) defines leadership as "The ability to influence a group toward the achievement of goals," meaning a leader is required to have ability to influence others, have a person / team led, and achievement of the overall goal. Terry (1960) describes leadership as an activity to influence others to work willingly to achieve common goals. The function of leaders in the organization according to Terry (1960) can be grouped into four, namely 1) Planning, 2) Organizing, 3) Actuating 4) Controlling. This study used 4 indicators according to Terry (1960) adapted to the research phenomenon.

2.4 Formulation of Hypothesis

5
This study examines the causal relationship of three variables namely leadership, job satisfaction and lecturer performance. Darendehe (2013) examines the influence of leadership and attitudes of colleagues on employee performance, concluded that the salary, leadership and attitude of colleagues have a positive effect on employee performance. Widodo's research (2010) examines the influence of work environment, organizational culture and leadership on performance, concluded that work environment, organizational culture and leadership are influential on performance. This study also proves that the rise and fall of individual and organizational performance is affected by the work context on environment, organizational culture and leadership problems. Research Subhan et al., (2012) examines the influence of leadership, motivation and organizational culture on performance. The results of research show that leadership, motivation and organizational culture affect the performance, as well as leadership factors have the most dominant influence on performance compared with factors of motivation and organizational culture factors.

H1 : Leadership can affect lecturer performance

Rumawas (2013) examines the influence of leadership on employee job satisfaction, concluded that leadership affects employee job satisfaction. Brahmasari and Suprayetno (2008) examined the effect of work motivation, leadership, and organizational culture on job satisfaction. The result of Brahmasari and Suprayetno (2008) further explains the strong influence of leadership on employee job satisfaction.

H2: Leadership can affect job satisfaction

Karyati's research (2010) about job satisfaction and performance of teachers, concluded there is a relationship between job satisfaction with teacher performance. Princess and Latrini (2013) research addresses the effect of job satisfaction on the performance of public sector employees. The result of Putri and Latrini (2013) explains that job satisfaction has a positive effect on employee performance. Nimalathesan and Brabete (2011) in his research on "Job Satisfaction and Employee Work Performance: Case Study of People's Bank In Jafna Peninsula", proves there is a positive and significant relationship between job satisfaction and performance.

H3: Job satisfaction can affect lecturer's performance

III. Methodology

3.1 Research design

This type of research is quantitative and explanatory research that explains the influence between research variables. This study uses questionnaires as a tool to collect primary data. The choice of answers to the questionnaire using the Likert scale (5 point option) consisting of the 5th choice shows the perception strongly agreed until the 1st choice shows the perception strongly disagree, the 3rd choice indicates neutral perception. In accordance with the purpose of research, this study using Structural Equation Modeling (SEM) as a tool of analysis with AMOS and SPSS program. Completed questionnaires answered by the respondents, collected, tabulated and tested the validity, reliability, value of central (mean) and SEM analysis.

3.2 Location, Population and sample research

2
The study was conducted in Probolinggo, East Java, Indonesia. Time of research activities is six months in 2016 and 2017. The respondents of this research are lecturers working in several universities in Probolinggo with a total population of 288 lecturers. The sample of research was determined as many as 168 lecturers by considering Slovin formula at 5% error rate. Sampling is done randomly simple. Lecturers in Probolinggo have monoculture properties so that each lecturer has the same opportunity to be specified as a sample. So that simple random sampling of 168 units is not a problem of methodology.

3.3 Research variables and indicators

There is one exogenous variable that is leadership, and two endogenous variables namely job satisfaction and lecturer performance. Leadership measured four indicators, job satisfaction measured five indicators and lecturer performance measured six indicators. Variables, indicators and notations are shown in Table 1.

Table 1. Research variables and indicators

variables	indicators	References
Leadership (X1)	Planning (X11)	Terry (1960)
	Organizing (X12)	
	Actuating (X13)	
	Controlling (X14)	
Job satisfaction (Y1)	job assignment (Y11)	Handoko (1992)
	Salary (Y12)	
	Promotion (Y13)	
	colleagues (Y14)	
Lecturer performance (Y2)	Lecturer duties (Y21)	Regulation No. 4 of 2005 on Teachers and Lecturers
	Aspects of management (Y22)	
	Academic qualifications (Y23)	
	Objectivity (Y24)	
	Be ethical (Y25)	
	Unity (Y26)	

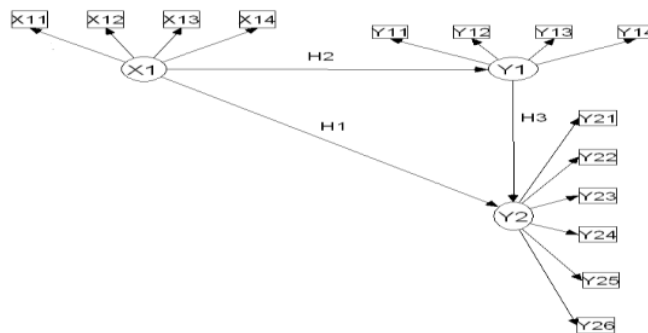
Leadership is the ability to influence a group toward the achievement of goals (Robbins, 2002). This explanation shows that leadership can be interpreted as a process of influencing activities of individuals and groups in an effort to achieve goals in certain situations or activities to influence others to work willingly to achieve common goals.

Job satisfaction is a pleasant or unpleasant emotional state for employees looking at work (Handoko, 1992). Based on this explanation, job satisfaction can be interpreted as a pleasant or unpleasant emotional state for employees to given job. Job satisfaction reflects one's feelings toward work. Performance is the real behavior that every person displays as work performance generated by employees in accordance with their role in the company (Riva'i and Sagala, 2009). This explanation shows that the results of work in quality and quantity achieved by a lecturer in carrying out three main tasks namely teaching, researching and serving the community.

3.4 Research model

Figure 1 presents the position of variables and indicators in full research models and research hypotheses.

Figure 1. Structural Equation Modeling.



Note: The notation in Figure 1 is described in Table 1.

IV. Research Results

4.1 Test instruments

There were thirty-seven questions submitted to respondents with a Likert-scale option to explain the fifteen indicators and the three research variables. Questionnaire collected 158 units and there are 10 units of questionnaires filled incomplete. The next process is tested for validity using correlation technique with cut-off value (0.3) and instrument reliability test using Chronbach's Alpha formula with cut-off (0.6). The results of the validity, reliability and description analysis are presented in Table 2.

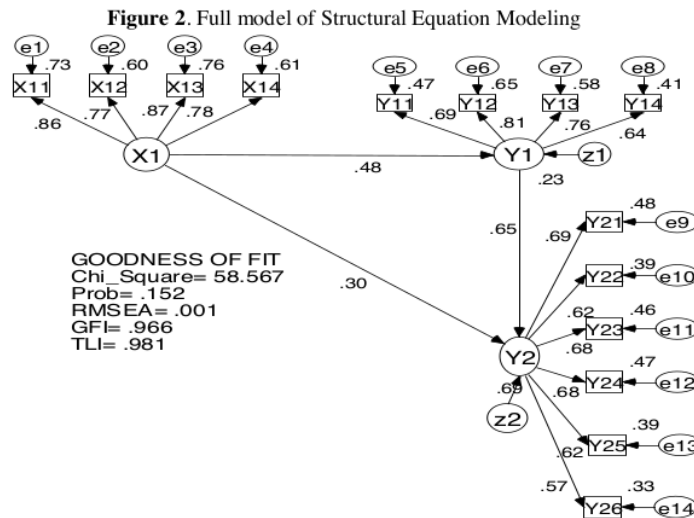
Table 2. Instrument and descriptive test results

Variables	Indicators	Factor Loading	r	mean	Chronbach's Alpha
Leadership (X1)	Planning (X11)	0.856	0.562	0.392	0.897
	Organizing (X12)	0.772	0.678	0.367	
	Actuating (X13)	0.872	0.766	0.438	
	Controlling (X14)	0.779	0.589	0.402	
Job satisfaction (Y1)	job assignment (Y11)	0.689	0.768	0.411	0.752
	Salary (Y12)	0.807	0.742	0.431	
	Promotion (Y13)	0.759	0.679	0.355	
	colleagues (Y14)	0.640	0.698	0.392	
Lecturer performance (Y2)	Lecturer duties (Y21)	0.691	0.725	0.421	0.836
	Aspects of management (Y22)	0.621	0.844	0.402	
	Academic qualifications (Y23)	0.678	0.867	0.411	
	Objectivity (Y24)	0.684	0.687	0.398	
	Be ethical (Y25)	0.620	0.771	0.399	
	Unity (Y26)	0.691	0.763	0.405	

Table 2 shows fourteen ¹³ correlation values for each indicator exceeding the recommended cut-off value of 0.3. And the three values of Cronbach's Alpha for each variable have exceeded the specified cut-off value of 0.6. This means the test item is valid and reliable. This statistical analysis can be interpreted that respondents' perceptions about planning, organizing, mobilizing and controlling are able to measure leadership activities in higher education where they work. For perceptions about work, salary, promotion, supervisors and coworkers can measure job satisfaction of lecturers at colleges where they work. So for the perception of the job, salary, promotion, supervisor and colleagues can measure the satisfaction of lecturers work in college where they work. Explanation of this correlation value proves that the questionnaire items submitted to the respondents is proven capable to measure the measured phenomena.

4.2. Evaluation of Structural Equation Modeling (SEM)

Before SEM analysis process, the first test is SEM assumption of observation data include normality test, multicollinearity test and outlier test. The result of analysis by using AMOS program (Analysis Moment of Structure) shows that the observed data is normally distributed, free of multicollinearity problem and no outlier symptoms in observation data is found.



Note: The notation in Figure 2 is described in Table 1.

Author used a 5% error rate for a full model evaluation of Structural Equation Modeling. The value of Chi Square table at the error rate of 5%, DF = 74 is 95,081. The result of Chi Square table value is 95,081 bigger than Chi Square Statistic (58,567) with probability SEM model equal to 0.000 less than 5%. This comparison shows that the specified model is not different or identical with the observation data, so it can be concluded that Structural Equation Modeling is accepted. Another support seen in the RMSEA (Root Means Square Error of

Approximation) value is 0.001 less than the cut-off value (0.08); The Goodness of Fit Index is 0.996 above the cut-off (0.90) and the Tucker-Lewis Index of 0.981 exceeds 0.95.

Explanation of causality relationship between research variables is presented in Table 3.

Table 3. Results of path analysis

Path			Estimate	S.E.	C.R.	P	Hipotesis
X1-Leadership	-->	Y2 – Lecturer performance	0.202	0.158	1.278	0.127	H1 - rejected
X1-Leadership	-->	Y1 – Job Satisfaction	0.390	0.080	4.852	0.000	H2 - accepted
Y1 – Job Satisfaction	-->	Y2 – Lecturer performance	0.533	0.093	5.731	0.000	H3 - accepted
Level sig. = 0.05							

There are three regression paths in Structural Equation Modeling (Figure 2). Table 3 explains that (1) leadership has no significant effect on lecturer's performance, (2) leadership has a significant effect on lecturer's job satisfaction, (3) and job satisfaction has significant effect on lecturer's performance. The direct influence shows no significant effect while the indirect effect indicates the path of significant influence. The analysis of this path shows that job satisfaction plays a full role mediating leadership on lecturer performance. Without job satisfaction, leadership cannot improve lecturer's performance.

V. Discussion

This research is to explain lecturer's perception the pattern of leadership they perceive, lecturer's job satisfaction and lecturer's performance at this time. Respondents of this research are lecturers. Respondents were given questionnaire to assess unit leaders (Deans or Unit leaders) in higher education where they work.

According to the perception of lecturers about leadership shows that leadership of higher education in Probolinggo emphasis more on the actuating aspects of lecturers to act for organizational achievement. However, the organizing aspect by the lecturers is still not optimal. While the aspects of planning and control by respondents considered commonplace. Higher education leader's demand to motivate lecturers to improve their performance is grown out of needs to be competitive among universities or higher education. The government annually rates and every four years the government, in this case ministry of education assisted by the auditor, evaluates university performances. This condition motivates higher education leaders to mobilize lecturers in order to achieve the goals of the organization.

The perception of the lecturer on job satisfaction is measured by four circumstances such as work done to date, salary received, promotion opportunities for academic promotion, and harmonious relationship with colleagues. According to the perception of lecturers in Probolinggo, the salary received has a higher perception compared to the four conditions measured. Opportunities for promotion which allows to achieving higher rank are responded to the lowest. Meanwhile, job satisfaction and harmonious relationship co-workers earn neutral response. The government conducts certification programs to lecturers carrying teaching task, researches and serving the community (TDP). Professional lecturers have certificate of recognition issued by government as a lecturer. All certified lecturers receive government allowances from as a salary. Government program is responded positively by the lecturers in Probolinggo so that perception of salary responded results high. Meanwhile, the promotional aspect is responded low because the requirement to obtain higher lecturer rank, according to them, is considered quite difficult and many are experiencing bureaucratic obstacles in government.

According to the perception of lecturers about lecturer's performance are measured by five aspects: (1) aspects of lecturers' tasks include teaching tasks, researching and performing community service, (2) management aspects including lecturer's ability to implement and evaluate learning, (3) qualification aspect academics include lecturers' activeness to attend training, workshops and advanced study at higher levels, (4) ethical obedience aspects include the ability of lecturers to obey the rules in universities where they work and maintain professional ethics as educators, (5) including efforts to maintain behavior as a profession of educators and have a sense of nationalism. According to the perceptions of lecturers in Probolinggo, lecturers' task such as teaching, researching and devoting to the community get high responses, especially teaching activities. While the other four aspects responded neutral. This is related to lecturer performance report activity reported to the government every semester. If the lecturer reports three main tasks consisting of teaching, researching and devoting to the community in accordance with government regulations, the lecturer receives the award of money from the government.

The phenomenon of lecturer performance reports is conducted every six months as the main performance for lecturers in Indonesia. In addition, every higher education has a payroll pattern that is well-rated by lecturers. Provision of lecturers salary in the city of Probolinggo is made based upon payroll index. In Indonesia, the payroll index is known as the *Minimum Wage Regional* (UMR). The government has determined that Probolinggo has a Regional Minimum Wage on average higher than other cities.

The connection between leadership and performance lecturers display in universities shows that the leadership of Probolinggo higher education work unit has not been able to directly improve lecturer's performance. In fact, the leadership pattern of the work unit can increase the lecturer's job satisfaction. The more satisfied the lecturers to the salary they earn, the more positive they perform in teaching, researching and performing community service. This study finds that leadership pattern in higher education work unit leads to more aspect of satisfied lecturer, especially the aspects of salary. The better the numeration system in higher education, the higher impact lecturers might perform. The results of this study also suggest teacher's satisfaction towards salary is very important.

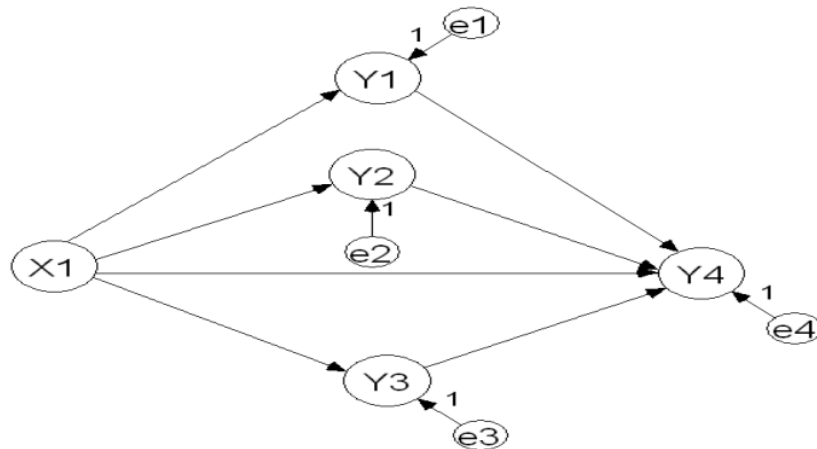
Salary is the lecturer's income earned every one month. If the salary exceeds the expectation then the lecturer will do his job well. For researchers, the award system through lecturer certification or recognition is viewed essentially supportive. Lecturers are strongly encouraged to do something in accordance with the roles, duties and responsibilities for the advance of national education and the intellectual life of the nation.

VI. Conclusions and recommendations for future research

The key findings of this study are leadership based on individual satisfaction mainly focusing on aspects of salary or income able to improve individual performance. This statement is more applicable to the higher education sector but needs to be tested in other service sectors such as primary or junior secondary education. For future researchers interested in researching leadership, job satisfaction and employee performance in higher education environments, it is advisable to look for other mediating variables as a benchmark for job satisfaction variables. Organizational progress in the higher education sector requires highly qualified leaders. Many universities or higher educations in Indonesia experience setbacks in organizing due to misleading leaders.

Future researchers need to undertake a preliminary investigation of leadership that focuses on improving organizational culture, leadership that focuses on working environments in higher education environments. If this is possible, the researcher suggests to future researchers to test the structural modeling as in Figure 3.

Figure 3. Structural Equation Modeling for future research



Note:

X1 = Leadership

Y1 = Job satisfaction

Y2 = Organizational culture

Y3 = Work environment

Y4 = Employee performance

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APPENDIX 1.

Regression Weights

	Path		Estimate	S.E.	C.R.	P	Label
Y1	<-	X1	0.390	0.080	4.852	0.000	par-11
Y2	<-	X1	0.202	0.158	1.278	0.127	par-12
Y2	<-	Y1	0.533	0.093	5.731	0.000	par-14
X11	<-	X1	1				
X12	<-	X1	0.906	0.078	11.580	0.000	par-1
X13	<-	X1	0.965	0.076	12.750	0.000	par-2
X14	<-	X1	0.878	0.082	10.677	0.000	par-3
Y11	<-	Y1	1				
Y12	<-	Y1	0.961	0.116	8.264	0.000	par-4
Y13	<-	Y1	0.862	0.109	7.944	0.000	par-5
Y14	<-	Y1	0.759	0.106	7.130	0.000	par-6
Y21	<-	Y2	1				
Y22	<-	Y2	0.812	0.114	7.100	0.000	par-7
Y23	<-	Y2	0.890	0.128	6.952	0.000	par-8
Y24	<-	Y2	0.947	0.132	7.163	0.000	par-9
Y25	<-	Y2	0.814	0.127	6.391	0.000	par-10
Y26	<-	Y2	0.756	0.116	6.525	0.000	par-13

Standardized Regression Weights

Path			Estimate
Y1	<--	X1	0.477
Y2	<--	X1	0.299
Y2	<--	Y1	0.646
X11	<--	X1	0.856
X12	<--	X1	0.772
X13	<--	X1	0.872
X14	<--	X1	0.779
Y11	<--	Y1	0.689
Y12	<--	Y1	0.807
Y13	<--	Y1	0.759
Y14	<--	Y1	0.640
Y21	<--	Y2	0.691
Y22	<--	Y2	0.621
Y23	<--	Y2	0.678
Y24	<--	Y2	0.684
Y25	<--	Y2	0.620
Y26	<--	Y2	0.573

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