

# THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE, WORK ENVIRONMENT, COMPENSATION AND INSTITUTIONAL TRANSFORMATION ON THE PERFORMANCE OF MANDALA INSTITUTE OF TECHNOLOGY AND SCIENCE LECTURERS

Ratih Purnamasari  
Institute Technology and Science  
Mandala  
nonarapusa66@gmail.com

Yuniorita Indah Handayani  
Institute Technology and Science  
Mandala  
yuniorita@itsm.ac.id

Dedy Wijaya Kusuma  
Institute Technology and Science  
Mandala  
dedy@itsm.ac.id

## ABSTRACT

The success or failure of an institution depends on human resources. The human resources in this research are permanent lecturers at the Mandala Institute of Technology and Science. Lecturers are one of the functions of institutions to improve higher education accreditation through transformational leadership style, work environment, compensation and institutional transformation. This research aims to examine and analyze the influence of transformational leadership style, work environment, compensation, and institutional transformation on the performance of lecturers at the Mandala Institute of Technology and Science. This research uses quantitative research methods. With a research population of 48 lecturers. The sampling technique used a saturated sampling technique by taking all permanent lecturers at the Mandala Institute of Technology and Science as many as 48 respondents. The instrument used is a questionnaire. The data obtained was then analyzed using SPSS 2022 software. The research results showed that compensation had a significant effect on lecturer performance, while transformational leadership style, work environment and institutional transformation had no effect on lecturer performance. With the results of this research, leaders can make better policies and strategies in managing and developing the organization.

**Keywords :** Institutional Transformational Style, Work Environment, Compensation, Institutional Transformation and Performance.

## INTRODUCTION

Being strategic and moving with the times are the demands of a Chancellor's role which can be seen in the institutional transformation from the Mandala College of Economics to the Mandala Institute of Technology and Science with the aim of becoming a superior university with better governance. In relation to the transformation of institutions, human resources, namely lecturers, are not spared by looking at their performance which can support institutional improvement. The Mandala Institute of Technology and Science (ITSM), which operates under LLDIKTI Region VII East Java, has benefited greatly from the guidance and supervision of this institution. LLDIKTI ensures that ITS Mandala complies with higher education standards set by the Ministry of Education, Culture, Research and Technology. This support is very important to maintain the quality of education, attract quality prospective students, and improve the institution's reputation through a good accreditation process. Collaboration with LLDIKTI also allows ITS Mandala to adapt to changes in the world of higher education, maintaining competitiveness through training and capacity development for lecturers and administrative staff. With this support, ITS Mandala can collaborate with various parties, enrich student learning experiences, and encourage innovation in research and teaching. This allows ITS Mandala to continue to develop and contribute significantly in producing superior graduates in the fields of technology and science and play an active role in national development. Explaining general phenomena regarding lecturer performance in Indonesia refers to several important regulations and laws, such as Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System which regulates the basics of the education system in Indonesia, including higher education. According to this law, lecturers have a very important role in the development of science and technology, as well as in educating students. Lecturers' performance is assessed by their abilities in teaching, research and community service. Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers which regulates the status, rights and obligations of lecturers. Lecturer performance must meet established competency standards, including pedagogical ability, academic expertise and professional attitude. Lecturers are also expected to have professional certification that shows their competence. Law of the Republic of Indonesia no. 12 of 2012 concerning Higher Education which updates the legal framework for higher education in Indonesia and emphasizes the role of lecturers in implementing the Tri Dharma of Higher Education: education and teaching, research, and community service. Lecturer performance is measured by their contribution in these three aspects, which must be balanced and complementary. Government Regulation no. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education which regulates the implementation of higher education and management of higher education, including the performance of lecturers. Lecturer performance is evaluated based on an assessment of their competence, professionalism and contribution to the development of higher education institutions. As well as Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 53 of 2023 concerning Quality Assurance which sets quality assurance standards and procedures in higher education. Lecturer performance in this context involves compliance with established quality standards, which include aspects of teaching, research and community service. Lecturers are expected to make continuous improvements to achieve high quality standards. Lecturer performance is generally evaluated based on their abilities in teaching, research and community service. This

evaluation also includes involvement in academic activities and contributions to the institution. Lecturers are expected to meet competency standards set out in laws and regulations. This includes pedagogical, academic and professional competencies. The quality assurance process for higher education in Indonesia focuses on improving the quality of teaching, research and community service. Lecturers are expected to contribute to the achievement and maintenance of high quality standards. Professional certification and professional development are important parts of lecturer performance assessment. Lecturers are expected to continually update their skills and knowledge to remain relevant in their fields. Overall, lecturers' performance is measured by the extent to which they fulfill their obligations and responsibilities in accordance with applicable legal provisions, and how they contribute to the development of higher education in Indonesia.

If further solutions are not immediately provided regarding lecturer performance, the most significant impact will be a decrease in higher education accreditation (Wahyudi, 2020). In a study by Razak et al., (2016), this research shows that suboptimal lecturer performance has a negative impact on student academic achievement and the quality of education. Mukminat's research (2021) discusses how poor lecturer performance can reduce the quality of education and affect student learning experiences.

Lecturer performance is influenced by several factors, including organizational culture, work environment, organizational commitment (Asi et al., 2021), motivation, organizational climate (Jufrizen, J., Farisi, S., Azhar, M. E., & Daulay, 2020), quality of work life, compensation (Mardikaningsih & Darmawan, 2022), institutional transformation (Muwaffiqillah & Ningtyas, 2023) and transformational leadership (Iqbal, 2021). The results of the lecturer performance survey at ITSM show that the dominant factors are transformational leadership, work environment, compensation and institutional transformation. However, among these factors there are still inconsistencies in the results of previous research findings (research gap). Based on the research gap identification, steps that can be taken include further research focusing on the context of institutional transformation, exploration of the physical and non-physical work environment, compensation that focuses on financial and non-financial matters such as career development opportunities, relationships with leaders, and working conditions. affects lecturer job satisfaction, as well

transformational leadership which plays a role in improving individual and team performance in an institutional environment that has been transformed. Based on the description above, the author is interested in conducting research entitled "The Influence of Transformational Leadership Style, Work Environment, Compensation and Institutional Transformation on the Performance of Mandala Institute of Technology and Science Lecturers".

To facilitate research, it is necessary to create a research conceptual framework that describes the relationship between independent variables, in this case transformational leadership style, work environment, compensation and institutional transformation, with the dependent variable, namely lecturer performance. In accordance with the hypothesis and literature review, the following conceptual framework:

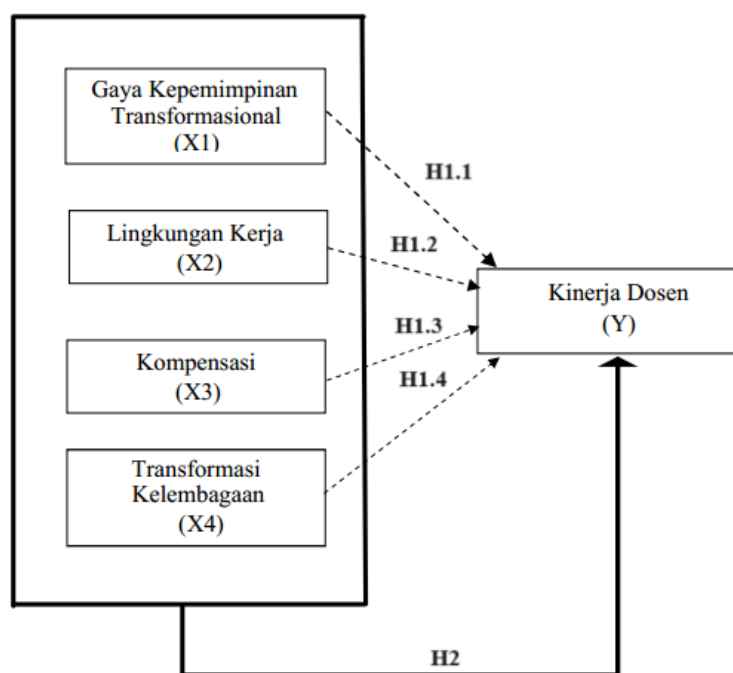


Figure 1 Conceptual Framework

## METHODS

When this research was carried out since the university had been transformed on July 21 2022. The location of this research was carried out at the Mandala Institute of Technology and Science with a total population of 48 lecturers.

According to Arikunto (2008:116) "determining sampling, if it is less than 100, it is best to take all of them so that the research is a population study.

Referring to the opinion above, this research uses a saturated sample. Because the population of permanent lecturers at the Mandala Institute of Technology and Science is 48 lecturers, all lecturers were used as the sample.

## RESULT

### Multiple Linear Regression Analysis

Based on research data collected, both the dependent variable (Y) and independent variables (X1,X2, X3, X4). Based on the results of the regression measurements shown in the following table:

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	16.801	3.535		4.753	.000			
	Kepemimpinan Transformatif	.375	.242	.296	1.550	.128	.478	.230	.194
	Lingkungan Kerja	-.028	.215	-.025	-.131	.897	.365	-.020	-.016
	Kompensasi	.623	.258	.429	2.417	.020	.535	.346	.303
	Transformasi Kelembagaan	-.108	.198	-.106	-.548	.586	.345	-.083	-.069

a. Dependent Variable: Kinerja Dosen

Source : Data Processed by researchers (2024)

Based on the table above, the multiple linear regression equation can be obtained as follows :

$$\hat{Y} = 16,80 + 0,375 X_1 - 0,028 X_2 + 0,623 X_3 - 0,108 X_4$$

#### Information :

$\hat{Y}$  = Dependent variable, i.e. performance

$X_1$  = Independent variable

$X_2$  = Independent variable

$X_3$  = Independent variable

$X_4$  = Independent variable

e = residual value / probability of error

Based on the multiple linear regression equation it shows the meaning and it can be explained that :

The explanation of the regression equation is as follows:

1. Intercept (Constant): 16.80 is positive, meaning that if the transformational leadership style, work environment, compensation and institutional transformation are assumed to be constant (not changing), the lecturer's performance is positive or good.
2. The regression coefficient for the transformational leadership style variable ( $X_1$ ) is positive: 0.375. This means that if the Transformational Leadership Style Variable ( $X_1$ ) increases, lecturer performance will increase assuming the work environment, compensation and institutional transformation have not changed.
3. The regression coefficient for the work environment variable ( $X_2$ ) is negative: -0.028. This means that even though the work environment is improved, it does not encourage an increase in lecturer performance.
4. The regression coefficient for the compensation variable ( $X_3$ ) is positive: 0.623. This means that if compensation increases, lecturer performance will increase assuming that transformational leadership, work environment and institutional transformation do not change.
5. The regression coefficient for the institutional transformation variable ( $X_4$ ) is negative: -0.108, meaning that the institutional transformation from the Mandala College of Economics to the Mandala Institute of Technology and Science improves lecturer performance assuming that the transformational leadership style, work environment and compensation have not changed.

#### Simultaneous Statistical Test (F-test)

Simultaneous Test or F Test is a joint test to test the significant influence of transformational leadership style variables, work environment, compensation and institutional transformation on the performance of lecturers at the Mandala Institute of Technology and Science. The F Test results can be seen from the following table:

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	103.403	4	25.851	5.182	.002 <sup>b</sup>
Residual	214.514	43	4.989		
Total	317.917	47			

a. Dependent Variable : Performance

b. Predictors: (Constant), Transformational Leadership Style, Environment

Work, Compensation, institutional transformation

Source : Data Processed by researchers (2024)

Based on the table above, it is known that the significance value for the influence of transformational leadership style, work environment, compensation and institutional transformation on lecturer performance is  $0.002 < 0.05$  and  $5.182 > 2.57$ , so it can be concluded that  $H_2$  is accepted, which means there is a simultaneous influence.

#### Partial Statistical (t-test)

The t test (partial test) is used to determine whether partially the existing independent variables have a significant effect on the dependent variable or not. The t test results can be seen in the following table:

Model		Coefficients <sup>a</sup>			t	Sig
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	16.801	3.535		4.753	.000
	Kepemimpinan Transformatif	.375	.242	.296	1.550	.128
	Lingkungan Kerja	-.028	.215	-.025	-.131	.897
	Kompensasi	.623	.258	.429	2.417	.020
	Transformasi Kelembagaan	-.108	.198	-.106	-.548	.586

Source : Data Processed by researchers (2024)

1. Testing the First Hypothesis (H1.1), significant value (Sig.):  $0.128 > 0.05$ , meaning there is no influence of the independent variable (transformational leadership style) on the dependent variable (lecturer performance) at a significance level of 5%.
2. Testing the First Hypothesis (H1.2), significant value (Sig.):  $0.897 > 0.05$ , meaning there is no influence of the independent variable (work environment) on the dependent variable (lecturer performance) at a significance level of 5%.
3. Testing the First Hypothesis (H1.3), significant value (Sig.):  $0.020 < 0.05$ , meaning that there is a significant influence of the independent variable (compensation) on the dependent variable (lecturer performance) at a significance level of 5%.
4. Testing the First Hypothesis (H1.4), significant value (Sig.):  $0.586 > 0.05$ , meaning there is no influence of the independent variable (institutional transformation) on the dependent variable (lecturer performance) at a significance level of 5%.

### Coefficients of Determination ( $R^2$ )

The coefficient of determination in this research will be used to determine how much influence the independent variables, namely transformational leadership style (X1), work environment (X2), compensation (X3), and institutional transformation (X4) have on lecturer performance (Y). The results of the coefficient of determination test are described in the following table:

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570 <sup>a</sup>	.325	.262	2.23354

Source : Data Processed by researchers (2024)

Based on the test results table above, it is known that the coefficient of determination is 0.262 or 26%. This shows that 26% of lecturer performance can be influenced by transformational leadership style, work environment, compensation and institutional transformation. Meanwhile, 74% may be influenced by other variables, namely motivation, workload, professional development, demographic and personal factors, well-being and life balance, and competence.

## DISCUSSION

### Effect of transformational leadership style on lecturer performance

This research shows that the transformational leadership style has no effect on lecturer performance. This indicates that the charisma indicator has no effect. Lecturers are not too influenced by the rector's personality or vision. They are more motivated by other factors such as professional recognition or career development opportunities. Likewise, the indicator of inspirational motivation has no effect, this shows that lecturers may not respond well to inspirational and more concrete rhetoric to improve their performance. Furthermore, indicators of intellectual involvement also have no effect, it could be that lecturers do not feel encouraged or challenged by the leader's intellectual approach. They may value more concrete and direct support in their tasks and indicators of individual influence have no effect, they may feel that personal attention from leaders does not motivate them enough or does not have a significant impact on their performance.

### Effect of work environment on lecturer performance

The work environment has no effect on lecturer performance. This identifies that the working atmosphere indicators have no effect, lecturers may not be too affected by physical and social factors in their workplace or the current working atmosphere is adequate so that there is no determining factor in performance. Furthermore, indicators of work facilities that do not have an influence mean that it is possible that lecturers already have adequate facilities, or they need more support in other forms, such as career development opportunities or financial incentives. Likewise, if the indicator of the relationship with the rector is not influential, this could indicate that the lecturer is not too influenced by the personal relationship with the leader in the context of their performance, or that the relationship is good enough and not a problem. The relationship between lecturers has no effect, lecturers may focus more on individual work rather than team collaboration, or the relationship between lecturers is good enough and does not significantly affect performance and indicators. Job security (insurance) also has no effect, this could indicate that lecturers feel quite safe in their current jobs, or that this factor is not their main concern in improving performance.

### Effect of compensation on lecturer performance

Compensation has a significant effect on lecturer performance. This identifies that the salary indicator has a significant influence, lecturers tend to be motivated to improve their performance when they receive a competitive and adequate salary. Likewise, with incentive indicators that have a significant effect, additional incentives can encourage lecturers to work harder and achieve certain targets. The development opportunity indicator also has a significant effect, lecturers who have access to training and professional development are more motivated to improve their performance and the competence suitability indicator has a significant effect, lecturers who feel their competence is in accordance with the tasks given tend to have better performance.

### Effect of institutional transformation on lecturer performance

Institutional transformation has no effect on lecturer performance. This indicates that indicators of pride have no effect. They focus more on individual awards or recognition. The infrastructure improvement indicator also has no effect, this could mean that the existing infrastructure is adequate or that lecturers need support other than physical to improve their performance. Indicators for improving work standards have no effect, lecturers may not see work standards as having no effect, lecturers may not see work standards as the main driver of their performance. They are more influenced by incentives or professional development. Likewise, the adjusted vision and mission indicator has no effect, lecturers feel that the adjusted vision does not motivate them enough or is not translated into concrete actions that influence their daily work and the new work culture

indicator also has no effect, this could indicate that cultural change has not yet been implemented. managed to take root or lecturers have not felt the benefits of these changes.

## CONCLUSION

1. Transformational leadership style does not have a significant effect on lecturer performance. From the findings which show that the transformational leadership style has no significant effect on lecturer performance, with indicators such as charisma, inspirational motivation, intellectual involvement, and individual influence not having an impact, there are several consequences or direct consequences that need to be considered, namely adjusting leadership strategies, focus on other motivational factors, evaluation and reformulation of lecturer development programs, changes in institutional support, adjustments in performance evaluation and rewards, more relevant leadership development, and the need for further research.
2. The work environment does not have a significant effect on lecturer performance. If research shows that the work environment does not have a significant effect on lecturer performance, with indicators such as work atmosphere, work facilities, relationship with the rector, relationships between lecturers, and job security that do not have an impact, then there are several direct consequences or consequences that need to be considered, namely adjustments. work environment policy focus, priority on other support and development, evaluation of facility and relationship needs, focus on individual performance development, adjustment of welfare and safety programs, consideration of external factors, and development of performance improvement programs
3. Compensation has a significant effect on lecturer performance. The consequences or direct results of the findings show that compensation has a significant effect on lecturer performance, namely improving the quality of teaching and research, lecturer retention and loyalty, increasing productivity, continuous professional development, appropriate placement.
4. Institutional transformation has a significant effect on lecturer performance. The direct consequences or results of the findings show that institutional transformation has no significant effect on lecturer performance, namely Focus on Individual Development, Infrastructure Evaluation, Revision or Adjustment of Work Standards, More Concrete Implementation of Vision and Mission, and Strengthening Work Culture.
5. Transformational Leadership Style, Work Environment, Compensation and Institutional Transformation simultaneously influence Lecturer Performance. Consequences or direct consequences of the findings which show that transformational leadership style, work environment, compensation, and institutional transformation simultaneously influence lecturer performance, namely increasing productivity and quality of lecturer performance, the need for integrated program development, continuous support for lecturer career development, adjustment of leadership strategies and management, Evaluation and Policy Adjustment.

## RECOMENDATION

1. The following is a suggestion that transformational leadership style has no effect on lecturer performance, namely reevaluation of leadership style, Focus on Other Factors that Improve Performance, Increase Involvement and Communication, Further Research.
2. The following are suggestions that the work environment does not influence lecturer performance, namely reevaluation of other motivational factors, further research, improving managerial policies and practices, increasing lecturer involvement and participation, adjusting the work environment specifically
3. The following is a suggestion that compensation has a significant effect on lecturer performance, namely competitive salary policies, developing incentive programs, focusing on professional development, and improving competency suitability.
4. The following is a suggestion that institutional transformation has no effect on lecturer performance, namely reevaluating the focus of transformation, focusing on other motivational factors, communication and involvement, further research, and adjusting managerial strategies.

## REFERENCE

- A. Gima Sugiyama. (2008). *Business and Management Research Methods*. Bandung: Guardaya Intimarta.
- Andreas, E. T. N., & Halilul, K. (2024). *The Influence of the Work Environment on the Performance of Civil Servants in the Batam City Transportation Service, Riau Islands Province*. 1–15. [http://eprints.ipdn.ac.id/19036/%0Ahttp://eprints.ipdn.ac.id/19036/1/REPOSITORY\\_Andreas.pdf](http://eprints.ipdn.ac.id/19036/%0Ahttp://eprints.ipdn.ac.id/19036/1/REPOSITORY_Andreas.pdf)
- Anwar, Y. (2021). The Effect of Compensation on Lecturer Commitment (Survey of Private Higher Education Lecturers in North Sumatra) Effect of Compensation on Commitments of Lecturers (Survey of Lecturers of Private Higher Education in North Sumatra) Yohny Anwar. *Scientific Journal of Economics and Tax*, 1(September), 20–24.
- Ardiansyah, T., & Awaloedin, D. T. (2021). Appropriate Leadership Models in Influencing the Performance of Higher Education Lecturers in Indonesia. *Journal of Social and Humanities*, 6(1), 35. <https://doi.org/10.47313/pp1.v6i1.1075>
- Arikunto, Suharsimi, 2006. *Research Procedures A Practical Approach*, revised edition VI, 13th printing, PT. Asdi Mahasatya, Jakarta. Arikunto, Suharsimi. 2012.
- Armanto, R., & Gunarto, M. (2020). The Influence of Commitment and Compensation on Lecturer Performance at Private Universities (PTS). *Food*, 19(2), 218–226. <https://doi.org/10.33557/mbia.v19i2.993>
- Asi, L. L., Gani, A., & Sukmawati, S. (2021). The Influence of Organizational Culture, Work Motivation, Work Environment on Commitment Organizational and Performance of Gorontalo State University Lecturers. *Journal of Management Science (JMS)*, 2(1), 01–24. <https://doi.org/10.52103/jms.v2i1.295>
- Cahyono, Y., Suryani, P., Supono, J., Rahayu, P., & Mufid, A. (2020). Transformational, Transactional, Authentic and Authoritarian Leadership Styles on Lecturer Performance. *JIEM: Journal of Computer Science, Economics and*

- Dessler, Gary. (2015). *Human Resources Management (Human Resources Management)*. Index.
- Edi, M. (2023). The Influence of Knowledge Sharing, Leader-Member Exchange, Transformational Leadership on Lecturer Performance with Organizational Commitment as an Intervening Variable (Case Study of Lecturers at Pika Engineering Academy Semarang). *Innovation, Theory & Practice Management Journal*, 2(2), 68–106. <https://doi.org/https://doi.org/10.56444/jitpm.v2i2.984>
- Feri, S., Rahmat, A., & Supeno, B. (2020). The Influence of Motivation, Transformational Leadership Style and Organizational Culture on Employee Performance Through Job Satisfaction as an Intervening Variable in a Study at PT. Champion Kurnia Djaja Technologies. *INOBISS: Indonesian Journal of Business and Management Innovation*, 4(1), 134–151. <https://doi.org/10.31842/jumalinobis.v4i1.172>
- Ghozali, Imam. (2005). *Multivariate Analysis Application with SPSS Program*. Diponegoro University Publishing Agency, Semarang.
- Henry Simamora. (2014). *Human Resources Management*. Building Literacy.
- Iqbal, M. (2021). Transformational Leadership in School/Madrasah Development Efforts. *Pioneer: Journal of Education*, 10(3), 119–129. <https://doi.org/10.22373/pjp.v10i3.12187>
- Jufrizen, J., Farisi, S., Azhar, M. E., & Daulay, R. (2020). Empirical Model of Organizational Citizenship Behavior and Performance of Private Higher Education Lecturers in Medan. *EQUITY (Journal of Economics and Finance)*, 4(2), 145–165. <https://doi.org/https://doi.org/10.24034/j25485024.y2020.v4.i2.4159>
- Mardikaningsih, R., & Darmawan, D. (2022). An overview of the quality of work life, compensation, organizational commitment and contribution to lecturer performance. *Journal of Education and Counseling*, 4(6), 6511–6521.
- Mukminat, S. S. (2021). The Reality of Lecturer Performance, What is the Impact? *ACADEMIC: Humanist Student Journal*, 1(1), 1–8. <https://ojs.pseb.or.id/index.php/jmh/article/view/105>
- Muwaffiqillah, M., & Ningtyas, T. (2023). Intellectuality in the Institutional Transformation Period of Higher Education at the Kediri State Islamic Institute. *Sustainable Journal of Education Quality Studies*, 6(1), 212–218. <https://doi.org/10.32923/kjmp.v6i1.3409>
- Oktaviani, R. N., & Pramusinto, H. (2019). The Role of Organizational Commitment in Mediating Discipline, Physical Work Environment, and Compensation. *Economic Education Analysis Journal*, 8(2), 814–833. <https://doi.org/10.15294/eeaj.v8i2.31518>
- Parodoran, Y. D. S., Rasipan, R., & Kurniawan, E. N. (2018). The Influence of Compensation and Motivation on Employee Performance at Cv Action Seribu Blessings. *Journal of Entrepreneurship Management*, 15(1), 23. <https://doi.org/10.33370/jmk.v15i1.191>
- Razak, Y., Darwyan, S., & Hsb Aziz Abd. (2016). Leadership, lecturer performance in improving the quality of higher education. *TANZIM Journal of Educational Management Research*, 1(2), 30–45. <https://jurnal.uinbanten.ac.id/index.php/tanzhim/article/view/41>
- Rifani, S. K., & Pohan, F. S. (2019). The Influence of Organizational Change and Organizational Culture on the Performance of Lecturers and Employees in Private Universities. *SOCIAL WELFARE Journal of Social Welfare*, 6(1), 1–15. <https://doi.org/10.31326/jks.v6i01>
- Robbins, S. P. (2008). *Organizational Behavior*. PT Intan Sejati, Klaten.
- Sr., N. (2016). The Influence of Transactional Leadership and Transformational Leadership on Job Satisfaction of Lancang Kuning University Employees. *Journal of Competitiveness*, 2(2), 1–28. <https://doi.org/10.35446/dayasaing.v2i2.60>
- Stogdill, R. M. (1950). *Leadership, membership and organization*. Psychological bulletin. <https://doi.org/https://doi.org/10.1037/h0053857>
- Sugiyono. (2017). *Quantitative, Qualitative and R&D Research Methods*. 24th printing. Bandung: Alfabeta.
- Teruna, D., & Ardiansyah, T. (2021). Leadership Style Model in Companies in Indonesia. *Journal of Technology and Management*, 19(1), 17–26. <https://doi.org/10.52330/jtm.v19i1.18>
- Wahyudi, W. (2020). Lecturer Performance: Contribution to Higher Education Accreditation. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 3(4), 401–410. <https://doi.org/10.37481/sjr.v3i4.241>
- Wahyuningsih, S. (2018). The Influence of the Work Environment on Employee Work Productivity. *Management Journal*,

3(2), 1–10.