

## The Impact of a Quality Assurance System and Leadership on the Performance of Lecturers

Subai<sup>1)</sup>, Syadeli Hanafi<sup>2)</sup>, Sholeh Hidayat<sup>3)</sup>

<sup>1,2,3)</sup> Universitas Sultan Ageng Tirtayasa, Banten

e-mail Correspondent: [subai63unbaja@gmail.com](mailto:subai63unbaja@gmail.com)

Received: 8-8-2024

Revised: 20-10-2024

Accepted: 27-11-2024

### Info Artikel

### Abstract

#### Keywords:

*Leadership,  
quality assurance  
Lecturer  
Performance,  
Private  
University,  
Banten*

Improving the quality of higher education is related to the performance of lecturers in the fields of education, research and publication, and community service. Improving lecturer performance requires competence and commitment from university leaders. This study aims to determine the effect of leadership and quality assurance system on lecturer performance at Banten Private Universities. This study uses multiple linear regression methods. The research subjects were forty-four lecturers at Banten private universities. Data collection was collected using a questionnaire. Based on the results of the linearity test, the Sig. 0.010 < 0.05, so the effect is significant on lecturer performance. So it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, meaning that there is a positive and significant effect of leadership variables and quality assurance system variables on lecturer performance. In addition, consistent implementation of the quality assurance system contributes positively to improving lecturer performance, especially in the aspects of teaching, research, and community service. These findings provide recommendations for managers of higher education institutions to improve the quality of leadership and optimise the quality assurance system to support better lecturer performance.

#### Kata Kunci:

Kepemimpinan,  
Sistem  
Penjaminan  
Mutu, Kinerja  
Dosen

#### Abstrak

Peningkatan kualitas pendidikan tinggi terkait dengan kinerja dosen dalam bidang pendidikan, penelitian dan publikasi, serta pengabdian kepada masyarakat. Peningkatan kinerja dosen memerlukan kompetensi dan komitmen dari pimpinan universitas. Penelitian ini memiliki tujuan untuk mengetahui pengaruh kepemimpinan dan sistem penjaminan mutu terhadap kinerja dosen di Universitas Swasta Banten. Penelitian ini menggunakan metode regresi linier berganda. Subjek penelitian berjumlah empat puluh depalan dosen di Universitas swasta Banten. Pengumpulan data dikumpulkan dengan menggunakan angket. Berdasarkan hasil uji linieritas didapatkan nilai Sig. 0.010 < 0.05 maka pengaruhnya signifikan terhadap kinerja dosen. Maka dapat ditarik Kesimpulan bahwa  $H_0$  ditolak dan  $H_1$  diterima, artinya ada pengaruh positif dan signifikan dari variabel kepemimpinan dan variabel sistem penjaminan mutu terhadap kinerja dosen. Selain itu, implementasi sistem penjaminan mutu yang konsisten berkontribusi positif terhadap peningkatan kinerja dosen, khususnya dalam aspek pengajaran, penelitian, dan pengabdian masyarakat. Temuan ini memberikan rekomendasi bagi pengelola institusi pendidikan tinggi untuk meningkatkan kualitas kepemimpinan dan optimalisasi sistem penjaminan mutu guna mendukung kinerja dosen yang lebih baik.

## INTRODUCTION

Good human resources are essential to an organization's success (Nawawi, 2001). Abdullah contends that an organization's people resources are among its most important assets (Susanto, 2022). An institution or business must use human resource research to comprehend every facet of an employee's work (Istijanto, 2013). Professional and qualified human resources are crucial to the

expansion and advancement of the company (Siagian, 2012). An organization's ability to effectively manage the diverse requirements and interests of its members is essential to managing both the organization's operations and those of its members in order to accomplish objectives and succeed (Suwarno & Bramantyo, 2019). An organization's success or failure can be determined by the caliber of its leaders; if the leader is competent, the organization will undoubtedly succeed (Ansari et al., 2019). Employees that perform in line with their roles will contribute to the organization's success. Any firm that wants to succeed has to have strong leadership since it will be simpler to manage employees and interact with them in order to accomplish shared objectives. It is imperative for an organizational leader to cultivate relationships with staff members and other officials, irrespective of the staff members' roles and situations. It is imperative for an organizational leader to cultivate relationships with staff members and other officials, irrespective of the staff members' roles and situations (Cahyono, 2012). Effective and efficient fulfillment of organizational goals is facilitated by effective leadership in any given organization. According to Courtois, "a group without a leader is like a body without a head, easy to go astray, chaos, anarchy" (Sihombing & Sihombing, 2014).

The caliber of postsecondary education, particularly in the areas of technology and innovation, determines a country's competitiveness. The effectiveness of lecturers in the areas of education, research and publishing, and community service is correlated with raising the standard of higher education. University administrations must be competent and dedicated to improving faculty performance. In addition to providing education and training to increase their lecturers' competency, leaders in higher education must establish a positive corporate culture that allows their faculty members to feel like they belong (Lina et al., 2018). In order to increase the quality and competitiveness of higher education, (Purwanto, 2017) claims that we must work toward three measured higher education performance indicators: (a) the quantity, quality, and relevance of graduates; (b) the quantity, quality, and relevance of research and development results; and (c) the quantity, quality, and relevance of community service activities. All of these activities are connected to the performance of lecturers in the higher education tridarma. If higher education institutions are in good health, they can have a favorable impact on raising the competitiveness of the country. A well-functioning university should possess the following qualities: (a) the ability to do quality assurance (QA); (b) authority or autonomy; and (c) an entrepreneurial spirit or entrepreneurship.

(Bachtiar, 2013) also mentioned the connection between the performance of human resources, particularly lecturers, and the role of leaders in higher education. According to (Bachtiar, 2013), there are a number of factors that affect how competitive higher education is, but competent and accountable leadership—at the institution, faculty, and program levels—is the most important. Higher education leadership is important for a number of reasons, including: (a) promoting the institution's competence to the community; (b) designing the system for recruiting academic staff and new students; (c) giving study program heads the authority and motivation to develop their study programs; (d) enhancing the academic environment and working conditions; and (e) bringing together diverse interests. Numerous elements, including competence, commitment, and motivation, contribute to lecturers' poor performance in terms of research and publications. This competency includes S2 and S3 schooling, methodological expertise, a review of the literature, and technological proficiency. Commitment and motivation elements still move a lot on compensation or reward aspects as basic human needs. But motivation is based on organizational commitment, where each professor has a sense of ownership over the business and is pleased to be a part of a cutting-edge, competitive organization. This is why motivation is not merely a reward aspect. Higher education leadership is important for a number of reasons, including: (a) demonstrating to the community the institution's competence; (b) creating the system for recruiting faculty and new students; (c) giving study program heads the authority and motivation to develop their curricula; (d) enhancing the academic environment and working conditions; and

(e) bringing together a wide range of interests in the teaching and learning process. A leader with the ability to improve the unfavorable organizational climate and inspire employees is required in such a situation. Creating policies that are acceptable to all parties is part of the leadership position in this situation. It is relatively simple to motivate lecturers and staff to perform better when they share the same vision and objective. This fosters a positive organizational atmosphere, which in turn can boost performance. Within the bounds of practicality, the active role of leadership is required to provide encouragement or inspiration by meeting both physical and psychological demands in order to increase organizational performance (Sabrina, 2019). According to the summary given above, the writers believe

The extent to which leaders in higher education have an impact on the productivity of human resources, particularly lecturers. Strong and steadfast leadership, both at the university level and in faculties and study programs, is the most important aspect in determining how competitive a university is, according to (Bachtiar, 2013). Leaders who actively seek to promote the institution's competence in the community, a mentoring program for new hires and academics, a mentoring program to provide students in each program excitement and motivation, a mentoring program to improve the academic and work environment, and a mentoring program that emphasizes significant learning needs and passion are some of the key factors contributing to high leadership influence. (Azis, 2016) defines college leadership as an endeavor to organize, persuade, inform, inspire, and guide a group of people or an individual within a college and to have the courage to make decisions and implement policies that will improve the caliber of education in the postsecondary educational institutions they oversee. Conversely, (Sihite & Saleh, 2019) define college leadership as a leader's capacity to use his influence to carry out the process of persuading, inspiring, organizing, educating, and giving guidance to a group of people or individuals within a college in order to support initiatives that enable people to contribute to the accomplishment of the college's vision and mission. (Asti Lestary & Juliahir Barata, 2020) state that the following variables affect a leader's style of leadership: 1) circumstance; 2) experience and vision of the leader: The education foundation managers' (supervisors') vision; communication; and organizational culture round out the five factors. Based on a few of the aforementioned viewpoints, it can be said that the essence of leadership is the quality, process, ability, or idea that someone possesses in a way that inspires others to follow, obey, and respect them in return, as well as their genuine willingness to carry out the actions or activities that the leader has requested.

The amount and quality of work that an employee may complete while carrying out assignments in line with his assigned responsibilities is known as organizational performance. According to (Mangkunegara, 2002), performance evaluation is a methodical assessment used to ascertain the outcomes of employee labor and organizational performance. Furthermore, according to (Ramadhani et al., 2022) the degree to which employee responsibilities fulfill work criteria is referred to as organizational performance. Organizations review or assess employee performance through the process of performance appraisal (Handoko, 2003). Leadership qualities have an impact on lecturer performance. Performance when combined with talents, abilities, and other efforts will also significantly enhance a performance (Ichsan, 2018). According to (Salbiyah et al., 2019), performance can mean many things, including impact. As a result, every organization wants its members to perform since doing so indicates that its objectives have been met. Additionally, each worker interprets performance differently. People who perform feel good about themselves and believe they are valuable and deserving of recognition. The overall effectiveness of lecturers has a significant impact on several areas for universities, including accreditation and the caliber of instruction provided. Indeed, when taken as a whole, it can improve one's reputation in the community (Wahyudi, 2020). Performance and leadership have a very close link. (Lina et al., 2018) states that in order to boost HR commitment and ultimately raise quality and productivity, which in turn raises profit and competitiveness, leadership is expected to create a vision. However, leadership is also expected to help HR by offering training and direction to enhance HR competencies and skills, which would raise quality.

Although there have been many studies that discuss the influence of leadership on lecturer performance, these studies often focus on specific leadership styles, such as transformational or transactional leadership, without exploring in depth the interaction between these leadership styles and quality assurance systems in higher education. In addition, studies on quality assurance systems usually highlight their impact on institutional accreditation or student satisfaction, while their influence on individual lecturers' performance in the aspects of teaching, research, and community service has received less attention. Another gap lies in the lack of studies that integrate these two factors holistically. Most studies tend to discuss leadership and quality assurance systems as separate variables, without seeing how they can complement each other in improving lecturer performance. In addition, the context of organisational culture and education policy in developing countries, including Indonesia, is also often ignored, even though these factors can influence how leadership and quality assurance systems are implemented and contribute to lecturer performance.

## RESEARCH METHODS

This study uses quantitative research to explore the cause and effect of the variables measured in this study. The location of this study is at Al Khairiyah University which is one of the universities in Banten. This study took a sample of 48 people who had academic status selected through the random sampling method. (Pace, 2021). The research variables consist of independent variables and dependent variables. The independent variables consist of X1 Leadership, X2 Quality Assurance System, and the dependent variable Y Lecturer Performance.

The data used in this study are primary data obtained directly from respondents, in this study the data was obtained directly through a questionnaire distributed to respondents. The questionnaire distributed to respondents contains questions or statements that have gone through validity and reliability tests whose instrument measurements use a Likert scale. 1-5 (Albaum, 1997; Boone & Boone, 2012). Uji validitas menggunakan koefisien korelasi produk moment yang memiliki formula sebagai berikut :

$$r = \frac{N(\Sigma X) - (\Sigma X \Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] - [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

Information :  $r$  = Correlation coefficient

X = Item score

Y = Total score of items

N = Number of samples (respondents)

Reliability test based on (Sugiyono, 2010), An instrument is considered reliable if the Cronbach's Alpha value reaches or exceeds 0.6. The formula for calculating Cronbach's Alpha is as follows:

$$r_i = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum ab^2}{\sigma^2} \right]$$

Information :  $r_i$  = Instrument reliability

k = The number of questions

$\sum ab^2$  = Sum of item variance

$\sigma^2$  = Total variance

After conducting validity and reliability tests, classical assumption tests are conducted, including normality tests and linearity tests. Meanwhile, for analysis and hypothesis testing using multiple linear regression, t-test, f-test and R2. Multiple Linear Regression, with the following formula:  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$

## RESULTS AND DISCUSSION

### Result

The preparatory analysis tests, or the normality and linearity tests, must be completed before the hypothesis is tested. With the use of SPSS, the normalcy test computation results were computed. The normalcy test yielded the following findings.

**Tabel 1** Results of the Kolmogorov Smirnov Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		48
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.92194278
	Most Extreme Differences	
	Absolute	.083
	Positive	.083
	Negative	-.052
Test Statistic		.083
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

The Kolmogorov Smirnov normality test results, based on Table 1, yielded a significance value of  $0.200 > 0.05$ . Thus, the data is regularly distributed according to the criteria used to make conclusions in the normality test. Consequently, the following requirement test for regression model analysis is satisfied.

The linearity test is the next step. Finding out if there is a linear relationship between two variables is the goal of the linearity test. The outcomes of the linearity test for the variables related to organizational performance and leadership are as follows.

**Tabel 2** Simultaneous Test Results (Linearity)

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	83.071	2	41.535	5.095	.010 <sup>b</sup>
	Residual	366.846	45	8.152		
	Total	449.917	47			

Based on table 2 above, the results show that the F value of 5.095 indicates that the regression model has sufficient power to explain the relationship between the independent and dependent variables. However, this value is not very large, so the relationship explained is still moderate. The p-value or significance is 0.010 (less than 0.05), which means that the regression model is statistically significant at a 95% confidence level. With this, we reject the null hypothesis which states that the independent variable does not significantly affect the dependent variable. The regression model used is significant in explaining the relationship between independent and dependent variables. This shows that the independent variables make a significant contribution to the dependent variable in this dataset.

Table 3 Multiple Linear Regression Test Results

Model		Coefficients <sup>a</sup>				Sig.
		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		
1	(Constant)	27.309	15.540		1.757	.086
	Leadership	.517	.168	.420	3.079	.004
	Quality Assurance System	-.537	.409	-.179	-1.313	.196

a. Dependent Variable: Lecture Performance

Table 2 shows the Beta Value indicating the relative strength of the influence of the independent variable in standard units. This allows for direct comparison between the independent variable Leadership (Beta = 0.420) has a fairly strong positive influence on Lecture Performance. Based on the table above, the Leadership Variable is a significant predictor for Lecture Performance, with a fairly strong positive contribution and the Quality Assurance System Variable does not provide a significant influence on Lecture Performance in this model. To improve Lecture Performance, focusing on strengthening Leadership is more relevant based on the results of this regression.

Utilizing the coefficient of determination is one method for assessing the viability of multiple linear regression models. The multiple linear regression coefficient of determination ( $R_2$ ) or adjusted  $R_2$  in Table 4 is as follows.

**Tabel 4 R-Square Model Summary<sup>b</sup>**

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.430 <sup>a</sup>	.185	.148	2.855

a. Predictors: (Constant), Quality Assurance System, Leadership

b. Dependent Variable: Performance

With an Adjusted  $R_2$  value of 0.185, the model's diversity can be explained by 18% of the predictor variables. However, factors other than the independent variables and predictors under study have an impact on the remaining 16%.

## DISCUSSION

The results of this study provide significant insights into the influence of leadership and quality assurance systems on lecturer performance at Banten Private University. Data analysis shows several important points that require further study:

### The Influence of Leadership on Lecturer Performance

The findings show that leadership has a positive and significant influence on lecturer performance (Sig. = 0.004; Beta = 0.420). These results support the view that an effective leadership style can motivate lecturers to work more productively in teaching, research, and community service. At Al-Khairiyah University, transformational leadership seems to be the key

to creating a supportive and innovative work environment. Leaders who are able to inspire a shared vision, provide constructive feedback, and build respectful relationships with lecturers will produce a more positive impact. This confirms that an effective leadership style can have a real impact on lecturer productivity, especially in implementing the tridharma of higher education, namely teaching, research, and community service. Good leadership not only creates direction for the institution, but also builds a supportive work atmosphere for lecturers to achieve their best potential. In an academic environment, a leader acts as a facilitator who directs lecturers to not only meet individual targets but also contribute to the achievement of institutional goals collectively. At Al-Khairiyah University, transformational leadership is the key to creating a positive and innovative work culture. Transformational leadership, as outlined by previous theories, includes a leader's ability to inspire a shared vision, provide personal support to team members, and encourage innovation and creativity within the organization.

Effective leaders can inspire faculty through a clear vision of the institution's goals. By providing measurable and relevant strategic direction, leaders help faculty understand how their individual contributions support the overall success of the institution. This can enhance faculty's sense of belonging and commitment to the university. In addition, constructive feedback is an important element in building professional relationships between leaders and faculty. Regular feedback not only helps faculty improve their competencies but also creates relationships based on trust and mutual respect. At Al-Khairiyah University, this approach allows leaders to motivate faculty personally, identify their challenges, and provide relevant solutions. Leaders also play a critical role in fostering collaboration among faculty. In higher education institutions, collaboration is often key to improving the quality of research and teaching. By building a supportive work environment, leaders can foster collaboration among faculty, creating synergies that enhance collective productivity.

**Table 5 Steps to Strengthening Effective Leadership**

No	Steps	Explanation
1	Leadership Training	Provide training to faculty and program leaders to develop communication skills, strategic decision-making, and conflict management.
2	Mentoring New Lecturers	Senior leaders can help new lecturers understand the university's work culture and guide them in developing academic competencies.
3	Recognition and Awards	Rewarding lecturers for their achievements can increase work motivation and strengthen the relationship between leaders and lecturers.
4	Collaboration Facilitation	Encourage regular discussions, workshops, or joint projects between lecturers to broaden horizons and improve group performance.

To strengthen the influence of leadership on lecturer performance, institutions can adopt several strategic steps Leadership Training: Providing training to faculty and study program leaders to develop communication skills, strategic decision-making, and conflict management. Mentoring New Lecturers: Senior leaders can help new lecturers understand the university's work culture and guide them in developing academic competencies. Recognition and Reward, this can reward

lecturers for their achievements can increase work motivation and strengthen the relationship between leaders and lecturers and Collaboration Facilitation this is by encouraging regular discussions, workshops, or joint projects between lecturers to broaden their horizons and improve group performance.

The positive and significant influence of leadership on lecturer performance at Al-Khairiyah University shows the importance of the role of leaders in creating a supportive and innovative work environment. By implementing transformational leadership strategies, institutions can improve the quality of lecturer performance, not only at the individual level but also at the collective level, which ultimately supports the success of the institution as a whole. This finding is in line with previous research. (Heriyono et al., 2021; Kartiko et al., 2024; Rosmika et al., 2022; Yumnah et al., 2023), which highlights the importance of leaders who are not only results-oriented but also able to support individual development within the organization..

### **The Influence of Quality Assurance System**

In contrast to leadership, the influence of the quality assurance system on lecturer performance is not statistically significant (Sig. = 0.196; Beta = -0.179). This result raises questions about the effectiveness of the implementation of the system in supporting lecturer performance. The causes can be seen in table 5, the causes of the low relationship between quality assurance and lecturer performance :

**Table 6 Factor Faktor Penyebab Rendahnya Hubungan Sistem Penjaminan Mutu terhadap Kinerja Dosen**

No	Factor	Explanation
1	Administrative Approach	Quality assurance systems may focus too much on formal evaluation rather than faculty development
2	Resistance to Change	Lecturers may face psychological or technical barriers in adopting these system policies
3	Organizational Culture Mismatch	A system that is poorly suited to the needs and culture of the organization may hinder its impact on faculty performance

Based on table 6, the quality assurance system is often focused on fulfilling administrative requirements, such as evaluation documents, accreditation, or institutional performance reports. This approach tends to be top-down, where the process emphasizes more on fulfilling external regulations than on real improvements in lecturer development. The direct negative impact is that the overly administrative focus makes lecturers feel burdened by additional tasks that are not directly related to improving the quality of teaching, research, or community service. This can lead to feelings of frustration or job dissatisfaction. To overcome this, it is necessary to design not only to record and report performance, but also to provide constructive feedback and development programs that focus on lecturer needs..

In the resistance section to change, lecturers face psychological barriers, such as discomfort with new policies, or technical barriers, such as lack of training to understand and implement the quality assurance system. These psychological factors are caused by Resistance often comes from a lack of understanding of the benefits of the quality assurance system or because of the unclear implementation process. Lecturers may feel that this system interferes with their routines or requires additional effort without clear rewards. Barriers from technical factors technical barriers include the lack of supporting infrastructure, such as software to manage quality assurance, or minimal training to use the tool. So that steps can be taken, a participatory approach that involves

lecturers in the design and implementation of the system. In addition, ongoing training and transparent communication are very important.

Quality assurance systems that do not fit the needs and culture of the organization tend to be ineffective. An organizational culture that does not support change or innovation can slow down the implementation of this system. This is because in a highly hierarchical organization, the quality assurance system may be seen as additional control from the leadership, rather than as a tool to support individual performance, not aligned with the values of the organization's culture, such as collaboration or appreciation for innovation, then the implementation of the system will be difficult to accept. So in the future, the quality assurance system must be designed to be relevant to the local context. For example, by adjusting performance indicators to the specific needs of lecturers and institutions, and ensuring that there are rewards for individuals or teams that succeed in meeting quality standards.

These three factors illustrate the main challenges that need to be addressed so that the quality assurance system can contribute significantly to lecturer performance. Effective solutions include: Changing the administrative approach to outcome-based development, Providing training and building participatory communication to overcome resistance, and adapting the system to the values and needs of the organizational culture. By implementing these strategies, institutions can increase the acceptance and effectiveness of the quality assurance system, thereby contributing more to the development of lecturer performance. This study is not in line with several previous studies that revealed that the quality assurance system will have an influence on the performance of lecturers or teachers (Azis, 2016; Christianingsih, 2011; Syamsy et al., 2023).

## CONCLUSION

The main findings of this study are that transformational leadership has a positive and significant influence on lecturer performance at Banten Private University. Leaders who are able to inspire a shared vision, provide constructive feedback, and build mutually respectful relationships can improve lecturer productivity in the tridharma of higher education (teaching, research, and community service). On the other hand, the quality assurance system does not show a significant influence on lecturer performance, which is caused by an administrative approach that is too focused on fulfilling regulations, resistance to change, and inconsistency with organizational culture. To overcome this problem, it is recommended to change the quality assurance approach to be outcome-based, and involve lecturers in its design and implementation. Other recommendations include leadership training, mentoring new lecturers, awards for lecturer achievements, and facilitation of collaboration to improve the overall effectiveness of lecturer performance.

## REFERENCES

- Albaum, G. (1997). The Likert Scale Revisited. *Market Research Society. Journal.*, 39(2), 1–21. <https://doi.org/10.1177/147078539703900202>
- Ansari, Syarifudin, & Jalil, A. (2019). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Pegawai Pada Pemerintah Aceh Tengah Kabupaten Aceh Tengah. *Biram Samtani Sains*, 3(1), 63–65. <https://doi.org/10.15900/j.cnki.zylf1995.2018.02.001>
- Asti Lestary, & Julahir Barata. (2020). Analisis Faktor Yang Mempengaruhi Gaya Kepemimpinan Perguruan Tinggi Swasta Di Kota Pontianak. *Jurnal Ekonomi STIEP*, 5(1), 16–23. <https://doi.org/10.54526/jes.v5i1.28>
- Azis, S. (2016). *Manajemen Mutu Perguruan Tinggi*. Yogyakarta: Gavea Media.
- Bachtiar, N. (2013). *Daya Saing Perguruan Tinggi*. Padang: Fakultas Ekonomi - Universitas Andalas.
- Boone, H., & Boone, D. (2012). Analyzing Likert Data. *The Journal of Extension*, 50(2). <https://doi.org/10.34068/joe.50.02.48>

- Cahyono, A. (2012). Analisa Pengaruh Kepemimpinan, Motivasi dan Budaya Organisasi Terhadap Kinerja Dosen dan Karyawan di Universitas Pawayatan Daha Kediri. *Jurnal Ilmu Manajemen*, 1(1), 283–298.
- Christianingsih, E. (2011). Manajemen Mutu Perguruan Tinggi (Studi tentang Kpemimpinan Visioner dan Kinerja Dosen terhadap Mutu Perguruan Tinggi Swasta di Kota Bandung). *Jurnal MANAJERIAL*, 10(1), Article 1. <https://doi.org/10.17509/manajerial.v10i1.1820>
- Handoko, T. H. (2003). *Manajemen Personalial dan Sumber Daya Manusia*. Universitas Gajah Mada: Balai Penerbit Fak. Ekonomi.
- Heriyono, H., Chrysoekamto, R., Fitriah, R. N., & Kartiko, A. (2021). Gaya Kepemimpinan Prof. Dr. Kh. Asep Saifuddin Chalim dalam Meningkatkan Motivasi Kerja Karyawan di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(1), Article 1. <https://doi.org/10.31538/munaddhomah.v2i1.64>
- Ichsan, M. (2018). *Sekolah tinggi ilmu administrasi lembaga administrasi negara makassar 2018*. 70.
- Istijanto, M. M. (2013). *Riset Sumber Daya Manusia*. Gramedia Pustaka Utama.
- Kartiko, A., Rokhman, M., Priyono, A. A., & Susanto, S. (2024). Peningkatan Kinerja Guru Melalui Budaya Organisasi dan Kepemimpinan Servant Kepala Madrasah. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 13(1), Article 1. <https://doi.org/10.54437/urwatulwutsqo.v13i1.1323>
- Lina, Riyanto, A., & Widyastuti, T. (2018). Pengaruh Kepemimpinan Terhadap Kinerja Dosen Tetap di Universitas Katolik Musi Charitas. *Jurnal Keuangan Dan Bisnis*, 1(1), 62–81.
- Mangkunegara, A. P. (2002). *Manajemen Sumber Daya Manusia*. Bandung: Rosdakarya.
- Nawawi, H. (2001). *Manajemen Sumber Daya Manusia*. Yogyakarta: Gadjah Mada University Press.
- Pace, D. D. S. (2021). *Probability And Non-Probability Sampling - An Entry Point For Undergraduate Researchers*.
- Purwanto, S. K. (2017). Pengaruh Kepemimpinan Terhadap Kinerja Dosen Di Perguruan Tinggi. *Jurnal Manajemen*, 19(1), 47. <https://doi.org/10.24912/jm.v19i1.104>
- Ramadhani, R., Syahputra, E., & Simamora, E. (2022). Ethno-Flipped Classroom Model: Sebuah Rekomendasi Model Pembelajaran Matematika Di Masa New Normal. *AXIOM: Jurnal Pendidikan Dan Matematika*, 10(2), 221. <https://doi.org/10.30821/axiom.v10i2.10331>
- Rosmika, E., Prastika, Y. D., & Kartiko, A. (2022). The Influence Of Principal's Leadership Style And Organizational Culture On Teacher Performance At MA Unggulan Hikmatul Amanah. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 15(2), Article 2. <https://doi.org/10.37812/fikroh.v15i2.464>
- Sabrina, L. (2019). Pengaruh Kepemimpinan Untuk Meningkatkan Kinerja Karyawan Dalam Organisasi. *ePrints UNISKA*, 1–7.
- Salbiyah, S., Nuraini, F., & Rosmaniar, A. (2019). Motivation And Its Effect On Women's Lecturer Performance In University of Muhammadiyah Surabaya. *SSRG International Journal of Economics and Management Studies (SSRG - IJEMS)*, 6(9).
- Siagian, S. P. (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Sihite, M., & Saleh, A. (2019). Peran Kepemimpinan Dalam Meningkatkan Daya Saing Perguruan Tinggi: Tinjauan Konseptual. *Jurnal Ilmu Manajemen METHONOMIX*, 2(1), 29–44.
- Sihombing, E. E., & Sihombing, M. (2014). Pengaruh Kepemimpinan dan Iklim Kerja Untuk Menciptakan Kinerja Organisasi (Studi Pada Universitas Graha Nusantara Padangsidempuan). *Jurnal Administrasi Publik (Public Administration Journal)*, 2(2), 146–158.
- Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D 8. 0*. Alfabeta.
- Susanto, E. (2022). Pengaruh Kepemimpinan terhadap Kinerja Dosen Bersertifikasi. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7851–7857. <https://doi.org/10.31004/edukatif.v4i6.4247>
- Suwarno, & Bramantyo, Y. R. (2019). Pengaruh Gaya Kepemimpinan Terhadap Kinerja Organisasi. *Jurnal Transparansi Hukum*, 11(3), 31–44. <https://doi.org/10.37081/ed.v11i3.5058>

- Syamsy, B., Fauzan, U., & Malihah, N. (2023). Implementasi Peningkatan Mutu Pendidikan dengan Pendekatan Total Quality Manajemen. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(4), Article 4. <https://doi.org/10.31538/munaddhomah.v4i4.593>
- Wahyudi, W. (2020). Kinerja Dosen: Kontribusinya Terhadap Akreditasi Perguruan Tinggi. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 3(4), 401–410. <https://doi.org/10.37481/sjr.v3i4.241>
- Yumnah, S., Iswanto, J., Pebriana, P. H., Fadhillah, F., & Fuad, M. I. (2023). Strategi Kepala Sekolah Dalam Mengelola Sumber Daya Guru Untuk Meningkatkan Mutu Pendidikan. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(1), Article 1. <https://doi.org/10.31538/munaddhomah.v4i1.350>