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# The Influence of Leadership, Motivation, Organizational Culture, Lecturer Competence on Lecturer Performance with Lecturer Discipline as Intervening

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## ABSTRACT

**Purpose:** (1) Analyze the influence of leadership, motivation, organizational culture, lecturer competence on lecturer discipline (2) Analyze the influence of leadership, motivation, organizational culture, lecturer competence, lecturer discipline on lecturer performance.

**Design/methodology/approach:** This study uses a quantitative approach by distributing questionnaires by sampling. The research data were analyzed using multiple regression.

**Findings:** The results showed that (1) leadership correlated significantly very low with lecturer performance of 31.9% (2) lecturer motivation correlated significantly very strongly with lecturer performance of 80.2% (3) organizational culture correlated significantly very strongly with lecturer performance of 78.3% (4) lecturer competence correlated significantly strong with lecturer performance of 56.3%.

**Practical Implications:** This research includes several things, including the lack of optimal discipline and performance of lecturers in carrying out the tridharma of higher education.

**Originality/value:** The research is original

**Type of paper:** research paper

**Keywords:** Leadership, Motivation, Organizational Culture, Lecturer Competence

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## I. INTRODUCTION

In Indonesia, Regulation Number 12 of 2012 concerning Higher Education has been stated. In article 62 of Law Number 12 of 2012 concerning Higher Education, it has an autonomous right to manage / regulate freely and responsibly for its organization to reflect the center of implementation of the Tri Dharma (Ministry of Law and Human Rights, 2012). The strategy in improving higher education is certainly inseparable from improving the quality of its main resources, namely lecturers. Ownership of resources with capabilities that will improve education. A lecturer is an educative staff at universities with his education and expertise appointed by university organizers with his main task being teaching as the main task. Lecturers have duties and responsibilities in the fields of education and teaching, research and community service. Lecturers greatly determine the quality of education and graduates born by the university, in general, the quality of universities will determine the lecturers to be of high quality.

### A. Lecturer Performance

Lecturer performance is a determining tool for the success of a university. Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation of the Republic of Indonesia Number 37 of 2009, About Lecturers, it is stated that Lecturers are Professional Educators and Scientists with the main task of

transforming, developing and disseminating science, technology and art through education, research and community service (Regulation, 2009). Lecturer performance is the level of achievement of results or implementation of the duties of a lecturer in carrying out his duties and responsibilities as academic functional personnel in a study program (Nadeak, 2020).

### **B. Lecturer Discipline**

According to (Kurniawan et al., 2018) work discipline is a person's behavior in accordance with existing work procedure regulations. (Ivalaina Astarina et al., (2019: 140)) argues that discipline is a person's awareness and willingness to obey all company regulations and applicable social norms. Lecturer discipline affects the performance of lecturers, because discipline is a mental attitude that is reflected in the behavior of individuals, groups of lecturers in the form of compliance or compliance with regulations, ethics and others.

### **C. Leadership**

Leadership as a behavior is proposed by (Taruno, 2012) namely: that leadership involves a set of processes of influence between people. The process is aimed at motivating subordinates, creating a vision of the future, and developing strategies to achieve goals. In developing the ability to lead, a person must be able to be a figure who can be a good example for others and this requires practice and experience. According to researcher Yazid Habib Maula found that leadership has no effect on discipline, leadership has a positive and significant influence on discipline (Maula, 2021). The trait approach seeks to understand leadership based on the belief that good leaders have "innate characteristics" from birth, both regarding physical and personality traits. (Stogdill in Smyth, 1989; Watkins, 1992; and Dunford, 1995) in (Wibowo, 2011) Mentioning the physical and personality characteristics of the leader includes, among others: age, appearance, fluency of speech, intelligence, energetic, dominant, confident, extroverted, having an achievement drive, related to effective leadership.

### **D. Motivation**

Motivation can be defined as the internal state of individuals who bear power, excitement and dynamics as well as behavior that is directly directed (Shofwa, 2013). Spiritual needs are pure needs whose fulfillment depends on the perfection and maturity of the individual human being. (Shofwa, 2013) said that spiritual motivation can improve employee performance. Frederick Herzberg in (Andriani & Widiawati, 2017) put forward a theory of motivation based on the theory of two factors, namely hygiene factors and motivators. He divided Maslow's needs into two parts, namely low-level needs (physical, security and social) and high-level needs (prestige and self-actualization) and argued that the best way to motivate individuals is to fulfill their high-level needs. According to Herzberg, factors such as policies, company administration, and adequate salary in a job will reassure employees. If these factors are inadequate then people will not be satisfied (Firmansyah, 2018).

### **E. Organizational culture**

Organizational culture according to (Gultom, 2015) is a system of shared meaning held by members that differentiates it from other organizations. Organizational culture is a variety of values that envelop the typical patterns of thinking, ideas and behavior held and carried out by human resources in an organization to achieve its goals. As stated by (Muis et al., 2018) that organizational culture is the result of the process of merging the cultural styles and behavior of each individual that were previously brought into a new norm and philosophy, which has the energy and pride of the group in facing things and goals certain. According to (Andayani & Soehari, 2019) organizational culture can also be said to be habits that are repeated over and over again and become values and lifestyles by a group of individuals in the organization which are followed by subsequent individuals. This means that culture can be intentionally or unintentionally held and passed down from generation to generation within an organization. Organizational culture is a system of values, beliefs, assumptions or norms that apply, are agreed upon and followed by every member of the organization as a guide for behavior and problem solving within the organization. Mardianti & Tatasari (2021:159) define innovation as the ability to implement creative ideas for opportunities and problems that exist to enrich people's lives.

### **F. Lecturer Competence**

Lecturers are required to have competence in order to be competitive with other lecturers. To carry out strategic functions, roles and positions, professional lecturers are needed. Lecturer competency determines the quality of implementing the tridharma of higher education. According to (Hidayati, 2015) explains that competence is the ability to fulfill complex requests successfully or carry out complex activities or tasks and includes knowledge, skills, abilities, traits and behavior that enable a person to carry out tasks in a particular function or job. According to (D. W. Hidayat, (2016:106)) competence is a combination of knowledge, skills, values and attitudes which are reflected in habits of thinking and acting. Competency according to (Wahyuni, 2019) is the skills, expertise and attitudes that exist in a person in carrying out obligations in accordance with the

specified performance. According to (Wibowo, 2016), it is explained that competence is the ability, skills, knowledge and enthusiasm for working to carry out work according to the workload for which one is responsible.

## II. METHODS

The population in this research are private university lecturers who are active in teaching. The sampling technique used in this research was by filling out a questionnaire. This research uses a quantitative approach with sampling using random sampling techniques to determine the influence of leadership, motivation, organizational culture, lecturer competence on lecturer performance with the mediation of lecturer discipline. Then a descriptive analysis was carried out on the data to obtain clarity in accordance with the objectives of this research.

This regression analysis was carried out between the leadership variable (X1) on lecturer discipline (Z), the motivation variable (X2) on lecturer discipline (Z), the organizational culture variable (X3) on lecturer discipline (Z), the lecturer competency variable (X4) on discipline lecturer (Z), leadership variable (X1) on lecturer performance (Y), motivation variable (X2) on lecturer performance (Y), organizational culture variable (X3) on lecturer performance (Y), lecturer competency variable (X4) on performance lecturer (Y), lecturer discipline variable (Z) on lecturer performance (Y).

Simultaneous testing means testing multiple correlations significantly. In this research, the multiple regression analysis is the variables leadership (X1), motivation (X2), organizational culture (X3), lecturer competence (X4) on lecturer discipline (Z) and the variables leadership (X1), motivation (X2), organizational culture ( X3), lecturer competency (X4), lecturer discipline (Z) on lecturer performance (Y). The path analysis model is presented in Figure 1 below.

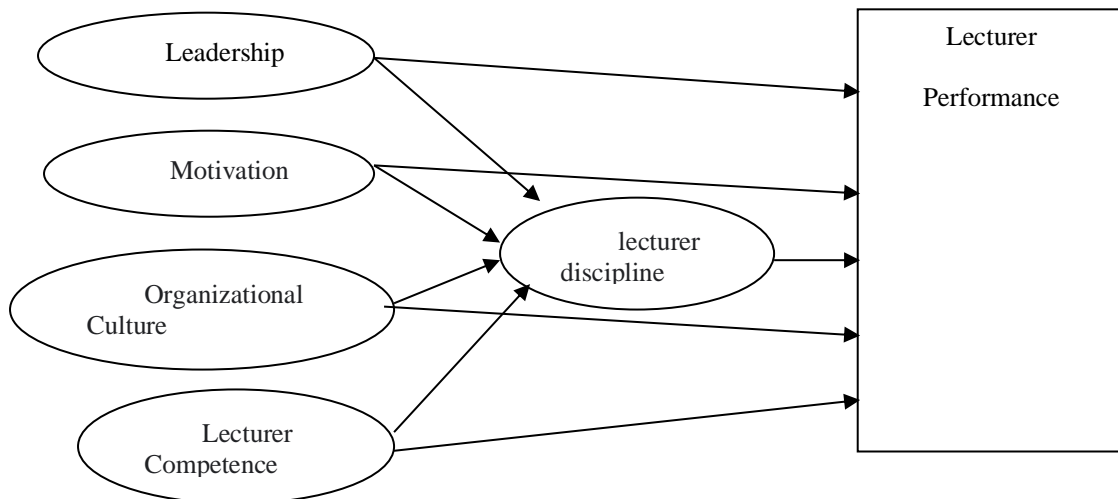


Figure 1. Conceptual Framework

## III. RESULTS AND DISCUSSION

This research is about the influence of leadership, motivation, organizational culture, lecturer competence on lecturer performance with lecturer discipline as an intervening. Statistical data is carried out to produce accurate and significant data analysis. Below in table 1 is the path analysis test.

### A. Model Analysis Test

Table 1. Model Analysis Test

Test Assumptions	Criteria	Model	Mark	Decision
Normality		Model 1	.200	Normally distributed

<i>Test Assumptions</i>	<i>Criteria</i>	<i>Model</i>	<i>Mark</i>	<i>Decision</i>
<i>Multikolinieritas</i>	<i>Sign (Kolmogorov Smirnov)</i>	<i>Model 2</i>	.097	<i>There are no symptoms of multicollinearity</i>
		<i>Model 1</i>	<i>X1 = .785</i>	
			<i>X2 = .311</i>	
			<i>X3 = .363</i>	
	<i>X4 = .590</i>			
	<i>Tolerance</i>	<i>Model 2</i>	<i>X1 = .843</i>	
			<i>X2 = .285</i>	
			<i>X3 = .335</i>	
			<i>X4 = .606</i>	
	<i>Model 1</i>	<i>Z = .185</i>		
		<i>X1 = 1.274</i>		
		<i>X2 = 3.220</i>		
<i>X3 = 2.756</i>				
<i>VIF</i>	<i>Model 2</i>	<i>X4 = 1.645</i>		
		<i>X1 = 1.187</i>		
		<i>X2 = 3.508</i>		
		<i>X3 = 2.982</i>		
	<i>Model 1</i>	<i>X4 = 1.649</i>		
		<i>Z = 5.409</i>		
		<i>X1 = .523</i>		
		<i>X2 = .836</i>		
<i>Heteroskedastisitas</i>	<i>Sign (Glejser)</i>	<i>X3 = .730</i>	<i>There are no symptoms of heteroscedasticity</i>	
		<i>X4 = .871</i>		
		<i>Model 2</i>		<i>X1 = .383</i>
				<i>X2 = .768</i>

<i>Test Assumptions</i>	<i>Criteria</i>	<i>Model</i>	<i>Mark</i>	<i>Decision</i>
			X3 = .207	
			X4 = .393	
			Z = .286	

The results of the model analysis test in table 1 above show that the normality test in model 1 and model 2 resulted in the data being declared normally distributed. For the multicollinearity test results for model 1 and model 2, it can be seen that Tolerance (TOL) and Value Inflation Factor (VIF) produce values with no symptoms of multicollinearity. For the heteroscedasticity test results for model 1 and model 2, it can be seen that there are no symptoms of heteroscedasticity. In this case, it shows that the model analysis test above is fulfilled.

**B. Regression and Analysis Model 1**

*Table 2. Model 1 Test Results*

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
<i>(X1,X2,X3,X4 toward Z)</i>	.904	.817	.804	1.79779

The results of regression analysis for model 1 in table 2 show that the R square value is 0.817 (81.7%), this can be explained that the independent variables which include leadership, motivation, organizational culture, lecturer competence are simultaneously able to explain variations in lecturer discipline by 81.7%. while the remaining 18.3% are factors not considered in model 1.

*Table 3. Regression Test Coefficients model 1*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig</i>
	$\beta$	<i>Std Error</i>	<i>Beta</i>		
<i>(Constant)</i>	1.127	2.491		.453	.653
<i>Leadership</i>	-.032	.032	-.045	-.978	.330
<i>Motivation</i>	.173	.050	.253	3.458	.001
<i>Organizational Culture</i>	.128	.042	.207	3.067	.003
<i>Lecturer Competence</i>	.130	.062	.112	2.105	.038

From table 2 above, it can be explained that the leadership variable (X1) has a significant value of 0.330 > 0.05, so it can be concluded that leadership has no significant effect on lecturer discipline (Z). While the variables motivation (X2), organizational culture (X3), and lecturer competency (X4) have a significant value of <0.05, then the variables motivation (X2), organizational culture (X3), and lecturer competency (X4) can be said to be

the third This variable has a significant influence on lecturer discipline. The multiple linear regression equation is as follows:

$$Y = 1.127 - 0,032 X1 + 0,173 X2 + 0,128 X3 + 0,130 X4$$

The regression equation shows that leadership has a negative effect on lecturer discipline by (-0.032), motivation has a positive and significant effect on lecturer discipline by 0.173, organizational culture has a positive and significant effect on lecturer discipline by 0.128 and lecturer competence has a positive and significant effect on lecturer discipline by 0.130.

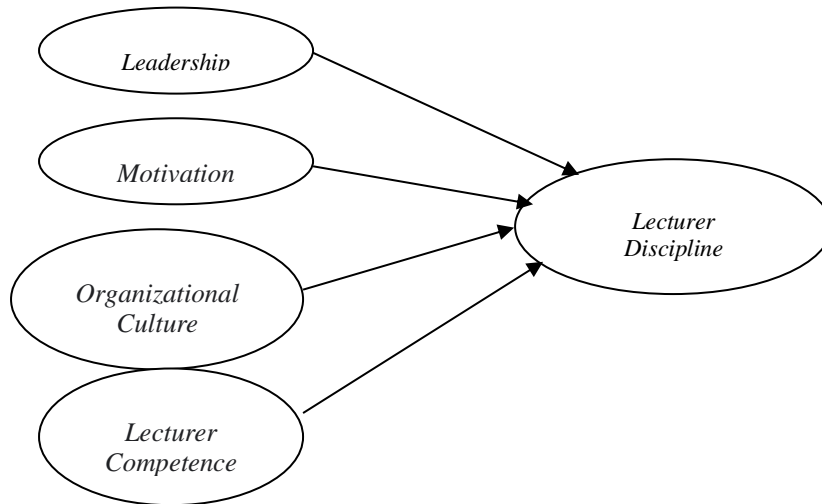


Figure 2. Conceptual Framework of Model 1

**C. Regression and Analysis Model 2**

Table 4. Model 2 test results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
(X1,X2,X3,X4 Against Y)	.968	.936	.931	1.35417

The results of model 2 regression analysis in table 4 show that the R square value is 0.968 (96.8%), this can be explained that the independent variables which include leadership, motivation, organizational culture, lecturer competence are simultaneously able to explain variations in lecturer discipline of 96.8 % while the remaining 3.2% are factors not considered in model 2

Table 5. Regression Test Coefficients model 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	$\beta$	Std Error	Beta		
(Constant)	4.198	2.024		2.074	.040
Leadership	.017	.035	.012	.468	.641

<i>Motivation</i>	.087	.040	.100	2.199	.030
<i>Organizational Culture</i>	.074	.033	-.095	2.267	.025
<i>Lecturer Competence</i>	.110	.046	.074	2.393	.018

From table 5 above, it can be explained that the leadership variable (X1) has a significant value of 0.641 > 0.05, so it can be concluded that leadership has no significant effect on lecturer discipline (Z). While the variables motivation (X2), organizational culture (X3), and lecturer competency (X4) have a significant value of <0.05, then the variables motivation (X2), organizational culture (X3), and lecturer competency (X4) can be said to be the third This variable has a significant influence on lecturer discipline. The multiple linear regression equation is as follows:

$$Y = 4.198 + 0,017 X1 + 0,087 X2 + 0,074 X3 + 0,110 X4$$

The regression equation shows that leadership does not have a positive effect on lecturer discipline by 0.017, motivation has a positive and significant effect on lecturer discipline by 0.087, organizational culture has a positive and significant effect on lecturer discipline by 0.074 and lecturer competence has a positive and significant effect on lecturer discipline by 0.110.

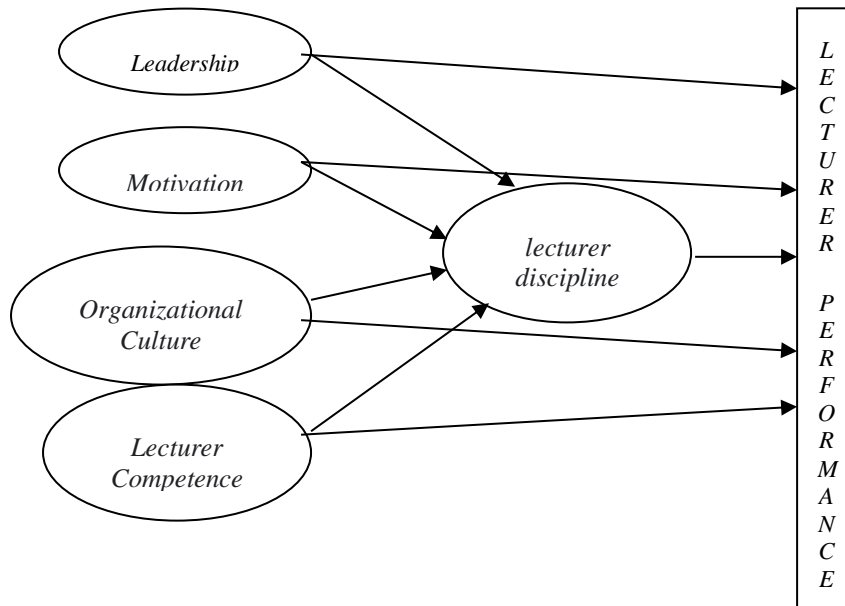


Figure 2. Conceptual Framework of Model 2

**D. Multiple Linear Regression Results**

Table 6. Anova Model 1 test results

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Regression</i>	1.187.798	8	145.975	42.778	.000
<i>Residual</i>	375.312	110	3.412		

*Total*                      *1.543.180*                      *118*

In the F test in table 6 above, the sig value (P-Value) for model 1 is  $0.000 < 0.05$ , which means that together the variables are leadership (X1), motivation (X2), organizational culture (X3), and Lecturer competence (X4) simultaneously influences lecturer discipline (Z).

*Table 7. Anova Model 1 test results*

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Regression</i>	<i>2.941.277</i>	<i>9</i>	<i>326.809</i>	<i>178.215</i>	<i>.000</i>
<i>Residual</i>	<i>199.883</i>	<i>109</i>	<i>1,834</i>		
<i>Total</i>	<i>3.141.160</i>	<i>118</i>			

Based on the F test in table 7 above, the sig value (P-Value) for model 2 is  $0.000 < 0.05$ , which means that together the variables are leadership (X1), motivation (X2), organizational culture (X3), and Lecturer competence (X4) simultaneously influences lecturer performance (Y).

*Table 8. Intervening test (Sobel)*

<i>No..</i>	<i>Variabel</i>	<i>Uji Sobel</i>		
		<i>Sobel Test</i>	<i>Prob (0,05)</i>	<i>Z hitung</i>
<i>1</i>	<i>Leadership</i>	<i>-0,957</i>	<i>0,338</i>	<i>0,957159</i>
<i>2</i>	<i>Motivation</i>	<i>2,390</i>	<i>0,016</i>	<i>2,390244</i>
<i>3</i>	<i>Organizational Culture</i>	<i>2,240</i>	<i>0,025</i>	<i>2,161592</i>
<i>4</i>	<i>Lecturer Competence</i>	<i>1,770</i>	<i>0,076</i>	<i>1,718889</i>

From table 8 above, it can be analyzed the influence of variables X1, So this shows that lecturer discipline is unable to mediate the relationship between leadership and lecturer performance. The Sobel test for motivation is 2.390, the probability value is  $0.016 < 0.05$  and the calculated Z value is 2.390244, indicating that lecturer discipline is able to mediate the relationship between the influence of motivation on lecturer performance. The Sobel test for organizational culture is 2.240, the probability value is  $0.025 < 0.05$  and the calculated Z value is 2.161592, indicating that lecturer discipline is able to mediate the relationship between the influence of organizational culture on lecturer performance. The Sobel test for lecturer competency is 1.770, with a probability value of  $0.076 < 0.05$  and a calculated Z value of 1.718889, indicating that lecturer discipline is able to mediate the relationship between the influence of lecturer competency on lecturer performance.

This research was conducted by identifying several factors that explain why leadership influences lecturer discipline. In the hypothesis about leadership according to (Panie et al., 2023) leadership partially influences the motivation of lecturers at the Bekasi City Polytechnic campus. In this research, there is an estimated negative value analysis on the leadership variable, which means that the higher the leadership, the more impact it will have on decreasing lecturers' discipline at work. Based on this analysis, it is necessary to be careful that implementing



leadership that is too dictatorial will actually have an impact on reducing lecturer discipline. This is in accordance with research from (Zehir et al., 2012), namely leadership with the research title The effect of leadership and supervisory commitment to organizational performance. This research states that the leadership variable has a significant effect on the motivation of lecturers who work in companies.

The following research was also carried out by identifying several factors that explain why motivation influences lecturer discipline. In this analysis, lecturer motivation is very much needed in terms of education and teaching, research and community service. With high lecturer motivation, it will have a positive impact on students and with high lecturer discipline it can also provide added value for lecturers. In increasing student participation and interest in learning, as well as influencing their achievement results (Nurrahmaniah, 2019; Nurmala, Tripalupi, Suharsono & Ganesha, 2014). According to (Meithiana, 2017), lecturers who feel satisfied with their work tend to have high intrinsic motivation in providing meaningful and relevant teaching to students. This can trigger students' interest in learning, increase their involvement in the learning process and ultimately improve learning achievement. Victor Vroom's theory (Husniyawati & Wulandari, 2016) suggests Expectancy Theory which states that individual motivation to achieve high performance depends on three factors, including: hope, instrumentality and valence. According to Fahyuni & Istikomah (2016), lecturers in their context have hopes related to their belief that the work they do will get the desired results. Instrumentality is related to the belief that good performance will get desired rewards such as recognition, promotion and salary increases (Kadarisman, 2012). Valence according to (Husniyawati & Wulandari, 2016) is the personal value given to the reward.

In this research, we identified several factors that explain why organizational culture influences lecturer discipline. In the analysis of organizational culture, it is a behavior or action that can have an impact on the level of lecturer discipline. Organizational culture is a pattern of beliefs and expectations held by members of an organization. Organizational culture can influence a lecturer's attitude in educational & teaching activities, research and community service. Based on the results of the analysis, it shows that the higher the lecturer's perception of understanding organizational culture, the higher the lecturer's discipline. In the research hypothesis (Panie et al., 2023), it is proven that organizational culture partially influences the motivation of lecturers at the Polytechnic campus in Bekasi City. This is also supported by the results of research by Lok & Crawford (2004) which states that there is an influence of organizational culture and leadership style on job satisfaction and organizational commitment. This is also in line with Rongga's (2001) research that organizational culture can increase employee job satisfaction.

Next, identify several factors that explain why lecturer competence influences lecturer discipline. From the analysis in this research, it was found that the better the lecturer's competence towards the organization, the better the lecturer's level of discipline, conversely, if the lecturer's competence decreases, the lecturer's level of discipline will also decrease. The research results of Firdaus & Rama (2016) concluded that there is an influence between competence and employee work discipline at PT. National Pension Savings Bank (BTPN) Pekanbaru branch. Apart from that, this research is also similar to that carried out by Ahya (2016) who obtained the results that competence has a significant influence on teacher discipline at Raudlatul Hasaniyah Problinggo.

Several factors in this research were carried out by identifying and explaining why leadership influences lecturer performance. From the analysis, it was found that leadership had no significant effect on lecturer performance. The more effective the leadership, the lower the lecturer's performance, and vice versa, the less effective the leadership, the higher the lecturer's performance. The results of this research are strengthened by research results according to (Maula, 2021) that leadership style has no effect on performance. Likewise, research results (Brahmasari & Suprayetno, 2008), (Syahputra, 2022), and (Sukmawati et al., 2020) state that leadership style does not have a significant effect on performance, this is because the leadership does not appreciate the opinions of the members. and make decisions without considering members' opinions.

This research was conducted by identifying several factors that explain why motivation influences lecturer performance. The research results have found a positive relationship between motivation and lecturer performance, where lecturers who have a high level of motivation will show better performance. Lecturers who are satisfied with their work are more likely to provide greater attention and support to their students (Kessi, 2019). This can increase student motivation and participation in the teaching and learning process, which in time will influence student academic achievement. Zairotun's (2019) opinion is that individual motivation to achieve high results depends on their beliefs about the relationship between work effort, performance and desired results. Nanda, Ambiyar, Wakhinuddin, Giatman, Muskhair & Setiawan (2022) strengthen the results of this research where lecturers who have high work motivation believe that the effort they put into teaching will result in good performance and contribute to student mathematics learning achievement.

Next, identify several factors that explain why organizational culture influences lecturer performance. The results of the analysis in this research show that organizational culture has a positive and significant effect on lecturer performance. In this case, it is in accordance with research (Panie et al., 2023) which states that organizational culture influences the performance of lecturers on campuses in the city of Bekasi, Indonesia.

Researcher Yuniar (2017) believes that motivation can mediate the relationship between organizational culture and lecturer performance.

This research was conducted by identifying several factors that explain why lecturer competence influences lecturer performance. Competence is a result that is expected from an individual in an activity carried out. If the lecturer's competence is better, the lecturer's performance will be better, and vice versa, if the lecturer's competence is worse, the lecturer's performance will be worse. The results of this study are in accordance with several studies by Nasri et al. (2017) shows that competency simultaneously affects the performance of State Civil Apparatus in Binamu District, Jeneponto Regency. Research by Harudi et al. (2016) found that competency had a positive and significant impact on the performance of employees of the General Section of the Soppeng Regency Regional Secretariat.

#### IV. CONCLUSION

Based on the research results, it can be concluded that the results of the leadership analysis do not have a significant effect and have a negative relationship on lecturer discipline. This means that the hypothesis which states that leadership variables have a significant effect on lecturer discipline is not supported by empirical data and is rejected. The higher the level of leadership, the higher the level of lecturer discipline in the learning process. In contrast to the results of motivation analysis, organizational culture and lecturer competence have a positive and significant effect on lecturer discipline. The results of the leadership analysis did not have a significant effect on lecturer performance because they were not supported by empirical data and were rejected. For the results of the motivation analysis, organizational culture and lecturer competence have a positive and significant effect on lecturer performance. The results of calculating the intervening variable showed that the lecturer discipline variable as a mediator was unable to mediate the relationship between the influence of leadership on lecturer performance, while the discipline variable as an intervening variable was able to mediate the relationship between the influence of motivation, organizational culture and lecturer competence on lecturer performance.

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