

# The Effects of Leadership and Commitment on the Job Performance of Lecturers at University

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## Abstract

The purpose of this study is to identify the effects of leadership style and commitment of the university leader on the performance of Serambi Mekkah University's lecturers. A survey was used as the data collection technique, while path analysis was used as the testing technique. Likert-scale questionnaires with closed-ended questions regarding the effects of leadership and organizational commitment on the lecturers' performance were employed. The questionnaires had an interval scale and an answer score on each question. It also had five different choices on a continuum line. The population of this research was all lecturers of Serambi Mekkah University, namely 270 lecturers in total, whereas the research sample was 122 lecturers. Data analysis was carried out in two stages, namely descriptive and inferential, using Microsoft Excel 2007. The results showed that there is a positive correlation between leadership (X1) and commitment (X2) on the performance of Serambi Mekkah University's lecturers (Y). Based on the findings, it can be concluded that leadership and commitment significantly affect the performance of Serambi Mekkah University's lecturers.

## Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi pengaruh gaya kepemimpinan dan komitmen pimpinan universitas terhadap kinerja dosen Universitas Serambi Mekkah. Teknik pengumpulan data menggunakan survei, sedangkan analisis jalur digunakan sebagai teknik pengujian. Kuesioner skala likert dengan pertanyaan tertutup mengenai pengaruh kepemimpinan dan komitmen organisasi terhadap kinerja dosen digunakan. Kuesioner memiliki skala interval dan skor jawaban pada setiap pertanyaan. Itu juga memiliki lima pilihan berbeda pada garis kontinum. Populasi dalam penelitian ini adalah seluruh dosen Universitas Serambi Mekkah yaitu sebanyak 270 dosen, sedangkan sampel penelitian adalah 122 dosen. Analisis data dilakukan dalam dua tahap yaitu tahap deskriptif dan tahap inferensial dengan menggunakan Microsoft Excel 2007. Hasil penelitian menunjukkan bahwa terdapat hubungan positif antara kepemimpinan (X1) dan komitmen (X2) terhadap kinerja dosen Universitas Serambi Mekkah (Y). Berdasarkan hasil penelitian dapat disimpulkan bahwa kepemimpinan dan komitmen sangat berpengaruh terhadap kinerja dosen Universitas Serambi Mekkah.

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## INTRODUCTION

The management of human resources at a university is a key to improve the performance of the lecturers. Several factors influence their performance, such as a good leadership style and commitment of the university leader. These two factors usually encourage lecturers to enhance their job performance. According to Mukhsinuddin (2016: 45), there are three main things that a leader should do to run an institution effectively, namely creating a positive workplace culture, applying the right leadership style, and having competencies that will help to reach the expected outcomes.

The performance of lecturers at a university should ideally be improved because it will result in work satisfaction and improved quality of the university. By Syarif (2013:86) & Shalahuddin, A. (2013: 90-104), good employees' performance will lead to quality enhancement; however, the performance is greatly influenced by the leadership style used by the university leader, workplace culture he creates, and his strong commitment to the institution. In line with that, Akbar, S. & Zaman, S. (2011: 1-10) & Pearce & Robison (2014: 3-4) state that the success of an institution, including an educational institution, highly depends on the leadership style used in the institution. Among the essential leadership, aspects are managing and influencing staff to reach the shared goals. A leadership style and commitment thus play a significant role in achieving the institution's targets.

In an educational organization such as a university, leadership and commitment are necessary to reach the university objectives and promote its strengths to the public. However, when a significant number of people have a low level of commitment to the organization (e.g., resigning from work), the university's reputation can be negatively impacted. According to Ahmadi, S. A. A., Ahmadi, F., & Zohrabi, M. (2012: 247) and Sunyoto (2015: 11), there are two kinds of losses as a result of employees' low job commitment to the organization: 1) Losses suffered by the university, such as having impaired social structure and communication within the organization, losing competent and professional members, and facing the risk of dissatisfaction from the remaining staff; 2) Losses suffered by the resigned staff, such as losing additional income and senior status at the workplace, feeling stress due to the transition process, and having the career path disrupted.

Torang, S (2016: 6); Atikah, K.; Qomariah, N. (2020: 216-227) explain that performance as a quantity and quality of an individual or group work within the organization in executing main tasks should be based on norms, standard operating procedures, criteria and measures that have been established or applicable in the organization. Professionalism in executing the tasks will significantly determine the success of the organization. This is in line with Colquitt, J. A., Lipine, J. A., Wesson, M. J. (2009: 37) & Bratton, John, Keith Grint and Debra L. Nelson. (2015: 45) illustrating that an employee's performance in an organization greatly affects the competitiveness of an organization, especially the leadership style and commitment to the organization. Likewise, Pearce & Robison (2004: 8); Pearce & Robison (2014: 3-4); Suryawan, I, N., Masman, RR; Bernato, I. (2018: 223-234); Yuliawan, AK (2019: 120) conclude that a leadership style affects the employees' organizational commitment. Therefore, the success of an organization in achieving its goals is largely determined by the leadership used in the organization. The aspects of leadership and commitment considered fundamental are regulating and influencing team members to achieve the organizational goals. Without leadership and commitment to the organization, the members' performance will not be optimal, and the goals will be hard to achieve.

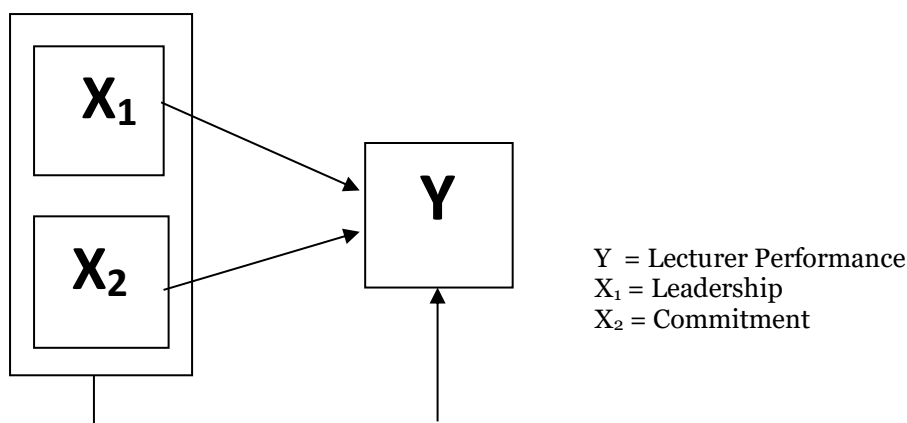
There have also been many studies on the influence of leadership style and commitment to employees' performance. The findings of the studies are expected to be adopted by those in managerial positions to measure the effectiveness of the applied leadership style and commitment on the employee's performance in an educational institution, including a university. Ali, N., Babar, MAA; Bangash, SA (2011: 524); Purwanto (2015: 50); Nasrun., Ambarita, DFP, Nasution, NB & Tambunan, HP (2019: 515-530); Wira, AIMD, Ketut, SIB (2019: 142-149) in their research on leadership and commitment said that both have a significant influence, especially how a leader sets an example, makes a decision, delegates authority, and shows optimism. Likewise, Satris, B (2019: 91); Bachtiar (2013: 41), in their paper, found that leadership and commitment significantly affect

employees' performance at a university, especially in terms of capability and responsibility, either at the university level, faculty level, or department level. Leadership in an educational institution is pivotal for several reasons: (a) leaders play a key role in promoting the institutional strength to the community, (b) leaders are the ones who design the recruitment system for academic staff and new students, (c) leaders are the ones who give authority to the heads of departments to develop their programs, (d) leaders are the ones who improve the academic atmosphere and working conditions, and (e) leaders are the ones who unite diverse interests in the teaching and learning processes.

Based on the aforementioned reasons, the authors are interested in researching this area at one of the universities in Aceh, namely the Serambi Mekkah University. The aim is to identify the extent to which leadership and commitment affect the performance of the lecturers in this university. Here, many lecturers have unsatisfactory performance, less relevant academic backgrounds with the courses they teach, lack of professionalism, lack of initiative for professional development, low awareness to improve their career, lack of training in their fields. Mostly, they complete their teaching duty and pay less attention to the other two pillars of Higher Education's *Tri Dharma*, namely research and community services.

## METHODS

This research is quantitative. It employed to survey and path analysis as the testing techniques. It analyzed the correlations between the research variables and measured a direct or indirect effect between them. The instruments used in this study were Likert-scale questionnaires with questions concerning the effects of leadership and organizational commitment on the lecturers' performance. The questionnaires had closed-ended questions with five different choices on a continuum line, an interval scale, and an answer score on each question. The answers available were SM (Very Satisfactory), M (Satisfactory), R (Hesitating), TM (Unsatisfactory), or STM (Very Unsatisfactory). The research population was all lecturers of Serambi Mekkah University (270 in total), while the research sample was 122 people. The data analysis was carried out in two stages, namely descriptive and inferential, using Microsoft Excel 2007.



**Figure 1. Constellation Correlations among the Variables**

## FINDINGS AND DISCUSSIONS

### **Lecturers' Performance**

From a questionnaire's responses on lecturers' performance, the range of scores was obtained, namely  $136 - 97 = 39$ , with the lowest score of 97 and the highest score of 136. The average score = 120, 08 while the mode = 123.5, median = 121.65 and standard deviation = 8.99. Using Sturges rule (in which the number of classes  $k = 1 + 3.3 \log n$ ), the value of k was obtained, namely 7.88, with 122 respondents. Because the k value must be exact, then k was eight while the interval p was 5. The trend from the score results can be seen from the following frequency distribution table:

**Table 1. Distribution of Lecturers' Performance Frequency**

Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency (%)
97 – 101	3	3	2,46
102 – 106	7	10	5,74
107 – 111	14	24	11,48
112 – 116	13	37	10,66
117 – 121	23	60	18,85
122 – 126	33	93	27,05
127 – 131	18	111	14,75
132 – 136	11	122	9,02
	122		100

Based on the table above, it can be seen that the number of respondents scoring in the interval class of 97 - 101 were 3 people (2.46%) while the respondents scoring in the interval class of 102–106 were 7 people (5.74%). Meanwhile, respondents who obtained scores in the interval class of 107-111 were 14 people (11.48%); respondents who achieved scores in the interval class of 112 - 116 were 13 people (10.66%); respondents who obtained scores in the interval class of 117-121 were 23 people (18.85%); respondents who scored in the interval class of 122 – 126 were 33 people (27.05%); while respondents scoring the interval class of 127 – 131 were 18 people (14.75%); and those receiving scores in the interval class of 132 - 136 were 11 people (9.02%). Thus, in general, the performance of the lecturers of Serambi Mekkah University is in the high category.

### **Leadership**

After distributing a questionnaire containing 28 questions and 5 alternative answers (SS (Strongly Agree), S (Agree), R (Hesitating), TS (Disagree), and STS (Strongly Disagree)) to 122 respondents, the range of scores was obtained, namely  $131 - 84 = 47$ , with the lowest score of 84 and the highest score of 131. The average score was 111.85 while the mode was 111.5, the median was 113.35 and the standard deviation was 10.78. Using the Sturges rule (the number of classes  $k = 1 + 3.3 (\log n)$ ), the value of  $k = 7.88$  was obtained with the number of samples 122. Because the value of  $k$  must be exact, then  $k$  was 8 while the interval  $p$  was 6. The trend from the score results can be seen from the following frequency distribution table:

**Table 2. Distribution of Leadership Frequency**

Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency (%)
84 – 89	5	5	4,10
90 – 95	6	11	4,92
96 – 101	11	22	9,02
102 – 107	18	40	14,75
108 – 113	26	66	21,31
114 – 119	22	88	18,03
120 – 125	23	111	18,85
126 – 131	11	122	9,02
	122		100

The table above shows that the respondents scoring in the interval class of 84 - 89 were 5 people (4.10%) while those scoring in the interval class of 90 - 95 were 6 people (4.92%). There were 11 people obtaining scores in the interval class of 96 - 101 (9.02%); 18 scorings in the interval class

of 102-107 (14.75%); 26 in the interval class of 108 - 113 (18.03%); 23 in the interval class of 120–125 (18.85%); and 11 in the class interval of 126-131 (9.02%). Thus, in general, the leadership is very high.

### Commitment

After distributing a questionnaire of 27 questions with 5 alternative answers for each question (SS (Strongly Agree), S (Agree), R (Hesitating), TS (Disagree), and STS (Strongly Disagree)) to 122 respondents, the range of scores was obtained, namely  $127 - 70 = 57$ , with the lowest score being 127 while the highest score being 70. The average score = 101.98 while the mode = 113.5, the median = 103.17 and the standard deviation = 15.1. Using Sturges rule (in which the number of classes  $k = 1 + 3.3 (\log n)$ ), the value of  $k$  was obtained, namely 7.88, with 122 respondents. Because the  $k$  value must be exact,  $k$  was 8 while the interval  $p$  was 8. The trend from the score results is illustrated in the following frequency distribution table:

**Table 3. Distribution of Commitment Frequency**

Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency (%)
70 – 76	9	9	7,38
77 – 84	8	17	6,56
85 – 92	16	33	13,11
93 – 100	24	57	19,67
101 – 108	12	69	9,84
109 – 116	29	98	23,77
117 – 124	19	117	15,57
125 – 132	5	122	4,10
	122		100

Based on the table above, it can be seen that 9 people were scoring in the interval class of 70 - 76 (7.38%); 8 in the interval class of 77 - 84 (6.56%); 16 in the interval class of 85 - 92 (13.11%); 24 in the interval class of 93 - 100 (19.67%); 12 in the interval class of 101 - 108 (9.84%); 29 in the interval class of 109 – 116 (23.77%); 19 in the interval class of 117 – 124 (15.57%); and 5 in the interval class of 125 - 132 (4.10%). Thus, in general, the commitment is quite high. The analysis results show that there is a positive correlation between leadership ( $X_1$ ), commitment ( $X_2$ ), and performance ( $Y$ ), either individually or together. This positive correlation means that the improvement in the lecturers' performance and commitment will affect leadership.

### The Correlation Between Leadership ( $X_1$ ) and Lecturers' Performance ( $Y$ )

Another research hypothesis is that there is a direct relationship between leadership and lecturers' performance. After the calculation of ( $X_1$ ) and ( $Y$ ), it was found that the constant value of  $a$  is 60.35 while  $b$  is 0.354; thus, the regression equation  $\hat{Y}$  is  $60.35 + 0.534 X_1$ . A significance test and linearity test of the simple regression equation were carried out using the variance analysis to determine the correlation closeness. The criterion for a simple linear regression test is if  $F_{\text{Count}} > F_{\text{Table}}$ ; therefore, the regression is significant. Meanwhile, in the tuna match and regression errors, if  $F_{\text{Count}} < F_{\text{Table}}$ , the regression is linear. In the following ANOVA table, we can see the results of the significance test and regression linearity.

**Table 4. ANOVA Table on the Significance Test and Regression Linearity between  $X_1$  and  $Y$** 

$$\hat{Y} = 60,35 + 0,534 X_1$$

Variation Sources	dk	JK	RJK	Fh	F <sub>table</sub>	
					$\alpha = 0,05$	$\alpha = 0,01$
Total	122	1768980				
Coefficient (a)	1	1759200,8	1759200,8			
Regression (b/a)	1	1638638,53	1638638,53	<b>83,23**</b>	3,93	6,83
Residuals	120	5773,93	48,12			
Tuna match	23	889,5	42,38			
Errors	99	4883,98	49,33	<b>0,85<sup>ns</sup></b>	1,66	2,04

**Description:**

\*\* : Regression of 83,23 > 6,83 at  $\alpha = 0,01$  (very significant)

<sup>ns</sup> : The linear regression of 0,85 < 2,04 at  $\alpha = 0,01$ .

dk: Degree of freedom

JK: Sum of squares

RJK : Average Number of Squares

Based on the ANOVA table above, to test the significance of the regression = 0.01,  $F_{table} = F(\alpha=0.01)(1:120) = 6.83$  was obtained, and from the calculation of the value of  $F_{count} = 83.23$ ,  $F_{count} > F_{table}$  or conditions regression significance was met. For  $\alpha = 0.01$ ,  $F_{table} = 6.83$  and  $F_{count} = 0.85$  were obtained. When  $F_{count}$  is lower than  $F_{table}$ , the requirements for regression linearity are met, or that the regression is linear. From the results of two tests above, it can be concluded that the regression equation  $\hat{Y} = 60.35 + 0.534 X_1$  is significant and linear for  $\alpha = 0.01$ . The regression equation  $\hat{Y} = 60.35 + 0.534 X_1$  indicates that an increase in the leadership score by one point will be followed by an increase in performance by 0.534 with a constant of 88.96. Thus, to improve the performance, it is necessary to improve the leadership skill. Next is a simple regression equation of the variable  $X_1$  and  $Y$ , namely  $\hat{Y} = 60.35 + 0.534 X_1$ . The closeness between the leadership variable ( $X_1$ ) and performance ( $Y$ ) is indicated by the correlation coefficient of  $r_{y1} = 0.639$ . This suggests a very strong correlation between the two because it is close to number 1. The significance test of the correlation coefficient using the t distribution is shown in the following table.

**Table 5. Significance Test of the Correlation Coefficient between Leadership ( $X_1$ ) with Performance ( $Y$ )**

Observation Sample	Correlation Coefficient	$t_{count}$	$t_{table}$	
			$\alpha = 0,05$	$\alpha = 0,01$
122	0,639	11,87**	1,66	2,36

Description: \*\*correlation coefficient is highly significant ( $t_h = 11,87 > t_t = 2,36$ ) at  $\alpha 0,01$

The value of  $t_{table}$  for  $n = 122$  and  $\alpha = 0.01$  is 2.36 while  $t_{count}$  is 11.87; thus,  $t_{count}$  is greater than  $t_{table}$ , indicating that the correlation coefficient between leadership and performance is highly significant. The correlation between the two is positive, suggesting that the better the leadership, the higher the lecturers' performance. The first research hypothesis is then accepted. The coefficient of determination (KD)  $r^2_{yl} = 40.83\%$  variation that occurs in leadership is determined by the performance of the lecturers. By controlling ( $X_2$ ) the partial correlation coefficient between ( $X_1$ ) and ( $Y$ ), the correlation value  $r_{yl.2} = 0.627$  was obtained. This means that the correlation between the two is quite strong.

**Table 6. Significance Test of Partial Correlation Coefficient between (X1) and (Y) Controlled (X2)**

Observation Sample	Coefficient Correlation	t <sub>count</sub>	t <sub>table</sub>	
			α = 0,05	α = 0,01
122	0,627	8,78**	1,66	2,36

Description: \*\*correlation coefficient is highly significant ( $t_h = 8,78 > t_t = 2,36$ ) at  $\alpha 0,01$

Based on the table above, it can be concluded that a positive correlation still exists between (X1) and (Y) by controlling the commitment (X2).

**The Correlation between Commitment (X2) and Lecturers' Performance (Y)**

The other research hypothesis is that there is a positive correlation between commitment and lecturers' performance. From the (X2) and (Y) data calculation, the constant value of a is 81.13 while b is 0.382 with a regression equation  $\hat{Y} = 81.13 + 0.382X_2$ .

**Table 7. ANOVA Significance Test and Regression Linearity between X2 and Y**  
 $\hat{Y} = 81.13 + 0.382 X_2$

Sources of Variation	dk	JK	RJK	Fh	F <sub>table</sub>	
					α = 0,05	α = 0,01
Total	122	1768980				
Coefficient (a)	1	1759200,8	1759200,8			6,83
Regression (b/a)	1	4047,38	4047,38	<b>84,73**</b>	3,92	
Residuals	120	5731,8	57,20			
Tunamatch	29	526,18	16,97			
Errors	91	5205,62	57,20	<b>0,296</b>	1,59	1,93

**Descriptions:**

- \*\* : Regression of  $84,73 > 6,83$  at  $\alpha = 0,01$  (highly significant)
- ns : Linear Regression of  $0,296 < 1,93$  at  $\alpha = 0,01$ .
- dk : Degree of Freedom
- JK : Sum of Squares
- RJK : Average Number of Squares

Next, on the tuna match and errors, to test the linearity of the regression using  $\alpha = 0.01$ , it was found that the value of  $F_{count}$  (0.296) is lower than that of  $F_{table}$  (6.83). Thus,  $F_{count}$  is smaller than  $F_{table}$ , or the regression linearity requirements were met. From the results of the two tests, it can be said that the regression equation  $\hat{Y} = 81.13 + 0.382X_2$  for  $\alpha = 0.05$  and  $0.01$  meets the requirements for significance and linearity. The regression equation  $\hat{Y} = 81.13 + 0.382X_2$  means that an increase in a commitment by one point will be followed by an increase in the lecturer performance by 0.382 with a constant of 81.13. The correlation between commitment and lecturer performance is shown by the correlation coefficient  $r_{y2} = 0.643$ . The significance test of the correlation coefficient between the two variables using the t distribution can be seen in the following table.

**Table 8. Significance Test of the Correlation Coefficient between (X2) and (Y)**

Observation Samples	Correlation Coefficient	t <sub>count</sub>	t <sub>table</sub>	
			α = 0,05	α = 0,01
122	0,643	9,196**	1,66	2,36

Description: \*\*Correlation Coefficient is highly significant ( $t_h = 9,196 > t_t = 2,36$ ) at  $\alpha 0,01$

The value of t table for the significance level = 0.01, and n = 122 is  $t_{table} = 2.36$  while  $t_{count} = 9.196$ ; thus,  $t_{count} > t_{table}$ . This means that the correlation between commitment and lecturers' performance is very significant. There is a positive correlation between commitment and lecturers' performance. In other words, the higher the leader's commitment, the higher the lecturers' performance. Thus, the other research hypothesis is accepted. The coefficient of determination (KD) shown by  $ry^2 = 41.30\%$  of the variance in the lecturers' performance is determined by the commitment variable. By controlling (X1) the partial correlation coefficient between commitment and lecturer performance, the correlation value of  $ry_{2.1} = 0.633$  was obtained.

**Table 10. Significance Test of the Correlation Coefficient between (X2) and (Y) Controlled (X1)**

Observation Sample	Coefficient Correlation	$t_{count}$	$t_{table}$	
			$\alpha = 0,05$	$\alpha = 0,01$
122	0,633	8,92**	1,66	2,36

Description: \*\*Correlation Coefficient is highly significant ( $t_h = 91,96 > t_t = 2,36$ ) at  $\alpha 0,01$

Based on the results of the significance test, it is clear that by controlling the leadership variable (X1), a positive correlation between the variable (X2) and (Y) still exists. Hence, there is a strong correlation between leadership, commitment and Lecturers' Performance. It also shows that the greater the value of leadership (X1) and commitment (X2), the stronger their influences on the lecturers' performance. (Y). This proves the findings of Pearce & Robison (2014: 3-4) that the success of an organization, including an educational organization, in achieving its goals is primarily determined by the leadership style used by the organization in managing and influencing subordinates. Without good leadership skills and the commitment of the leader to the organization, the lecturers' performance may be poor. Therefore, the leader is expected to be able to mobilize, empower, direct, and establish good communication with all lecturers, which will help grow the sense of professionalism in their lecturers and reach the expected goals. Good communication established between the university leader and lecturers will determine the success of outcome achievement.

Lecturers' performance is a management measurement tool to assess the level of accountability in carrying out the *Tri Dharma* of Higher Education. To improve the performance, careful attention needs to be paid to the facilities, infrastructure, and opportunities for professional development for the lecturers through training, seminars, and workshops. The performance and enthusiasm of the lecturers at work can also be improved provided that a good relationship and communication are built between the lecturers and the head of their department. The professionalism of the lecturers is also greatly influenced by the leadership style of the department's head in running the management, either in the administrative management or communication with all members in the academic community (Yuliana, C. P., Hardianty, S., & Putra, R. S. 2019: 51-72).

The leadership and commitment of the leader to the university also need to be improved. Leaders with good leadership skill and commitment to higher education will positively influence their employees' performance, enabling them to reach the expected outcomes.

## CONCLUSION

After analyzing the data on the effects of leadership and commitment on the lecturers' performance at the Serambi Mekkah University, several conclusions can be drawn: 1) a direct correlation exists between leadership (X1) and lecturers' performance (Y). There is also a direct correlation between commitment (X2) and the performance of the lecturers (Y) of Serambi Mekkah University. Thus, the leadership style and commitment of the Serambi Mekkah University's leader should be improved, eventually enhancing the lecturers' performance. The better the leadership style, the higher the performance of the lecturers at Serambi Mekkah University. In addition, the stronger the leader's commitment to the university, the higher the performance of lecturers of Serambi Mekkah University, Aceh.

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