

## THE INFLUENCE OF LEADERSHIP ON LECTURER PERFORMANCE AT UNIVERSITY IN MAKASSAR CITY

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**Abstract:** This research aims to determine and analyze the influence of leadership on lecturer performance at state universities and private universities in Makassar city. The method used is quantitative, with multiple linear regression analysis using SPSS 22 as a processing data tool. The total sample in this study was 60, consisting of 30 lecturers at a state university and 30 lecturers at a private university. The research results in the conclusion in this study leadership which indicators (clarity of vision and mission, achievement of vision and mission, optimism, confidence, agility, setting an example, and delegation of authority) have a positive and significant impact partial and simultaneous test. The work of lecturers at state and private universities in the three teaching areas of education, research and publication, and community service is closely linked to making higher education more competitive. Leadership abilities in developing competence and commitment also heavily impact lecturer performance. Leadership who can set an example, act swiftly, delegate authority well, and maintain a high degree of optimism can enhance professor performance in public and private colleges.

**Keywords:** Leadership, Lecturer Performance, Private University, State University

## **INTRODUCTION**

The global competitiveness report shows that competitiveness is the keyword when facing free competition in AFTA (ASEAN Free Trade Area) and other economic communities. Data from The Global Competitiveness Report shows that Indonesia's competitiveness ranking has sufficiently decreased from year to year. Indonesia ranked 54th of 133 countries in 2009, then in 2010, it became 44th out of 139 countries and position This decreased steadily to 45 in 2011, and it ranks 50th out of 144 countries. Several components of competitiveness are closely related to higher education, such as higher education and training, labor market flexibility and efficiency, preparedness technology, and innovation. (Bayu Putra & Fitri, 2021) Stated that the competitiveness of higher education needs attention because Indonesian universities' competitiveness index is too low, namely at the 69th level out of 140 countries, technological readiness competitiveness is ranked 94th, and the level of innovation is 36th.

Thus, there is a correlation between the competitiveness of universities and the State. According to (Resmi & Mekarsari, 2017), to increase the competitiveness and quality of universities, it is necessary to strive for higher education performance indicators that can be measured, namely: quantity and quality and relevance of graduates, (b) quantity and quality as well relevance of research and development results, and (c) quantity and quality and relevance community service activities where all these activities are related to lecturer performance in the three teaching of higher education. Universities can positively contribute to increasing the nation's competitiveness if university organizations at that height are healthy. The characteristics of a healthy higher education institution include (a) being capable of carrying out quality assurance, (b) having authority or autonomy, (c) having an entrepreneurial spirit or Entrepreneurialism, and (d). strong leadership. Quality assurance in universities, such as Accreditation, both internal and external, is a standardized activity in the form of standard organizational procedures involving external parties. College autonomy is the freedom of higher education leaders to manage the institution if they do not violate the law. The entrepreneurial spirit is the ability of institutions to manage and seek funds through research projects and community service in collaboration with the business world, as well as leadership competence and responsibility.

In the dynamic landscape of higher education, the role of leadership in shaping organizational effectiveness and individual performance among academic staff, particularly lecturers, is a crucial area of inquiry. Within the context of Makassar City's universities, where academic institutions strive for excellence in education and research, understanding the intricate interplay between leadership styles and lecturer performance becomes paramount. This introduction sets the stage for exploring the influence of leadership on lecturer performance in Makassar City's universities, delineating the

significance of the study, providing background context, stating the research purpose, and outlining the structure of the research endeavor (Ahmad et al., 2019).

According to the Scimago report (2013) regarding the ranking of inter-journal publications countries, then for the Asian region, Indonesia is ranked 11th compared to Thailand ranked 9th, Malaysia 8th, and Singapore 7th. The number of documents published in Indonesia reached 16,000, Thailand reached 69,000, Malaysia reached 75,000, and Singapore reached 126,000. Low productivity This journal shows there are problems with lecturer performance, especially in scientific research and publications. The low-performance problems of lecturers are related to research and publications and are caused by many factors, such as competence and commitment or motivation. This competency concerns both Master's and Doctoral education, methodological abilities, literature review, and mastery of technology. Commitment and motivation remain, and many move on to compensation or reward factors as basic human needs. However, motivation is not just a reward factor; motivation is built on organizational commitment, where every lecturer feels ownership of the organization and prides themselves in being part of an advanced and competitive organization (Larson & DeChurch, 2020).

The problem of commitment in the study of human resource management is very important and related to how lecturers or organization members grow in feeling (engagement) within themselves. According to (Dinh et al., 2014), commitment issues and engagement start from leaders. Leaders must create a good organizational climate to generate and develop engagement among their members. A leader must walk the talk, be trustworthy, caring, and visionary, and have character and competency. This commitment includes (a) affective commitment, namely, a person's emotional involvement in the organization in the form of a feeling of love for the organization, (b) continuous commitment (continuance commitment), namely a person's perception of the costs and risks of leaving In today's organizations, there are two aspects to continuous commitment, namely: involving personal sacrifice when leaving the organization and the lack of alternatives available to that person, and (c) normative commitment, namely: a moral dimension based on feelings of obligation and responsibility to the organization that employs him.

The large role of leaders in higher education regarding the performance of human resources, especially lecturers, was also pointed out by Bachtiar (2013). According to Bachtiar (2013), several elements affect competitive higher education, but the most important one is competent and accountable leadership at all levels, including that of universities, faculty, and study programs. Higher education leadership is important for several reasons, including (a) leaders whose job it is to advance institutional competence in society; (b) leaders who create the system for recruiting faculty and new

students; (c) leaders who give the head of the program authority and motivation to develop his study program; (d) leaders who enhance the academic environment and working conditions; and (e) leaders who bring together a variety of interests in the teaching and learning process. The problem statement for this study is as follows: (a) How does leadership affect lecturers' performance? Based on the background description. About the three pillars of higher education, and (b) any leadership elements that affect lecturers' effectiveness. This study aims to (a) determine how leadership in higher education affects lecturer performance and (b) identify leadership variables that can enhance performance in three-way teaching for university lecturers.

Leadership and performance are very close (Nursyam & Rahmawati, 2021). According to (Larson & De Church, 2020), leadership is expected to provide a vision that inspires increased HR commitment, leading to improved quality and productivity, ultimately resulting in profit levels and competitiveness. On the other hand, leadership is also expected to provide training and guidance to HR to improve HR skills or competencies so that quality and productivity increase (Purwanto S.K., 2015).

According to the definition of (Hughes et al., 2018) in the GLOBE Project, leadership is an individual's ability to influence, motivate, and enable employees to contribute effectively and successfully to the organization in which they are employees become members. (Joiner, 2019) a leader steps ahead, gives directions and paths, influences, always seeks, listens, hopes, and acts for better future conditions. On the other hand, According to (Huschka, 2020), a leader is someone who focuses on the goals of the organization and how to achieve those goals and focuses on the relationship between superiors and subordinates in the long term to maintain the effectiveness of the organization in achieving its goals. Meanwhile, the function of a leader (Rzepka & Bojar, 2020) is to develop a vision and mission, develop influence through culture, implement change, innovate, and learn to achieve organizational goals effectively.

Many studies support a positive relationship between leadership and performance through the moderator variables of competence and commitment. (Nizam, 2023) states the influence of entrepreneurial competency variables, compensation, performance evaluation, and participation in performance. Since participation has no real impact and business performance relies heavily on innovation, the research results indicate that entrepreneurial competence, compensation, and performance evaluation all have positive and significant effects. Leadership is, therefore, expected to foster the development of entrepreneurial competence. (Lee & Seong, 2020) came to the following conclusions: (a) leadership, team building, communication, and training are core competencies for managers of finance in Malaysia; (b) financial manager competency is at a fair to good level but has

not yet reached outstanding; and (c) keeping in mind the significance of leadership and the level of competency, then offering training to improve competency becomes necessary.

(Nasrul et al., 2020) It is stated that HR management is related to the HR paradigm as an asset for company profitability and competitiveness. The paradigm of HR as an asset is reflected in five indicators, namely: developing leadership abilities, optimizing the role of HR, building HR involvement larger, providing access to more information, and building capacity learning. Meanwhile, profitability is measured from the profit level, while power competitiveness from increasing market share. The results of this study indicate that the level of High participation, namely above 2.5 on a scale of 1 to 4, produces good performance compares favorably with participation rates below 2.5.

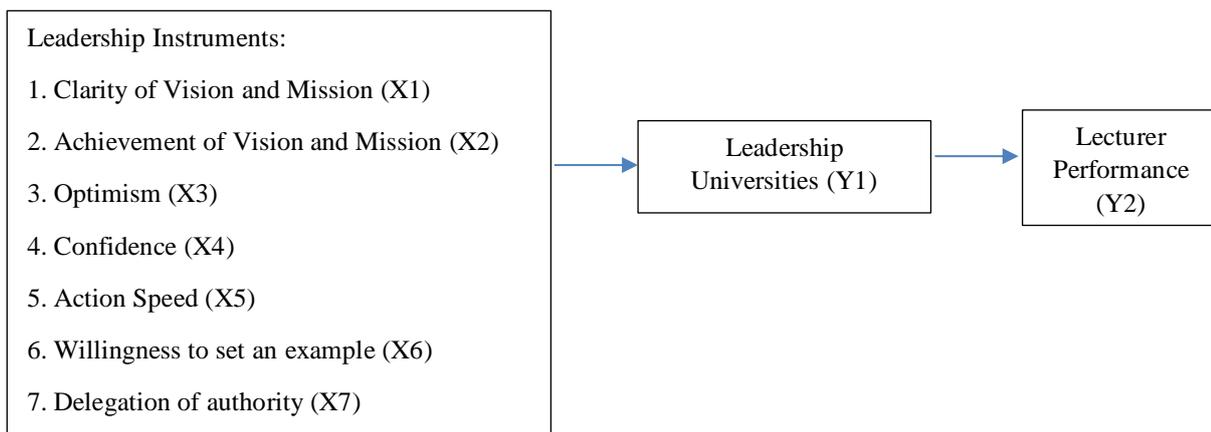
Purwanto (2015) researched the impact of leadership on primary school teacher performance, using organizational culture and work engagement as mediators. The structural equation model analysis results supported the hypothesis that leadership significantly impacted work culture. This indicates that servant leadership positively impacts organizational culture. The direct impact of servant leadership on teacher performance in a culture. The organization's direct effect has a p-value of 0.002 and a coefficient value of 0.344. The analysis of p-values less than 5% indicates a statistically significant and favorable impact. The findings of the Structural Equation Model support the acceptance of the hypothesis that organizational culture significantly affects employee performance. This indicates that employee performance is positively impacted by organizational culture. The correlation coefficient between organizational culture and employee performance is 0.354, with a p-value of 0.001. The p-value analysis's findings. Several research findings distinguish this study from other findings, including the fact that the impact of servant leadership on organizational culture has never been examined in a school setting and can be objectively demonstrated. The results demonstrate how organizational culture, which represents organizational values and helps the organization, may be strengthened by servant leadership as a style of leadership. Assuming that every attribute of organizational culture can be used to explain the culture that most closely aligns with the Servant Leadership theory, leaders will attach their contribution to organizational culture through their behaviors and responses (Ahmad et al., 2019). This study provides empirical evidence that the impact of servant leadership on worker performance in schools has never been investigated before.

The quality of higher education is intricately linked to the competence and dedication of its academic workforce. Among university faculty, lecturers are pivotal in delivering educational content, mentoring students, and advancing research agendas. Consequently, their performance directly impacts the overall reputation and effectiveness of the institution. Whether exhibited by

department heads, deans, or university administrators, leadership within academic settings plays a pivotal role in fostering an environment conducive to lecturer success. Understanding how different leadership styles influence lecturer performance can inform strategic decision-making within universities, guiding the development of effective leadership practices and enhancing the overall quality of education (Bayu Putra & Fitri, 2021).

In society, including in higher education circles, it is paternalistic, so a subordinate does not follow what his leader says but will follow what his leader does. This is the opinion of (Larson & De Church, 2020) regarding transformational leaders. These namely leaders can (a) stimulate the enthusiasm of lecturers to see work in the world from several new perspectives, (b) transmit the vision and mission of higher education to the lecturer team to build the contribution of each member of the organization, (c) developing members of the organization at a higher level of ability and potential, and (d) motivating lecturers to look at their interests so that they can benefit the interests of higher education. This is the opinion of (Himawan et al., 2019) that a leader must be able to demonstrate an example, especially honesty, and trust, or Establish Trust and Demonstrate Integrity, namely that a higher education leader can act and behave honestly and can demonstrate his member's honest behavior and deeds or actions in the organization. Establish Trust and Demonstrate Integrity includes (a) being able to demonstrate attitudes and behavior of honesty, (b) being able to take a courageous and respectful stance on matters of principle, (c) doing what is said, and (d) speaking with evidence and experience.

Based on the thoughts of Bass (2000), the model in research can be described as follows:



**Figure 1.** Conceptual Framework

Leadership abilities and abilities influence lecturer performance. Leadership is based on seven variables discovered by (Huschka, 2020), namely clarity of vision and mission, achievement of vision and mission, optimism, confidence, agility, role model skills, and delegation of authority. The hypothesis of this research is:

1. there is a positive and significant influence of leadership ability on the performance of lecturers.
2. there is a positive and significant influence of the leadership variable, which consists of variables clarity of vision and mission, achievement of vision and mission, optimism, confidence, speed actions, exemplary member abilities, and delegation of authority to abilities leadership on lecturer performance

## **METHODS**

This research was conducted at one State University and one Private University in Makassar City. The research was carried out from January 2022 to March 2022. Number of samples in this study: A total of 60 samples consisting of 30 lecturers at a State University and 30 lecturers at a Private University. Sample selection was carried out using proportional stratified random sampling based on level. Academic ranks are expert assistant, lecturer, associate professor, and professor. The measurement of variables in this research uses a Likert scale to measure a person or group's attitudes, opinions, and perceptions about a phenomenon (Mollet & Kaudela-Baum, 2022). The Likert scale is used to measure performance variables and leadership variables. Concept-based lecturer performance indicators The Three teaching of Higher Education which includes, among others:

**Table 1.** Three teaching Lecturer Indicators

<b>Variable</b>	<b>Indicator</b>
<b>Teaching Performance</b>	1 Preparation of lecture materials
	2 Teaching and evaluating lectures
	3 Student satisfaction with teaching
<b>Research and Publication</b>	1 Number of Research
	2 Number of Journals
	3 Number of Seminars
<b>Community service</b>	1 Number of Community Service
	2 Number of community service publications
	3 Number of social organizations fostered

Leadership Indicators based on instruments developed by Bass (2000) include:

**Table 2.** Leadership Indicators

<b>Variable</b>	<b>Indicator</b>
<b>X1 (Level of clarity of vision and mission)</b>	1 Ability to formulate vision and mission
	2 Have a strong sense of achieving the vision and mission
	3 Ability to fulfill the vision and mission in the future

<b>X2 (Vision attainment level and mission)</b>	<ul style="list-style-type: none"> <li>1 Leadership of new ideas to solve existing problems</li> <li>2 Level of enthusiasm for what you want to do</li> <li>3 Prioritize the interests of the organization over personal interests</li> </ul>
<b>X3 (Level of optimism)</b>	<ul style="list-style-type: none"> <li>1 Number of Community Service</li> <li>2 Number of community service publications</li> <li>3 Number of social organizations fostered</li> </ul>
<b>X4 (Confidence level)</b>	<ul style="list-style-type: none"> <li>1 Values that are important for building an organization</li> <li>2 Moral and ethical consequences of taking Decision</li> </ul>
<b>X5 (Agility action)</b>	<ul style="list-style-type: none"> <li>1 Ability to prevent a problem</li> <li>Two pride in everyone else in the organization</li> <li>3 Ability indicates that a problem must be prevented before it becomes a critical problem</li> </ul>
<b>X6 (Willpower level set an example)</b>	<ul style="list-style-type: none"> <li>1 Ability to provide assistance and guidance to people</li> <li>2 Ability to maintain organization and prevent damage</li> <li>3 Ability to see problems from various points of view</li> </ul>
<b>X7 (Inner willpower level delegate authority)</b>	<ul style="list-style-type: none"> <li>1 Determine who is responsible for target achievement</li> <li>2 The ability to treat others as individuals and not just like subordinates</li> <li>3 Suggest new ways to complete the task</li> </ul>

Before conducting the research, the questionnaire was tested for reliability and validity as stipulated in statistics. After the data is tabulated, statistical tests are carried out, which include normality tests, multicollinear tests, and heteroscedasticity tests. The analytical method in this research uses multiple regression equations and is processed using SPSS. The equations in this research are as follows:

$$Y_1 = a_1 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + \epsilon \quad (1)$$

where:  $Y_1$  = level of leadership ability;  $X_1$  = level of clarity of vision and mission;  $X_2$  = level of achievement of vision and mission;  $X_3$  = level of optimism;  $X_4$  = level of confidence;  $X_5$  = action speed level;  $X_6$  = level of willingness to set an example;  $X_7$  = level willingness to delegate authority;  $\epsilon$  = standard error.

and the performance equation with the level of leadership ability is:

$$Y_2 = a_2 + c_1Y_1 + \epsilon \quad (2)$$

where:  $Y_1$  = level of leadership ability;  $Y_2$  = lecturer performance level in tri-dharma;  $\epsilon$  = standard error

## RESULTS AND DISCUSSIONS

The research results in multiple regression equations are presented in Tables 3 and 4. Table 1 shows the similarities between leadership functions and effectiveness or level of leadership ability. Before carrying out multiple regression, a test is carried out for normality, multicollinearity, heteroscedasticity tests, and validity and reliability test data. Statistically, all free or independent variables significantly affect a variable that is not independent or dependent. To see the model's suitability, you can see the coefficient of determination and ANOVA values. The coefficient of determination ( $R^2$ ) of 92.1% shows the ability to explain all independent variables non-free, which reached 92.1%. Thus, the independent variable is very good at explaining the dependent variable. The ANOVA test can be seen from the F test; namely, the F-calculated value of 344,395 is greater than the F-table, so it can be concluded that all independent variables have a real or significant effect on the dependent variable. Thus, it can be concluded that the model formulated is very good and precise regarding the correlation value, coefficient of determination, and F test.

Partial statistical analysis shows that the influence of all variables independent to non-free is positive, so every increase in the variable Endogenous will positively impact the dependent variable. The t-count value also shows that all variables have a real effect, where the t-value is greater from the t-table at the 5% real level, 2,074, and the 1% real level, 2,819. The variable that has a very real influence on the leadership level is the ability to set an example. The t-calculated value is 20,709 and is significant at this level of 1%. Every increase in one level of ability in setting an example will increase the level of ability in improving lecturer performance by 0.2, or the impact is 20%. The ability level coefficient values exemplify this, a very important variable.

**Table 3.** Multiple Regression Results for Leadership Ability Level Equations

Information	Coefficient	t-count	Probability (p)
Constant	0.164	3.331	0.002
Clarity of Vision and Mission	0.077	5.711	0.000
Achievement of Vision and Mission	0.101	9.121	0.000
Optimism	0.141	6.712	0.000
Confidence	0.096	7.894	0.000
Agility	0.150	6.777	0.000
Setting an Example	0.201	7.541	0.000
Delegation of Authority	0.181	8.551	0.000

Information	Coefficient	t-count	Probability (p)
<b>F-Result value</b>	344,395	F Table	0.000
<b>R-Value</b>	0.911		
<b>R2 Value</b>	0.921		
**			Sign in Level 5%
*			Sign in Level 1%

Source: Data Processed (2022)

The paternalistic nature of society, which also permeates higher education circles, means that a subordinate will follow the leader's actions rather than what the leader says. This is the opinion of (De Rue et al., 2012) related to transformational leaders. These namely leaders can: (a) stimulate the enthusiasm of lecturers to see work in *tidharma* from several new perspectives, (b) lower the vision and mission of the university to the lecturer team to build the contribution of each member of the organization, (c) developing members of the organization at the level higher abilities and potential, and (d) motivate lecturers to look at their respective interests so that they can benefit the interests of the university tall. This is (the Ahmad et al., 2019) opinion that a leader must able to show examples, especially honesty and trust, or Establish Trust and Demonstrate Integrity, namely a higher education leader who can act and behave honestly and be able to demonstrate their member's honesty and honest behavior deeds or actions in the organization. Establish Trust and Demonstrate Integrity These include (a) being able to demonstrate honest attitudes and behavior, (b) being capable of taking a courageous and respectful attitude toward matters of principle, (c) doing what is necessary, and (d) speaking with evidence and experience.

The second most important variable is the speed of taking action. This variable has a t-value of 12.142 or is significant at the 1% level, and a coefficient value of 0.151, which means that for everyone, an increase in the speed of taking action will increase leadership abilities in improving performance by 0.151 or 15.1%. This variable is included in the competency of a leader able to prevent a problem and make quick decisions so that problems don't happen, be critical, and take continuous improvement action. Decision-making will be faster, according to (Hughes et al., 2018), including (a) understanding the problem correctly and making decisions correctly and eliminating assumptions and opinions, (b) making decisions with specific goals, (c) creating alternatives for each decision, and (d) understand each consequence of each decision and action.

The third variable is the ability to delegate authority, where the calculated t-value is 10.842 or real at the 1% level, and the regression coefficient value is 0.185. Delegation Authority includes aspects of trust and the span of organizational control. Every lecturer who is given authority shows the trust of superiors and increasingly shortens an organization's span of control so that

communication and feedback can be achieved quickly. It is unusual in universities, where leaders are accustomed to working with their abilities from the birth of the concept to implementation. This hinders improving organizational performance. The formation of teamwork and greater delegation of authority to different levels will improve lecturer performance. According to (Lee & Seong, 2020), performance achievement Organizations are concerned with how together other resources are created, work is done efficiently, and objectives are met within the appropriate time scales set. This is very important to provide encouragement or motivation to others to demonstrate trustworthiness through delegation of authority. Effective delegation benefits both parties, the organization and the organization individual. Delegation between superiors and subordinates must consider factors of subordinates' abilities, strengths, and weaknesses and allocate that work accordingly.

The fourth variable is optimism, where the calculated t-value is 10,742 and is real at a real level of 1% and a large regression coefficient value of 0.142 or an increase of 1 level. Optimism will increase leadership abilities and improve performance by 14.2%. A leader's optimism will bring confidence to members of organizations, including lecturers. Leaders' beliefs include future beliefs in the organization, confidence that targets will be achieved, and confidence in the strength of resources organization in achieving goals. (McMackin & Heffernan, 2021) expressed optimism and hope will cause leaders to be more resistant to depression when events occur bad happens, better performance at work, especially in challenging jobs, and better physical health. Leaders and employees need more optimism than ever to overcome, innovate, and develop in a fast, changing uncertain environment. Organizational leaders influence the involvement of feelings of optimism and employee performance and can consciously use this influence to encourage employees as a productive workforce.

Other variables, such as achieving the vision and mission, confidence, and clarity of vision and the mission, also have a real influence at the 1% real level. However, for building excellent organizational performance, higher education leadership functions can focus on four functions: a leader who can set an example in the three teachings and a leader who can make quick decisions. This capable leader provides appropriate delegation of authority and has a good level of optimism.

The second equation in this research is the relationship between ability levels of leadership and lecturer performance in the three teachings. The regression results are presented in Table 2. Table 2 shows that the correlation coefficient is 0.829, which means there is a relationship between the leadership variable and the lecturer performance variable, which is 82.9%, and the ability of leadership variables to explain lecturer performance variables is 68.7%. The influence of leadership variables on performance is also real and demonstrated. The F-calculated value is 47,700, which is

greater than F-Table 2. Thus, variable leadership has a real influence on lecturer performance variables.

**Table 4.** Regression Results of Performance Equality with Leadership

Information	Coefficient	t-count	Probability (p)
Intercept	3.308	4.227	0.045
Leadership	0.141	6.911	0.000
F-Count Value	47.600	F Table	4.311
R-Value	0.828		
R2 Value	0.688		
**			Sig in Level 5%
*			Sig in Level 1%

Source: Data Processed (2022)

The leadership variable has a t-value of 6.910 and is greater than the t-table at the 1% real level of 2.819. Thus, it can be concluded that the influence of leadership on performance is real. This has real implications for the leadership system in higher education. College leaders have a very strong influence in improving and influencing lecturer performance. Improved performance in the three teachings, namely education, research and publications, and Community service, requires strong higher education leadership. The leadership selection system in higher education is expected to produce results. Appropriate leadership can provide examples, such as the ability to make quick decisions, the ability to delegate authority, and a level of high optimism. This is by the results of (Husni et al., 2023). states that the organizational structure and officials, level of policy, and service are the most important dimensions of leadership in higher education.

## CONCLUSION

From the results, this study concludes that leadership indicators (clarity of vision and mission, achievement of vision and mission, optimism, confidence, agility, setting an example, and delegation of authority) positively and significantly impact partial and simultaneous tests. Increasing the competitiveness of the Indonesian nation is highly correlated with the competitiveness of higher education institutions and is mainly related to higher education and training, technological readiness, and innovation. The work of lecturers at state and private universities in teaching education, research and publication, and community service—is closely linked to making higher education more competitive. Level leadership abilities in developing competence and commitment also heavily impact lecturer performance. A leader who can set an example, act swiftly, delegate authority well, and maintain high optimism can enhance professor performance in public and private colleges.

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