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Improving Lecturer Performance Through Strengthening Service Leadership, Empowerment, Achievement Motivation, And Trust in Muhammadiyah Tangerang University Lecturers

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ABSTRACT

This research aims to produce strategies and ways to improve the performance of lecturers at the Muhammadiyah University of Tangerang by strengthening the variables of servant leadership, empowerment, achievement motivation, and trust as intervening variables. The research sample was 215 samples taken using stratified proportional random sampling of faculty lecturers. This research uses a survey method with a path analysis approach and SITOREM analysis. The results of this research can be concluded: 1). there is a direct influence between servant leadership on lecturer performance, 2) there is a direct influence between empowerment on lecturer performance, 3) there is a direct influence between achievement motivation on lecturer performance, 4) there is a direct influence between trust (X4) on lecturer performance (Y), 5) there is a direct influence between servant leadership on achievement motivation, 6) there is a direct influence between empowerment on achievement motivation, 7) there is a direct influence between servant leadership on trust, 8) there is a direct influence between empowerment on trust, 9) there is an indirect influence between servant leadership on lecturer performance through achievement motivation, 10) there is an indirect influence between empowerment on lecturer performance through achievement motivation, 11) there is an indirect influence between servant leadership on lecturer performance through trust, 12) there is an indirect influence between empowerment (X2) on lecturer performance through trust.

The results of the SITOREM analysis show that based on the priority order of improving lecturer performance, it is necessary to strengthen servant leadership and empowerment. If servant leadership is to be strengthened, it is carried out by enhancing indicators that are still weak, namely: Listening, Vision, Healing, and Humility as well as maintaining or developing indicators: Wisdom, Service, Empathy, and Organizational Stewardship, empowerment wants to be strengthened, so this is done by improving indicators that are still weak, namely: Delegation of authority in work freedom, and Competency Building as well as maintaining or developing indicators: Modeling (exemplary) from individual superiors, Self-efficacy, and Organizational Support, achievement motivation want to be strengthened, so this is done by improving indicators that are still weak, namely: Encouragement to excel in competition, and Having a work plan that is systematic and can be realized, as well as maintaining or developing indicators: The need to work intensively (persistent, focused) in carrying out tasks, likes challenges and competition, the need for a successful career in the long term, and a strong urge to get feedback on performance and trust wants to be strengthened, so this is done by improving indicators that are still weak, namely: Consistent development, Giving authority with responsibility, and Shared responsibility, as well as maintaining or developing indicators: Mutual respect and support, and Communication and togetherness.

Keywords: Servant Leadership, Empowerment, Achievement Motivation, Trust, and Lecturer Performance.

Introduction

Human resources in educational organizations play a very important role. This is based on the belief that individuals are the formulators of organizational goals and at the same time the main movers to achieve goals. Every individual in the organization should complete the main tasks according to their responsibilities.

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Vol: 5, Issue: 6 June/2024

DOI: https://ijbssrnet.com/index.php/ijbssr

As members of an organization, individuals must work together to realize organizational goals.

Universities are higher education institutions that provide opportunities for individuals to gain deeper knowledge, skills, and experience in various fields of study (Sastradiharja et al., 2020). College is often the next step after completing secondary or high school education. Universities have an important role in society, because they are responsible for providing quality higher education, conducting research and development, and contributing to community service (Marlinah, 2019). They also play a role in forming the intellect, critical attitudes, and skills needed for individuals to face the challenges of the complex world of work (Suprayitno & Wahyudi, 2020).

Lecturers are organizational/agency assets that need to be maintained and developed, because lecturers with good human resources indicate that they have abilities in the field of management and skills in the field of Information Technology (IT) that support their work so that it will benefit the organization, on the other hand, lecturers with low human resources will troublesome and detrimental to the institution. The HR in question is a performance component which is real behavior that can be observed by leaders or lecturer superiors in realizing organizational goals. High-performance lecturers will make it easy to carry out daily activities as a lecturer. Lecturer performance is a reflection of the work that has been achieved which is supported by the level of education and skills in Information Technology (IT) that lecturers have to realize the programs that have been created. This is reflected in the way they plan and carry out tasks well.

Lecturer performance can be used as a measure of the success of an institution, the higher the lecturer's performance, the easier it will be to achieve organizational goals. The performance of each organization will be different from one another, but the ultimate goal is the achievement of the organization's goals that have been determined as a whole. The performance of lecturers will be different from the functional performance of teachers, lecturers, and doctors, the field they are working on is thinking creatures, namely humans, so they require special skills, including human psychology, while educational staff are more likely to deal with paper and pencil, namely tools or media such as paper. computers, in focus, and pencils that can support the achievement of organizational goals.

Currently, universities face increasingly complex and diverse demands, both in terms of technological developments, job market needs, and societal expectations. Lecturers are one of the important pillars of the higher education system. They have a crucial role in forming and developing students' knowledge and skills. Lecturers act as facilitators, mentors, and mobilizers in the learning process in higher education. Apart from teaching duties, lecturers also play a role in research and scientific development (Febrianti et al., 2021). They conduct research aimed at increasing understanding in their field, developing solutions to complex problems, and contributing to the development of science as a whole. Research conducted by lecturers also has a positive impact on improving the reputation of higher education institutions. In a broader context, lecturers also play a role in community service. They apply their knowledge and skills to help solve problems faced by society, collaborating with governments, non-profit

organizations, and the private sector on various projects and programs.

Lecturers play a very important role in producing graduates who not only work in the government or private sector with satisfactory academic grades but are also required to be able to create their jobs and dominate the job market. In this case, what is needed is soft skills. However, based on the author's research, more student graduates rely on the best academic grades (more concerned with grades) to master the job market. Lecturer performance is an important factor in efforts to increase graduates who are ready to master the world of work and ensure quality management in higher education. Because lecturer performance is a benchmark for the ability and skills of personnel in carrying out their duties and responsibilities.

Performance is one of the factors that influences the quality of an institution. Likewise, lecturer performance influences the quality of higher education, in both state and private universities (I. P. Setiawan et al., 2020). If the lecturer's performance is good, then the quality of the institution will also be good. To photograph a lecturer's performance can be seen from their field of work, namely in the fields of education, research, and community service. Apart from that, good lecturer performance can also be measured by showing good discipline, especially in using time efficiently following lecture planning, implementation, and evaluation, based on the established schedule. The basis for responsibility and commitment, and carrying out lecture planning before carrying out lectures, lecturers prepare plans, and tools, namely Lecture Event Units (SAP), material preparation, and assessment systems.

Lecturers who perform well will create an intelligent and superior generation. So the government or institution concerned must provide good and appropriate facilities and equipment. Lecturers are government agents who work at both private and state universities. Lecturers should not reflect on bad attitudes which are always the reason for students. Such as doing things that are unpleasant, disappointing students' feelings, or making students frustrated. Because this can make students hate their lecturers and not want to take the courses they teach, students may be forced to go to their class if the other classes are full and only the lecturer's class that the students hate is still filled. But lecturers should provide knowledge, and various good experiences, make the class atmosphere more comfortable, be open with all students (not show favoritism), avoid being moody (an attitude that is difficult to predict and understand), avoid being arrogant (always talking about their wealth in front of students), and the most important thing is that lecturers must be role models, be imitated, and trusted, and have their words adhered to.

Low lecturer performance can have an impact on hampering the achievement of stated organizational goals and the characteristics of low employee performance include: not being on time in completing assigned tasks, arriving late and leaving early, work achievement targets not reaching optimal or below 100%; in terms of a perfect percentage of 100% as determined by the organization, less harmonious communication with colleagues and superiors, minimal appreciation from the organization or superiors, environmental conditions that are less conducive, and lecturer career planning that is not systematic and scheduled, etc.



Vol: 5, Issue: 6 June/2024

DOI: https://ijbssrnet.com/index.php/ijbssr

Performance is essentially the result of employee work behavior in carrying out their daily tasks following their duties, principles, and functions within a specified period. This means that the lecturer's performance in completing his job description is determined by the completion time limit. If before the specified time he has completed his duties, main duties, and functions, it can be said that the employee's performance is high, conversely, if it exceeds the specified time it is considered low performance.

Muhammadiyah University of Tangerang (UMT) is a higher education institution whose activities are to educate graduates in various professions. To improve quality human resources. Therefore, for the University of Muhammadiyah Tangerang (UMT) to continue to exist, it must make changes to respond to environmental demands. With the aim that graduates from the University of Muhammadiyah Tangerang (UMT) have optimal quality, so that they can compete in the world of the labor market at national, regional, and international levels.

Based on data collected from the Tangerang Muhammadiyah University Personnel Agency in September 2023.

- 1. There are 66.46% of lecturers who still have the status of Assistant Experts, which can be seen from the number of lecturers who do not implement the University Dharma Catur.
- 2. There are 32.32% of lecturers who have Lector status, which can be seen from the data available in the Campus Personnel data.
- 3. There are 0.91% of lecturers who have the status of Associate Professor, which can be seen from the data available in the Campus Personnel data and there are still very few who achieve academic lecturer positions at this level.
- 4. There are 0.30% of lecturers who have the status of Professor, which can be seen from the data available in the Campus Personnel data and there are still very few who achieve academic lecturer positions at this level.

From the results of the data above, it is known that several identified problems regarding the performance of lecturers at the Muhammadiyah University of Tangerang need to be improved, which can be seen from the number of lecturers who have problems in producing Learning Implementation Plans, lecturers who have problems in utilizing learning resources and carrying out research and community service.

The survey results above show that lecturer performance still needs to be improved, so it is necessary to find strategies and ways to improve lecturer performance. Considering that lecturer performance is the key to achieving educational goals, this lecturer's performance is interesting to research. However, a gap was found between the discrepancy between expectations and the reality on the ground. With speculation that there is an incongruent understanding between lecturer performance and the achievement of educational goals, the author wants to examine the positive influence of other variables so that strategies and ways to improve lecturer performance can be found.

Based on the study above, several reasons encourage researching lecturer performance. First, improving higher education requires improving the good performance of lecturers, the impact of which has an impact on the accreditation status of

higher education institutions. Second, servant leadership can manage educational units to achieve educational goals effectively and efficiently. Third, empowerment. Empowering lecturers is an important approach to improving the quality of higher education. Empowering lecturers involves providing the knowledge, skills, and resources necessary to improve their performance, motivate them, and encourage active participation in the development of educational institutions. Fourth, trust, in the academic environment, trust plays a very important role in creating healthy and productive relationships between individuals, especially between lecturers. An attitude of mutual trust forms the basis of effective collaboration, productive knowledge exchange, and ongoing personal development. Fifth, achievement motivation in lecturer performance will increase the spirit of achievement. Lecturer achievement motivation is needed so that lecturers remain consistent and are not easily influenced by other parties to take actions that are contrary to the university's vision.

The high or low performance of lecturers cannot be separated from the factors that influence the performance itself, one of which is motivation which is a driving source. Phenomena such as absenteeism, low work motivation, lack of attention to quality, low institutional competitiveness, inadequate institutional professionalism, and lack of lecturer commitment to the institution, are phenomena that indicate low lecturer performance. One of the things that excites lecturers at work is providing motivation that suits the lecturer's needs. Providing work motivation is expected to increase job satisfaction because this is not an easy task, lecturers generally have different backgrounds, experiences, hopes, desires, and ambitions, while job satisfaction depends on the individual lecturer himself.

The leadership of higher education organizations implemented by the chancellor will influence the performance of lecturers at the higher education institution. With good leadership from the rector, it is hoped that lecturers will carry out their duties and obligations well too. A Chancellor who displays good exemplary leadership will become an example and role model for all members of the university concerned (Siagian et al., 2023).

Strengthening servant leadership is important in improving lecturer performance. A Chancellor who has servant leadership will focus on increasing competence and providing quality services to lecturers. With servant leadership, lecturers will become effective companions in facing academic challenges, providing guidance, and encouraging students to reach their maximum potential and carry out research and community service.,

Another factor is that empowering lecturers is also crucial in improving performance. Lecturers who feel empowered will have a greater sense of responsibility for their duties and roles (Irmalis & Anas, 2018). Empowerment can take the form of providing trust, responsibility, and autonomy in making decisions related to teaching, research, and curriculum development. Empowered lecturers will feel in control of their work, increase motivation and job satisfaction, encourage innovation, and improve the quality of teaching.

Trust is an important factor in creating a harmonious and productive work environment. Lecturers who trust each other will be more open to sharing knowledge, experiences, and innovative



Vol: 5, Issue: 6 June/2024

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ideas. This trust also creates effective collaboration between lecturers, colleagues, and institutional leaders. Through mutually trusting behavior, lecturers will feel supported, appreciated, and recognized for their contributions, thereby increasing their motivation and performance.

Achievement motivation is an important driver in improving lecturer performance. Lecturers who have high achievement motivation will have an intrinsic drive to achieve success and make meaningful contributions. This motivation can be increased through rewards, recognition, and incentives that are by performance achievements. Lecturers who are motivated to achieve will have high work enthusiasm, encourage innovation, and strive to improve the quality of teaching, research, and community service.

It is important to note that lecturer performance is not only assessed based on the activities carried out but also involves the quality, integrity, ethics, and professional attitude demonstrated in carrying out these tasks. Good lecturer performance includes aspects of success in achieving educational goals, improving the quality of learning, contributing to research and scientific development, and serving the community.

Literature Review

Lecturer Performance (Y)

Performance is the final result of an activity, with the criteria being whether the result can be said to be efficient and effective (Azizah, 2021). The factors that indicate performance are (a) work productivity, namely the quantity of work results that can be seen from the work performance achieved by employees and the achievement of employee work targets, (b) work effectiveness, namely the quality that must be produced (whether it is good or not), (c) efficiency shown by workers, namely whether or not it is by the planned time (Rahmi, 2019).

Colquitt et al., (2019) stated that performance is the value of a set of employee behaviors that contribute, either positively or negatively, to the fulfillment of organizational goals. It was also stated that the factors that influence performance are (a) task performance, and (b) volunteer behavior as a contribution to positive behavior. (c) counterproductive behavior as contribution to negative behavior (Halim, 2019). Meanwhile, Daft (2010), stated that performance is an effort to achieve work results and goals by using resources in effective and efficient ways. It was also stated that performance indicators are (a) goal achievement, (b) productivity, (c) service satisfaction, (d) efficiency, and (e) effectiveness (Saputro, 2020). Fauzi et al., (2023) found that performance is the achievement of work goals. Achievement is measured from the work results of each employee. The dimensions of performance are (a) work results that are measurable and quantitative and (b) work results that are qualitative or less measurable.

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whether or not it is by the planned time (Rahmi, 2019). Meanwhile, Daft (2010), stated that performance is an effort to achieve work results and goals by using resources in effective and efficient ways. It was also stated that performance indicators are (a) goal achievement, (b) productivity, (c) service satisfaction, (d) efficiency, and (e) effectiveness (Saputro, 2020). Fauzi et al., (2023) found that performance is the achievement of work goals. Achievement is measured from the work results of each employee. The performance dimensions are (a) work results that are measurable and quantitative and (b) work results that are qualitative or less measurable. Mangkunegara (2019) performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties following the responsibilities given to him.

From the explanation of the theories above, it can be synthesized (concept definition) that lecturer performance is the result of work achieved by a person in carrying out the tasks assigned to him based on his abilities, experience, seriousness, and accuracy (time) following organizational goals. The lecturer performance indicators are as follows; 1). Productivity (suitability of work (output) with employee abilities (input), increased work results and use of time towards work targets), 2) Quality (accuracy, neatness, accuracy in work and fulfillment of services to customers), 3) Quantity (amount of work, planning work results, length of time used and type of service), 4). Efficiency (use of time, use of costs, use of facilities, and conformity of results with work plans), and 5). Effectiveness (utilization of facilities, utilization of technology, timeliness, utilization of competencies, and appropriate use of costs).

Servant Leadership (X1)

Servant leadership is a leader's behavior that prioritizes service, namely service that arises from a person's desire to provide service to others, to ensure that the individuals served can grow, be healthy, independent, and have a spirit of service (Hermawan & Susanti, 2023). Dirk van Dierendonck further describes the indicators of servant leadership as follows: (1) Empowering other individuals, namely in terms of active action, self-confidence, and mental strength, (2) Humanizing humans, namely developing the potential of individuals in the field they are concerned with according to the individual's personality, (3) Expressing oneself according to oneself, namely developing a way of expressing oneself according to oneself, (4) Developing Interpersonal Acceptance, namely developing individuals to learn to understand other people's feelings and be aware of the situations that people are facing, others, (5) Direction, namely ensuring the individual's understanding that the direction of his actions/behavior is following the organization's goals or expectations for him, and (6) Stewardship, namely encouraging the individual's willingness to be willing to take on greater duties and responsibilities (Hermawan & Susanti, 2023).

Servant leadership begins with the desire to provide services to individuals (subordinates) and then develops aspirations to direct individuals toward certain goals. In other words, it is leader behavior that is based on the desire to serve and is driven by efforts to direct other individuals toward certain goals (Sudrajat et al., 2020). Hermawan, Sunaryo, et al., (2023) define servant leadership as a leader who serves and meets the needs of other parties optimally by developing the attitudes of individuals



Vol: 5, Issue: 6 June/2024

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around him in the hope of having the same attitude to serve well. Setiawan (2019) defines Servant Leadership as a leader who prioritizes other people's needs, aspirations, and interests over their own. Servant leaders commit to serving others. Servant Leadership is a management style in which leading and serving are in harmony, and there is interaction with the environment (Suryati, 2021). Albert et al., (2023) describe Servant Leadership as a leadership philosophy, that addresses issues of ethics, customer experience, and employee engagement while creating a unique organizational culture, where leaders and followers come together to achieve organizational goals without positional or authoritative power. The indicators of servant leadership are as follows: 1) Helping employees in achieving organizational goals, and 2) Developing and growing employees at work (Mahayasa & Suartina, 2019).

From the explanation of the theories above, it can be synthesized (concept definition) that servant leadership is the behavior of a leader who prioritizes service which arises from his desire for the individuals served to grow, develop, be healthy, independent, and have a spirit of service and direct them towards certain goals, with indicators of creativity, namely: 1) Listening, namely the willingness to listen, understand other individuals, and learn from other people, 2) Healing, namely leaders who are able to heal the emotional feelings that are fluctuating in their subordinates, 3) Organizational stewardship, namely leaders who emphasize openness and persuasion to build trust from others rather than one's positional authority, 4) Wisdom, namely a leader who is wise in making decisions, 5) Humility, namely being humble, realizing the importance of other individuals in jointly achieving organizational goals, 6) Vision, namely the extent to which the leader seeks commitment from all members of the organization to a shared vision by inviting members to determine the future direction of the company, 7) Empathy, namely trying to understand colleagues and being able to empathize with other people, and 8) Service, namely the extent to which service is seen as the core from leadership and leaders demonstrate service behavior to subordinates.

Empowerment (X2)

Empowerment relates to the process by which people become aware of their interests and how these relate to the interests of others. Empowerment is more than just opening up access to decision-making; it must also include processes that lead people to consider themselves capable and entitled to occupy decision-making spaces. Empowerment according to Luthans (2021), empowerment is the authority to make decisions in a certain area of operational activities without having to obtain approval from other people. Ekayanti (2022) defines empowerment as basically giving employees greater freedom, autonomy, and self-control over their work, and being responsible for the decisions they make. JH Coun et al., (2022) define empowerment, as a process that provides greater autonomy to employees through sharing relevant information and providing control over factors that influence work performance.

According to Luthans (20215), empowerment is the process of giving individuals and teams the resources, information, and authority they need to develop ideas and effectively implement them. Al Anwar (2019) defines empowerment as the delegation of

authority to people in lower positions in the organizational structure where decisions can be made competently by those subordinates. Sedarmayanti (2019) explains that empowerment is an increase in ability where the potential exists, and the effort is to move from being less empowered to becoming more empowered.

From the explanation of the theories above, it can be synthesized (concept definition) that empowerment is an action to enable individuals through delegating decision-making authority so that individuals feel more self-determined, meaningful, and competent and the results of their work have an impact on the organization. The empowerment indicators are as follows: 1) Delegation of authority in work freedom, 2) Modeling (exemplary) from individual superiors, 3) competency building, 4) organizational support 5) Self-efficacy.

Achievement Motivation (X3)

Achievement motivation is a need that encourages individuals to make efforts to achieve goals, namely producing better achievements. A person's achievement motivation is based on the tendency to achieve success and the tendency to avoid failure. To achieve better performance, a person will try to organize the work environment and overcome various existing obstacles to complete the task well. Next, try to be better than previous achievements and surpass other people's achievements

Siagian (2019) defines achievement motivation as the driving force for someone to make the greatest possible contribution and the success of the organization in achieving its goals. Adegboyega (2019) achievement motivation is a person's determination to succeed in various things. Achievement motivation refers to the pattern of actions and feelings associated with striving to achieve some internalized standard of performance excellence. Hermawan, Indrati, et al., (2024) achievement motivation is a person's encouragement to try with their abilities to achieve success and excellence based on perseverance and challenging tasks. Damanik (2020) defines achievement motivation as a learned drive, aimed at achieving success and avoiding failure. The indicators are a) Having a strong drive from within to achieve achievement, b) Having a strong desire to achieve success, c) Having high responsibility, d) Daring to take risks, e) being Oriented towards achieving achievement, and f) Avoiding failure.

From the explanation of the theories above, it can be synthesized (concept definition) that achievement motivation is a drive from within a person to work optimally to achieve success, either for himself or for a group within an organization. With indicators of achievement motivation, namely; 1) The urge to excel in competition, 2) Likes challenges and competition, 3) Has a systematic and releasable work plan, 4) The urge to get feedback on performance, 5) The need for long-term career success, and 6) The need to work intensively carry out tasks.

Trust (X_4)

Kartono & Halilah (2019) state that Trust is the willingness to take risks in a relationship, which means that if the level of trust is at its lowest point, then someone will not take risks at all. Miranti & Evans (2019) further said that Trust is a product of traditional society which is based on absolute trust, namely belief in oneself and one's actions, because trust is irrational so it follows the definition of "Sense of Trust" which is based on people's feelings for each other. Then he added that trust is the



Vol: 5, Issue: 6 June/2024

DOI: https://ijbssrnet.com/index.php/ijbssr

product of rational activity, based on reflection. Then further said that the Trust is a strong integrated mechanism that has the potential for social cooperation and consolidation.

Hermawan, Ghozali, et al., (2023) said that trust is experience and empirical evidence that indirectly builds and maintains a level of trust, and with this assumption, trust tends to support innovation and technological change. Utamayasa & Anggreni (2021) stated that organizational trust is a fluid concept, but is characterized by its inclusiveness which is characterized by the specificity of their shared characteristics or relationships, which is characterized by openness, the ability to socialize spontaneously, and trust in other people. Then Colquitt et al., (2019) stated that trust in organizational authority (leadership) is the will to submit oneself to an authority (organization) based on positive expectations regarding the actions and will of that authority.

From the explanation of the theories above, it can be synthesized (concept definition) that trust is a person's belief in

another party who is subject to norms of rationality, honesty, competence, and positive assumptions that are oriented toward the future. The trust indicators are as follows: 1). Giving authority with responsibility, 2). Communication and togetherness, 3). Consistent development, 4). Shared responsibility, and 5). Respect each other and provide support.

Research Methods

This research was conducted at the Muhammadiyah University of Tangerang, Jalan Perintis Independen 3 no.1 Cikokol, Tangerang City. The research object is a research variable or something that is a construct that can produce variable characteristics and traits that will be the focus of the researcher's attention. Referring to the opinion above, the object of research is improving lecturer performance (Y) through strengthening service leadership (X1), empowerment (X2), work motivation (X3), and trust (X4).

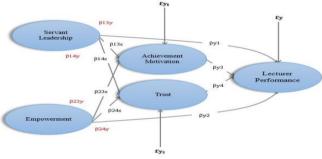


Figure 1. Research Constellation

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2015). The population of this research is Permanent Lecturers at Muhammadiyah University, Tangerang, totaling 462 lecturers. Determining the number of research samples in this quantitative stage used proportional random sampling techniques based on the Taro Yamane Formula. What is meant by the sample is the number and characteristics that represent and are owned by the population. In this study, the error rate and confidence level used was 5%.

Based on the sample calculation technique, the sample size was determined to be 215 respondents. Then, the number of samples in each faculty that became the sample area was determined by determining the proportion according to the number of lecturers in the faculty being studied. This research uses path analysis and SITOREM analysis, which is a combination

research method that combines path analysis research methods whose results are strengthened using SITOREM analysis. Through SITOREM Analysis, the results of Path Analysis research are analyzed in more detail on research variable indicators, so that indicators can be found that need to be immediately improved and maintained or developed.

This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by Hardhienata (2017), for operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution.

Research Result

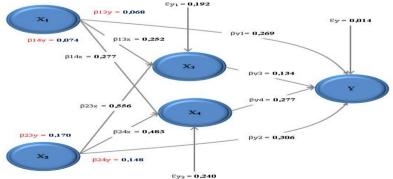


Figure 2. Path Coefficient



Vol: 5, Issue: 6 June/2024

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After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions regarding all proposed hypotheses can be explained as follows:

1. Direct positive influence between servant leadership (X1) on lecturer performance (Y)

The first hypothesis test was carried out by testing the direct influence of servant leadership (X1) on lecturer performance (Y). From the calculation results, the path coefficient value ($\beta y1$) = 0.269, with t-count = 14.255, while t-table at the real level α = 0.05, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the leadership variable on lecturer performance (X1) on lecturer performance (Y), meaning that stronger servant leadership (X1) will improve the performance of lecturers (Y) at the Muhammadiyah University of Tangerang (UMT).

2. Direct positive influence between empowerment (X2) on lecturer performance (Y)

The second hypothesis was tested to test the direct influence of empowerment (X2) on lecturer performance (Y). From the calculation results, the path coefficient value (β y2) = 0.306, with t-count = 9.646, while t-table at the real level α = 0.05, table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the empowerment variable (X2) on lecturer performance (Y), meaning that stronger empowerment (X2) will improve the performance of lecturers (Y) at Muhammadiyah University Tangerang (UMT).

3. Direct positive influence between achievement motivation (X3) on lecturer performance (Y)

The third hypothesis was tested to test the direct influence of achievement motivation (X3) on lecturer performance (Y). From the calculation results, the path coefficient value (β y3) = 0.134, with t-count = 2.239, while t-table at the real level α = 0.05, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the achievement motivation variable (X3) on the performance of lecturers (Y), meaning that the stronger achievement motivation (X3) will increase the performance of lecturers (Y) at the Muhammadiyah University of Tangerang (UMT).

4. Direct positive influence between trust (X4) on lecturer performance (Y)

The fourth hypothesis was tested by testing the direct influence of trust (X4) on lecturer performance (Y). From the calculation results, the path coefficient value (β y4) = 0.277, with t-count = 19.767, while t-table at the real level $\alpha = 0.05$, t-table = 1.652, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the trust variable (X4) on lecturer performance (Y), meaning that the stronger trust

(X4) will increase the performance of lecturers (Y) at Muhammadiyah University Tangerang (UMT).

5. Direct positive influence between servant leadership (X1) on achievement motivation (X3).

The first hypothesis was tested to test the direct influence of servant leadership (X1) on achievement motivation (X3). From the calculation results, the value of the path coefficient (β) Thus, there is a direct positive influence of the servant leadership variable (X1) on achievement motivation (X3), meaning that the stronger the servant leadership (X1) will increase the achievement motivation (X3) at the Muhammadiyah University of Tangerang (UMT).

6. Direct positive influence between empowerment (X2) on achievement motivation (X3)

The sixth hypothesis was tested for the direct influence between empowerment (X2) on achievement motivation (X3). Testing is carried out with the following conditions: Thus, there is a direct positive influence of the empowerment variable (X2) on achievement motivation (X3), meaning that stronger empowerment (X2) will increase achievement motivation (X3) at the Muhammadiyah University of Tangerang (UMT).

7. Direct positive influence between servant leadership (X1) on trust (X4)

The seventh hypothesis was tested to test the direct influence between servant leadership (X1) on trust (X4). From the calculation results, it is obtained that the path coefficient value (Thus, there is a direct positive influence of the servant leadership variable (X1) on trust (X4), meaning that the stronger the servant leadership (X1) will increase trust (X4) at the Muhammadiyah University of Tangerang (UMT).

8. Direct positive influence between empowerment (X2) on trust (X4)

The eighth hypothesis was tested for the direct effect of empowerment (X2) on trust (X4). From the calculation results, it is obtained that the path coefficient value (β) Thus, there is a direct positive influence of the empowerment variable (X2) on trust (X4), meaning that the stronger the empowerment (X2) will increase trust (X4) at the Muhammadiyah University of Tangerang (UMT).

9. Indirect positive influence between servant leadership (X1) on lecturer performance (Y) through achievement motivation (X3)

The ninth hypothesis was tested by testing the indirect influence of servant leadership (X1) on lecturer performance (Y) through achievement motivation (X3). The obtained Z-count value (8.26) > Z-table value (1.97), with a significance level of $\alpha = 5\%$. If you look at the probability value (significance) of the t-statistical test for the visionary leadership variable (sig), it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that achievement motivation (X3) can mediate servant leadership (X1) on lecturer performance (Y). From the results of calculating the indirect effect, the path



Vol: 5, Issue: 6 June/2024

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coefficient value ($\beta 13y$) = 0.068, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the servant leadership variable (X1) on lecturer performance (Y) through achievement motivation (X3), meaning that stronger servant leadership (X1) will strengthen lecturer performance (Y) through increased achievement motivation (X3) in Muhammadiyah University of Tangerang (UMT).

10. Indirect positive influence between empowerment (X2) on lecturer performance (Y) through achievement motivation (X3)

The tenth hypothesis was tested for the indirect influence of empowerment (X2) on lecturer performance (Y) through achievement motivation (X3). The obtained Zcount value (7.55) >Z-table value (1.97), with a significance level of $\alpha = 5\%$. If we look at the probability (significance) value of the t-statistical test for the organizational culture variable (sig), it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that achievement motivation (X3) can mediate empowerment (X2) on lecturer performance (Y). From the results of calculating the indirect effect, the path coefficient value $(\beta 23y) = 0.170$, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the *empowerment variable (X2) on lecturer performance (Y)* through achievement motivation (X3), meaning that stronger empowerment (X2) will strengthen lecturer performance (Y) through increased achievement motivation (X3) at Muhammadiyah University Tangerang (UMT).

11. Indirect positive influence between servant leadership (X1) on lecturer performance (Y) through trust (X4)

The eleventh hypothesis was tested for the indirect influence between servant leadership (X1) on lecturer

performance (Y) through trust (X4). The obtained Z-count value (7.77) > Z-table value (1.97), with a significance level of $\alpha = 5\%$. If you look at the probability value (significance) of the t-statistical test for the servant leadership variable (sig), it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that trust (X4) can *mediate servant leadership (X1) on lecturer performance* (Y). From the results of calculating the indirect effect, the path coefficient value ($\beta 14y$) = 0.074, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the servant leadership variable (X1) on the performance of lecturers (Y) through trust (X4), meaning that the stronger the servant leadership (X1) will strengthen the performance of lecturers (Y) through increasing trust (X4) at Muhammadiyah University Tangerang (UMT).

12. Indirect positive influence between empowerment (X2) on lecturer performance (Y) through trust (X4)

The twelfth hypothesis was tested for the indirect influence of empowerment (X2) on lecturer performance (Y) through trust (X4). The obtained Z-count value (7.16)> Z-table value (1.97), with a significance level of $\alpha =$ 5%. And if we look at the probability value (significance) of the t-statistical test for the empowerment variable (sig), it is $0.00 < \alpha = 0.05$. So H0 is rejected and H1 is accepted, this shows that trust (X4) can mediate servant leadership (X1) on lecturer performance (Y). From the results of calculating the indirect effect, the path coefficient value $(\beta 24y) = 0.148$, so Ho is rejected and H1 is accepted. Thus, there is a positive indirect influence between the empowerment variable (X2) on the performance of lecturers (Y) through trust (X4), meaning that stronger empowerment (X2) will strengthen the performance of lecturers (Y) through increasing trust (X4) at the Muhammadiyah University of Tangerang (UMT).

Table 1. Summary of hypothesis testing results

No	Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
1.	Servant Leadership (X1) on Lecturer Performance (Y)	0,269	$H_0: \beta_{YI} \leq 0$ $H_1: \beta_{YI} > 0$	H ₀ rejected H ₁ accepted	Influential Direct Positive
2.	Empowerment (X2) on Lecturer Performance (Y)	0,306	$\begin{array}{l} H_0: \beta_{Y2} \leq 0 \\ H_1: \beta_{Y2} > 0 \end{array}$	H ₀ rejected H ₁ accepted	Influential Direct Positive
3.	Achievement Motivation (X3) on Lecturer Performance (Y)	0,134	$H_0: \beta_{Y3} \le 0$ $H_1: \beta_{Y3} > 0$	H ₀ rejected H ₁ accepted	Influential Direct Positive
4.	Trust (X4) on Lecturer Performance (Y)	0,277	$H_0: \beta_{Y4} \le 0$ $H_1: \beta_{Y4} > 0$	H ₀ rejected H ₁ accepted	Influential Direct Positive
5.	Servant Leadership (X1) on Achievement Motivation (X3)	0,252	$\begin{array}{l} H_0 \colon \beta_{X1X3} \leq 0 \\ H_1 \colon \beta_{X1X3} > 0 \end{array}$	H ₀ rejected H ₁ accepted	Influential Direct Positive
6.	Empowerment (X2) to Achievement Motivation (X3)	0,556	$H_0: \beta_{X2X3} \le 0$ $H_1: \beta_{X2X3} > 0$	H ₀ rejected H ₁ accepted	Influential Direct Positive
7.	Servant Leadership (X1) to Trust (X4)	0,277	$\begin{array}{l} H_0 \colon \beta_{X1X4} \leq 0 \\ H_1 \colon \beta_{X1X4} > 0 \end{array}$	H ₀ rejected H ₁ accepted	Influential Direct Positive



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Vol: 5, Issue: 6 June/2024

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No	Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
8.	Empowerment (X2) to Trust (X4)	0,486	$\begin{array}{l} H_0 \colon \beta_{X2X4} \leq 0 \\ H_1 \colon \beta_{X2X4} > 0 \end{array}$	H ₀ rejected H ₁ accepted	Influential Direct Positive
9.	Servant Leadership (X1) on Lecturer Performance (Y) through Achievement Motivation (X3)	0,068	$H_0: \beta 13y \le 0$ $H_1: \beta 13y > 0$	H ₀ rejected H ₁ accepted	Influential Indirect Positive
10.	Empowerment (X2) on Lecturer Performance (Y) through Achievement Motivation (X3)	0,170	$\begin{array}{l} H_0 : \beta 23y \leq 0 \\ H_1 : \beta 23y > 0 \end{array}$	H ₀ rejected H ₁ accepted	Influential Indirect Positive
11.	Servant Leadership (X1) on Lecturer Performance (Y) through Trust (X4)	0,074	$H_0: \beta 14y \le 0$ $H_1: \beta 14y > 0$	H ₀ rejected H ₁ accepted	Influential Indirect Positive
12.	Empowerment (X2) on Lecturer Performance (Y) through Trust (X4)	0,148	$\begin{aligned} &H_0: \beta 24y \leq 0 \\ &H_1: \beta 24y > 0 \end{aligned}$	H ₀ rejected H ₁ accepted	Influential Indirect Positive

Table 2. Determination of SITOREM Analysis Results

	SERVANT LEADERSHIP (βy1 = 0,269) (rank. III)						
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value			
1	Listening	1 st Wisdom (13.96%)		4.10			
2	Healing	2 nd	Service (13.54%)	4.05			
3	Organizational Stewardship	3 rd	Empathy (13.12%)	4.16			
4	Wisdom	4 th	Listening (12.25%)	3.87			
5	Humility	5 th	<u> </u>				
6	Vision	6 th	Vision (11.79%)	3.89			
7	Empathy	7^{th}	Healing (11.79%)	3.88			
8	Service	8 th	Humility (11.34%)	3.84			
EMPOWERMENT (β y2 = 0,306) (rank. I)							
Indicator in Initial State			Indicator after Weighting by Expert	Indicator Value			
1	Delegation of authority in working freedom	1 st	Delegation of authority in working freedom (22.41%)	3.93			
2	Modeling (exemplary) from individual superiors	2 nd	Modeling (exemplary) from individual superiors (20.28%)	4.01			
3	Competency Building	3 rd Self-efficacy (19.60%)		4.00			
4	Organizational Support	4 th	4 th Organizational Support (19.56%)				
5	Self-efficacy	5 th	5th Competency Building (18.16%)				

ACHIEVEMENT MOTIVATION (β y3 = 0,134) (rank. IV)							
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value			
1	The drive to excel in competition	1 st Drive to excel over competition (18.24%)		3.78			
2	Likes challenges and competition	2 nd	The need to work intensively (diligently, focused) in carrying out tasks (17.04%)	4.07			
3	Have a work plan that is systematic and can be realized	3 rd	Likes challenges and competition (17.04%)				
4	Strong drive to obtain feedback on performance	4 th	4th Have a systematic work plan that can be realized (16.50%)				
5	The need for a successful career in the long term	5 th	The need for long-term career success (15.83%)	4.17			
6	The need to work intensively (diligently, focused) in carrying out tasks	6 th	Strong drive to obtain feedback on performance (15.36%)	4.12			
TRUST (β y4 = 0,277) (rank. II)							
Indicator in Initial State			Indicator after Weighting by Expert				
1	Giving authority with responsibility	1 st	Consistent development (21.19%)	3.74			
2	Communication and togetherness	2 nd	Granting authority with responsibility (20.42%)	3.70			
3	Consistent development	3 rd	4.05				



Vol: 5, Issue: 6 June/2024

DOI: https://ijbssrnet.com/index.php/ijbssr

				<u></u>		
4	Shared responsibility	4 th	Shai	3.73		
5	Respect each other and provide	5 th	Con	4.06		
	support			4.00		
	LE	CTURE	R PE	RFORMANCE		
Indicator in Initial State				Indicator after Weighting by Expert Indicat Value		
1	Productivity	1 st		luctivity (21.16%)	3.97	
2	Quality	2 nd		lity (21.10%)	4.09	
3	Quantity	3 rd		ciency (19.75%)	4.22	
4	Efficiency	4 th		ntity (19.02%)	3.99	
5	Effectiveness	5 th	Effectiveness (18.96%) 4.0			
			ANA	LYSIS RESULT		
	Priority order of indicator to be Strengthe			Indicators remain to be maintained		
1 st	Delegation of authority in working free	edom	1	Modeling (exemplary) from individual superiors		
2 nd	Competency Building		2	Self-efficacy		
3^{rd}	Consistent development		3	3. Organizational Support		
4^{th}	Giving authority with responsibility		4	. Mutual respect and support		
5 th	Shared responsibility			5. Communication and togetherness		
6 th	Listening		6	6. Wisdom		
7^{th}	Vision			7. Service		
8 th	Healing		8	. Empathy		
9 th	Humility		9			
10 th	The drive to excel in competition		1	The need to work intensively (diligently, focused) in carrying out tasks		
11 th	Have a work plan that is systematic and can be realized		1	. Likes challenges and competition		
12 th	Productivity		1	12. The need for a successful career in the long term		
13 th	Quantity		1	 Strong encouragement to obtain feedback of performance 	on	
			1	4. Quality		
			1	15. Efficiency		
			1	16. Effectiveness		

Conclusion

This research finds strategies and ways to improve lecturer performance by identifying the strength of influence between research variables. The strategy for improving lecturer performance is through strengthening the servant leadership variable. empowerment, achievement motivation, and trust. Furthermore, this research also finds ways to strengthen research variables. Some findings related to the indicators in the research variables need to be improved and some are maintained or developed.

Based on the results of the analysis, discussion of research results, and proposed hypotheses, it can be concluded as follows:

- 1. There is a significant positive direct influence between servant leadership (X1) on lecturer performance (Y) with $\beta y1 = 0.269$ so strengthening servant leadership (X1) can improve lecturer performance (Y).
- 2. There is a significant positive direct effect between empowerment (X2) on lecturer performance (Y) with β y2 = 0.306 so strengthening empowerment (X2) can improve lecturer performance (Y).
- 3. There is a significant positive direct influence between achievement motivation (X3) on lecturer performance (Y) with $\beta y3 = 0.134$ so strengthening achievement motivation (X3) can improve lecturer performance (Y).

- 4. There is a significant positive direct influence between trust (X4) on lecturer performance (Y) with β y4 = 0.277 so strengthening trust (X4) can improve lecturer performance (Y).
- 5. There is a significant positive direct influence between servant leadership (X1) on achievement motivation (X3) with $\beta x1x3 = 0.252$, so strengthening servant leadership (X1) can increase achievement motivation (X3).
- 6. There is a significant positive direct effect between empowerment (X2) on achievement motivation (X3) with $\beta x2x3 = 0.556$, so strengthening empowerment (X2) can increase achievement motivation (X3).
- 7. There is a significant positive direct influence between servant leadership (X1) on trust (X4) with $\beta x1x4 = 0.277$ so strengthening servant leadership (X1) can increase trust (X4).
- 8. There is a significant positive direct effect between empowerment (X2) on trust (X4) with $\beta x1x4 = 0.486$, so strengthening empowerment (X2) can increase trust (X4).
- 9. There is a significant positive indirect effect between servant leadership (X1) on lecturer performance (Y) through achievement motivation (X3) with β 13y = 0.068 so strengthening servant leadership (X1) can improve lecturer performance (Y) through achievement



Vol: 5, Issue: 6 June/2024

DOI: https://ijbssrnet.com/index.php/ijbssr

motivation (X3). Achievement Motivation (X3) cannot function effectively as an intervening variable between servant leadership (X1) and lecturer performance (Y) because the direct influence is greater than the indirect influence.

- 10. There is a significant positive indirect effect between empowerment (X2) on lecturer performance (Y) through achievement motivation (X3) with $\beta 23y = 0.170$ so strengthening empowerment (X2) can improve lecturer performance (Y) through achievement motivation (X3). However, achievement motivation (X3) cannot function effectively as an intervening variable between empowerment (X2) and lecturer performance (Y) because the direct influence is greater than the indirect influence.
- 11. There is a significant positive indirect effect between servant leadership (X1) on lecturer performance (Y) through trust (X4) with $\beta 14y = 0.074$ so strengthening servant leadership (X1) can improve lecturer performance (Y) through trust (X4). However, trust (X4) cannot function effectively as an intervening variable between servant leadership (X1) and lecturer performance (Y) because the direct influence is greater than the indirect influence.
- 12. There is a significant positive indirect effect between empowerment (X2) on lecturer performance (Y) through trust (X4) with β24y 0.148 so strengthening empowerment (X2) can improve lecturer performance (Y) through trust (X4). Trust (X4) cannot function effectively as an intervening variable between empowerment (X2) and lecturer performance (Y) because the direct influence is greater than the indirect influence.

Implications

Based on the conclusions above, the implications of this research are as follows:

- 1. If lecturer performance is to be improved, it requires strengthening servant leadership and empowerment as exogenous variables with achievement motivation and trust as intervening variables.
- 2. If servant leadership is to be strengthened, then this is done by improving indicators that are still weak, namely: Listening, Vision, Healing, and Humility as well as maintaining or developing indicators of wisdom, Service, Empathy, and Organizational Stewardship.
- 3. If empowerment is to be strengthened, it is carried out by improving indicators that are still weak, namely: Delegation of authority in work freedom, and Competency Building as well as maintaining or developing indicators such as modeling (exemplary) from individual superiors, Self-efficacy, and Organizational Support.
- 4. If achievement motivation is to be strengthened, then this is done by improving indicators that are still weak, namely: Encouragement to excel in competition, and Having a work plan that is systematic and can be realized, as well as maintaining or developing indicators: The need to work intensively (diligently, focused) in carrying out tasks, Likes challenges and competition, the need for long-term career success, and A strong urge to obtain feedback on performance.
- 5. If trust is to be strengthened, then this is done by improving indicators that are still weak, namely: Consistent development, giving authority with responsibility, and Shared responsibility, as well as maintaining or developing indicators such as mutual respect and support, and Communication and togetherness.

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Vol: 5, Issue: 6 June/2024

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