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The Influence of Leadership and Work Environment on Lecturer Performance Through Job Satisfaction

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Abstract

Globalization in the 5.0 era advances technology in communication and information, impacting human resources, services, and education. Lecturers, crucial for educational progress and higher education quality, engage in teaching, research, community service, and other key tasks. Quality education requires universities to develop standards for lecturer performance, influenced by leadership, work environment, and job satisfaction. Lecturer performance reflects the competence and progress of higher education institutions. Poor understanding of competence in lecturer performance lowers lecturers' societal standing, reducing education quality. So comprehensive and efficient modeling with analysis is needed Partial Least Square (PLS). The purpose of this research is to determine the influence of leadership and work environment on lecturer performance through job satisfaction. This research was conducted at the Nahdlatul Ulama Sunan Giri Bojonegoro University with respondents 58 permanent lecturers who had academic positions as expert assistants and lecturers using Partial Least Square (PLS). The research results show that the work environment has a significant effect on job satisfaction and lecturer performance. Other variables not contained in the research model, explain leadership, work environment, and job satisfaction by 34.2% such as work motivation, competency, organizational culture, and commitment variables.

Keywords: Leadership; Work Environment; Lecturer Performance; Partial Least Square (PLS).

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1. Introduction

The digital world continues to experience developments, especially in this era of Society 5.0 where technology changes the way of communicating and receiving information ([Sufiyati et al., 2022](#)). The development of technology and information has brought new things to various sectors, such as strengthening the development of human resources (HR) ([Ocampo, 2016](#)). HR is seen as one factor in achieving the success goals of an organization ([Christiansen & Chandan, 2017](#)). The organizational drive in a higher education institution develops better human resource potential through a management system ([Alesani & Hathorn, 2013](#)). Human resources are managed by including regulation, supervision, maintenance, and empowerment ([Nkala, 2022](#)). To achieve reliable human resources, it is necessary to carry out research in studying human resources in a higher education institution through lecturer performance based on factors that influence the lecturer's performance, so that it becomes an interesting object to research ([Stor, 2022](#)).

Higher education is an institution that is consistent in the quantity and quality of human resources in improving capabilities, management, and development of the world of education ([Atikah & Sa'ud, 2017](#)). Education management uses management principles to produce lecturer performance that can improve the quality of output that can be absorbed by a workforce with superior competence ([K., 2017](#)). The role of lecturers in a tertiary institution is education and teaching, research, community service, and main supporting tasks ([Siagian, 2022](#)). The development of a tertiary institution is determined by the quality of its human resources, therefore human resources must be carefully considered, including the factors that influence increased performance in a tertiary institution to achieve good performance (Irnawati, 2023). Good lecturer performance can be achieved with leadership that can educate. Leadership attitudes influence lecturer performance ([Rafsanjani, 2014](#)). A leader sets a good example to his subordinates. So that harmony emerges in work ([Lestari & Sipayung, 2019](#)).

One factor in lecturer performance is leadership ([Supriadi et al., 2019](#)). Leadership is the ability of a person's mindset, attitude, knowledge, and skills to influence others so that they can carry out all orders to achieve common goals ([Supriadi et al., 2019](#)). Leadership is also referred to as the competency to influence other people through verbal and non-verbal communication, as expected by a leader with awareness who is willing to follow the leader's wishes ([Susanto, 2022](#)). Leadership indicators are power, authority, and ability ([Mojosari & Malang, 2018](#)). Power consists of strength and legality which gives the leader authority to move to do something ([Darsono, 2020](#)). Authority is excellence in ordering other people to obey the leader and be willing to carry out certain actions. Abilities are strengths and technical skills that are considered to exceed the abilities of ordinary members ([Sufiyati et al., 2022](#)). The function of leadership is pioneering, aligning, empowering, and role modeling with basic leadership indicators such as character, habits, temperament, and personality ([Lestari & Sipayung, 2019](#)).

Another factor determining the success of lecturer performance is the work environment ([Indrasari et al., 2018](#)). The work environment is a work condition that has physical work aspects, work psychological aspects, work regulations that influence job satisfaction and performance achievement ([Indrasari et al., 2018](#)). Working conditions are the conditions of the workplace that are considered good, such as the physical and non-physical environment which gives the impression of being pleasant, safe and peaceful ([Muhammad Rifani, Rustan DM, 2023](#)). If the working conditions are good and good, it can trigger a feeling of satisfaction in the lecturer which has a positive influence on the lecturer's performance, as well conversely, if working conditions are bad then the lecturer has no satisfaction so his performance level decreases ([Kristanto et al., 2023](#)) ([Sriadmitum et al., 2023](#)). A work environment in a university that is not conducive will make the lecturer's mental condition bad, such as being easily stressed, often sick, having difficulty concentrating, thereby reducing productivity and decreasing lecturer performance ([Kristanto et al., 2023](#)). If lecturers like the work

environment then they are enthusiastic in carrying out their activities and use their time effectively so that performance increases (Stor, 2022) (Muhammad Rifani, Rustan DM, 2023). On the other hand, an inadequate work environment can reduce the performance of lecturers in higher education (Indrasari et al., 2018).

Job satisfaction is an individual's reaction to the work environment they experience (Rustandi, 2021). Job satisfaction is positive happiness from the results of job assessments or work experiences (Senia, 2006) (Lubis et al., 2023). The level of job satisfaction is higher when activities match desires in terms of work aspects (Kristanto et al., 2023). The attitude of lecturers who are satisfied with their work is reflected in their work morale, discipline, loyalty and work performance (Indrasari, 2017). Job satisfaction also explains a person's feelings towards his work. This can be seen in the positive attitude of lecturers towards work and things they encounter in their work environment (Senia, 2006). Leadership and the work environment in a university can increase or decrease work productivity if the increase or decrease in job satisfaction is not significant. This is because job satisfaction is an indicator of happiness that must be achieved by lecturers at a university. This research aims to explain (1) the influence of leadership on lecturer performance (2) the influence of the work environment on lecturer performance (3) the influence of leadership on job satisfaction (4) the influence of the work environment on job satisfaction (5) the influence of job satisfaction on lecturer performance (6) the influence of leadership on lecturer performance through job satisfaction (7) the influence of the work environment on lecturer performance through job satisfaction. The results of this research can be used as material for improving and developing performance lecturer in Universitas Nahdlatul Ulama Sunan Giri.

2. Literature Review

Lecturers' performance represents the level of success in carrying out their duties and responsibilities, as well as their ability to achieve the goals and standards that have been set (Muhammad Rifani, Rustan DM, 2023). Additionally, performance is defined as the quality and quantity of work results a person achieves while carrying out the duties and responsibilities assigned to them (Rafsanjani, 2014). The Republic of Indonesia Government Regulation Number 37 of 2009 concerning Lecturers states that lecturers are professional educators and scientists responsible for developing and disseminating science, technology, and art through education, research, and community service, or the tri dharma of higher education. Based on this explanation, lecturer performance is the result of the quality and quantity of work achieved by a lecturer in carrying out his duties by the responsibilities given to him, such as carrying out tri dharma activities in higher education (Muhammad Rifani, Rustan DM, 2023). Performance is based on the level of success in carrying out tasks to achieve predetermined goals. Therefore, we consider performance to be good when we achieve the desired goal. The lecturer performance indicators observed are the components of research, teaching, community service, and supporting tasks (K., 2017).

According to (Sufiyati et al., 2022) leadership refers to a person's capacity to motivate others to collaborate in accomplishing goals and objectives. Leadership is also an effort made by a person with all his abilities to encourage, mobilize, and mobilize the people he leads so that they are willing to work with enthusiasm and confidence in achieving their goals. Leadership has styles, namely an initiating structure and a consideration leadership style (Darsono, 2020). An initiating structure is a leader's behavior that is linked to job performance, while a consideration of leadership style is a close relationship, mutual trust, and mutual attention between leaders and subordinates (K., 2017). Based on this explanation, leadership is the ability that each lecturer has to influence and mobilize his subordinates to work more diligently, be diligent, work together, and be responsible for the tasks

given. This is supported by the results of previous research ([Indrasari et al., 2018](#)), ([Muhammad Rifani, Rustan DM, 2023](#)).

The work environment is everything around the work that can influence the tasks assigned ([Asi et al., 2021](#)). Universitas Nahdlatul Ulama Sunan Giri, we divide the work environment into two categories: the physical work environment and the non-physical work environment. The physical work environment is a physical condition that exists around the workplace and influences lecturers directly and indirectly ([Indrasari et al., 2018](#)). The non-physical work environment is a situation related to superiors and subordinates or co-workers. Indicators of work environment factors are (1) apparent positions (2) adequate authority (3) challenging work targets, 4) effective work communication patterns; (5) Harmonious working relationships; (6) Respectful and dynamic work climate; (7) Career opportunities; (8) Relatively adequate work facilities ([Senia, 2006](#)). The work environment is also determined by the 6 dimensions of responsibility, coordination, group spirit, rewards, standards, and organizational clarity. The work environment indicators in this research are work atmosphere, work calm, and pressure at work ([Asi et al., 2021](#)). Based on research ([Muhammad Rifani, Rustan DM, 2023](#)) this indicator is based on the education and teaching system and training so that lecturers must be able to adapt to the existing work environment in higher education. Based on research ([Rustandi, 2021](#)) explains that job satisfaction is a worker's positive attitude towards their work, which raises based on the worker's assessment of their work situation. Job satisfaction also describes workers' feelings, whether they are happy or unhappy, satisfied or not satisfied with their work, job satisfaction is something that is individual in nature, where each individual has a different level of satisfaction ([Atikah & Sa'ud, 2017](#)). Individuals have different levels of job satisfaction based on how well their activities align with their desires or emotional responses to aspects of the work ([Rustandi, 2021](#)). Research by ([Indrasari et al., 2018](#)) explains that workers' satisfaction is reflected in their work morale, discipline, and work performance, indicating their attitude towards being satisfied with their work.

The following is the conceptual framework and research hypotheses that describe the concept consisting of the variables studied can be described as follows:



Figure 1. Research Modelling

Based on Figure 1, there is a conceptual framework and hypotheses that can be formed in this research :

- H1 : leadership has a significant effect on lecturer performance
- H2 : leadership has a significant effect on job satisfaction
- H3 : work environmentsignificant effect on lecturer performance
- H4 : work environmentsignificant effect on Job Satisfaction
- H5 : Job satisfaction has an effectsignificanttolecturer performance
- H6 : Leadership has a significant influence on lecturer performance through job satisfaction
- H7 : The work environment has a significant influence on lecturer performance through job satisfaction.

3. Methodology

This research uses secondary data by distributing questionnaires related to performance at Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Researchers conducted this study at Universitas Nahdlatul Ulama Sunan Giri, involving 58 permanent lecturers in the academic positions of expert assistant and lecturer. This research uses a quantitative approach by testing certain theories by examining the relationship and influence between variables, such as to determine the influence of leadership and work environment on the performance of lecturers at Nahdlatul Ulama Sunan Giri Bojonegoro University (Simbolon, 2017). With a random sampling technique proportional random sampling (Darsono, 2020). Data collection uses a questionnaire distribution method as closed written statements whose answers use a Likert measurement scale (Indrasari, 2017). The data analysis technique in answering the exposure to the influence of leadership and work environment on lecturer performance uses the method Partial Least Square (PLS) by measuring the direct and indirect influence of independent variables on intervening and dependent variables (Sriadmitum et al., 2023) (Sufiyati et al., 2022). PLS is used to predict and explain latent variables from testing theory, and can determine the influence of various variables on an object simultaneously with at least one dependent variable and one independent variable (Yulandri et al., 2023). The PLS stage involves evaluating the measurement model to prove that the measurement model is valid and reliable. The composite reliability value must be > 0.7 . Evaluation of the structural model predicts the relationship between latent variables based on substantive theory using R-square for endogenous constructs and t-statistic values from path coefficient testing. In this evaluation there are several indicators that need to be considered. Coefficient of Determination (R^2) (Sihombing et al., 2023).

4. Results And Discussion

Preparation of a Partial Least Square (PLS) model using the PLS software approach in predicting work leadership and work environment on lecturer performance through job satisfaction at Nahdlatul Ulama Sunan Giri University. Analysis of the characteristics of respondents in lecturers who have structural positions at Nahdlatul Ulama Sunan Giri University consists of 58, 29 lecturers and 29 lecturers. the length of a work period of less than 5 years is around 28 with a percentage of 48.3% and the work period of more than 5 years is around 30 with a percentage of 51.7%. The calculation results in partial Least Square (PLS) show that the work environment has a significant effect on lecturer job satisfaction. Overall analysis results in partial Least Square (PLS) can be shown in Figure 2.

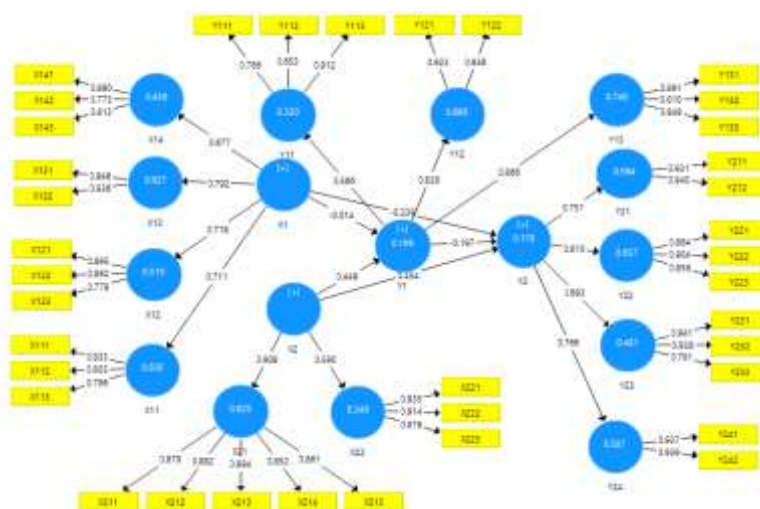


Figure 2. Research Model Results

Based on Figure 2, we can see that the measurement model for indicators from the leadership, work environment, job satisfaction, and lecturer performance variables has a factor loading value greater than 0.5, indicating the validity of these indicators. A valid value shows that the variables of leadership, work environment, job satisfaction, and lecturer performance have been able to be formed and explained well by the indicators of these variables. Next, we performed composite reliability testing in Table 1.

Table 1. Test result *Composite Reliability*

	Composite Reliability
Leadership (X_1)	0,867
Work Environment (X_2)	0,885
Job satisfaction (Y_1)	0,825
Lecturer performance (Y_2)	0,897

Table 1 shows the value composite reliability. The variables of leadership, work environment, job satisfaction, and lecturer performance have a value of more than 0.7, indicating their reliability. Researchers can use these variables as a reference for further research. Figure 1 also explains the contribution value of leadership and work environment to job satisfaction of 0.199. The contribution of job satisfaction value to performance is 0.179. We can conclude that leadership and work environment influence lecturer performance through job satisfaction by 34.2%, while the remaining 65.8% is explained by other variables not included in the research model, such as work motivation, competency, organizational culture, and commitment (Siagian, 2022) (Senia, 2006). Furthermore, the results of the presentation of leadership, work environment on performance through job satisfaction are listed in Table 2.

Table 2. *Partial Least Square (PLS)*

Hypothesis	Direct and indirect influence	Coefficient	significance	Information
1	$X_1 \rightarrow Y_1$	-0,014	0,927	Not significant
2	$X_1 \rightarrow Y_2$	-0,239	0,147	Not significant
3	$X_2 \rightarrow Y_1$	0,449	0,003	Significant
4	$X_2 \rightarrow Y_2$	0,454	0,018	Significant
5	$Y_1 \rightarrow Y_2$	-0,197	0,269	Not significant
6	$X_1 \rightarrow Y_1 \rightarrow Y_2$	0,028	-	Not significant
7	$X_2 \rightarrow Y_1 \rightarrow Y_2$	-0,088	-	Not significant

Based on table 2, explains the testing of direct and indirect effects on lecturer performance. The indirect effect coefficient is obtained by multiplying the two direct effects. The first hypothesis shows a coefficient value of -0.014, which has a significance value of 0.927, which is greater than alpha 0.05, indicating that there is not enough evidence of the influence of leadership on job satisfaction. Leadership indicators applied include monitoring, delegating, developing, and guiding, as well as work networks. This research is not consistent with (Rustandi, 2021) explaining that leadership depends on job satisfaction, leadership indicators to foster new ideas, work motivation, and providing creative solutions. The second hypothesis explains that the coefficient value of -0.239, which has a significance value of 0.147 greater than alpha (0.05), leads to the conclusion that there is no significant influence of leadership on the job satisfaction of lecturers at Nahdlatul Ulama Sunan Giri University. This leadership hurts reducing lecturer performance because lecturers have structured work that they routinely carry out every semester, such as teaching, research, community service, and attending seminars as speakers, so they do not require leadership (Sufiyati et al., 2022). The results of this research are consistent (Lestari & Sipayung, 2019) stating that there is no significant influence

of leadership on lecturer performance. There is not enough evidence that leadership style has a significant role in supporting and improving lecturer performance. The research results are also in line with (Simbolon, 2017) that a leader can transform his subordinates through four things, including motivation and inspiration, which are not explained in this research (Siagian, 2022) also supports this, stating that building motivation is an indicator of good leadership enhances communication, and fosters insight. The indicators in this research related to leadership are monitoring, delegating, developing, and guiding, as well as work networks. The results of this research are not consistent with the research (Muhammad Rifani, Rustan DM, 2023), (Darsono, 2020), (Mojosari & Malang, 2018), which states that the influence of leadership is positive and significant on lecturer performance. This indicates that if a lecturer's leadership is good, it will improve the lecturer's performance in the higher education environment.

Based on the third hypothesis, we can conclude that there is sufficient evidence to support a significant influence of the work environment on job satisfaction, as the significance value of 0.03 is smaller than alpha 5%. This value shows that the lecturer's comfort level in the work environment increases, the higher the lecturer's job satisfaction. And conversely, if the lecturer's comfort level in the work environment is lower, the lower it will be. A pleasant work environment makes a lecturer feel comfortable and feel job satisfaction. This research is consistent with (Lofian, 2013), (Indrasari et al., 2018) showing the significant and positive influence of the work environment on job satisfaction. Hypothesis 4 explains the influence of the work environment on the performance of lecturers at Nahdlatul Ulama Sunan Giri Bojonegoro University. The research results with a coefficient value of 0.449 prove that the work environment has a positive and significant effect on lecturer performance. This research is consistent (Muhammad Rifani, Rustan DM, 2023) (Indrasari et al., 2018) that indicators of work environment variables such as calmness and work pressure and relationships between lecturers increase, then lecturer performance will increase (Asi et al., 2021).

The fifth hypothesis states that job satisfaction does not have a proven influence on the performance of Nahdlatul Ulama Sunan Giri Bojonegoro University. The value of job satisfaction on performance is -0.19. This indicates that there is no proof that job satisfaction acts as an intervening factor in lecturer performance. Statistics with a significance value of 0.269 support this result, which is greater than alpha 5%. The decline and rise in lecturer performance can also be determined apart from satisfaction factors, such as work motivation and work loyalty. This research contradicts the findings of (Gani et al., 2021), (Gamal et al., 2018) that job satisfaction has a high correlation with lecturer performance according to (Farla et al., 2018). Hypothesis 6 explains that leadership is not proven to have an influence on lecturer performance through job satisfaction (Farla et al., 2018), an increase in someone's satisfaction positively affects their performance, or vice versa. The results of this research from multiplication show no influence of leadership on lecturer performance and it has not been proven that job satisfaction influences lecturer performance. This research is consistent with (Sufiyati et al., 2022) that if leadership factors have a good influence, then lecturer performance will increase by 0.028 provided that job satisfaction influences the lecturer's performance. Leadership at Nahdlatul Ulama Sunan Giri University supervises the tasks given to lecturers, provides motivation and support to lecturers involved in teaching, research, community service, and supporting activities, and awards activities from leadership for work that has been completed. This leadership will increase lecturer satisfaction in their work and ultimately trigger lecturers to improve lecturer performance by developing themselves by carrying out TRIDARMA for higher education lecturers. Based on the seventh hypothesis, explains the influence of the work environment on lecturer performance through job satisfaction. The work environment has a positive effect on lecturer performance through job satisfaction. This has implications for work environment indicators such as work atmosphere, work pressure, and work calm. Based on Table 2, the coefficient value is obtained -0.088 is the product of

5

the influence of the work environment on lecturer performance and job satisfaction on lecturer performance. The influence of the work environment on performance through job satisfaction. If the environmental conditions are comfortable, the workplace is calm and the relationship between lecturers is good, the performance of Nahdlatul Ulama Sunan Giri University lecturers will improve in the development of TRIDARMA Higher Education and the impact on job satisfaction factors will increase. Results This research is not consistent with (Gamal et al., 2018) that if the work environment is comfortable and calm, lecturer performance will increase and influence factors in increasing job satisfaction in the higher education environment.

5. Conclusion

Based on the results of research and discussions that have been presented, overall leadership and job satisfaction have a negative impact on lecturer performance because there are other factors such as fostering new ideas, work motivation and providing creative solutions and lecturers have structured work that is routinely carried out every semester. for example teaching, research, community service and attending seminars as a speaker so that leadership is not required. The work environment and job satisfaction have a positive and good impact on lecturer performance. If the environmental conditions are comfortable, the workplace is calm and the relationship between lecturers is good, then performance and job satisfaction at Nahdlatul Ulama Sunan Giri will increase. The contribution value of lecturers' performance is influenced by leadership, work environment and job satisfaction by 34.2%, while the remaining 65.8% is explained by other variables not contained in the research model such as work motivation, competency, organizational culture and commitment variables. Further research can develop indicators of work loyalty and work motivation in increasing the work productivity of lecturers in the fields of education, research and community service in improving the quality of Universitas Nahdlatul Ulama Sunan Giri.

Author contribution statement

Ifa Khoiria Ningrum was responsible for designing the study and conducting the experiments, while Nur Mahmudah analyzed the data and wrote the manuscript. Mohd Shahid Azim bin Mohd Saufi provided critical revisions and ensured the accuracy of the final draft

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