

DETERMINANTS OF LECTURER PERFORMANCE: THE ROLE OF TRANSFORMATIONAL LEADERSHIP, COMPETENCE, AND JOB SATISFACTION AT MUHAMMADIYAH UNIVERSITIES IN JAKARTA

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ABSTRACT

This study investigates the influence of transformational leadership and competence on lecturer performance, using job satisfaction as a mediating variable at Muhammadiyah universities in Jakarta. Prompted by the need to improve institutional rankings, this research employed a quantitative path analysis design with PLS-SEM on a sample of 250 permanent lecturers. The findings reveal that while competence directly and significantly enhances both job satisfaction and performance, transformational leadership's impact on performance is entirely indirect. Leadership significantly boosts job satisfaction, which in turn is a strong predictor of lecturer performance, acting as a full mediator. This study concludes that enhancing lecturer performance requires a dual strategy: directly developing lecturer competence while leveraging transformational leadership to cultivate a satisfying work environment, which is the essential pathway for leadership to translate into tangible performance outcomes.

Keywords: Competence, Job Satisfaction, Leadership

INTRODUCTION

The landscape of global higher education in the 21st century is characterized by unprecedented dynamism and complexity. Institutions are navigating a "liquid society" where rapid technological advancements, globalization, and shifting socio-economic demands create a state of constant flux. This environment necessitates that higher education institutions not only act as repositories of knowledge but also as engines of innovation, economic growth, and societal development. The success of a nation's development agenda is inextricably linked to the quality of its higher education system, which is tasked with producing graduates who are

not only academically proficient but also possess the competitive edge to thrive in a globalized world. To this end, universities are compelled to continuously enhance their academic quality, research output, and community engagement, the three pillars known in Indonesia as the *Tri Dharma Perguruan Tinggi*. This imperative for continuous improvement places immense pressure on universities to optimize their organizational performance, with the quality of their human resources—specifically their academic staff or lecturers—emerging as the most critical determinant of institutional success.

In Indonesia, the higher education sector is a vast and diverse ecosystem comprising both state universities (PTN) and private higher education institutions (PTS). The Indonesian government, through Law No. 12 of 2012 on Higher Education and under the supervision of the Ministry of Research, Technology, and Higher Education (Kemristekdikti) and its regional arms, the Higher Education Service Institutions (LLDIKTI), plays a crucial role in steering and regulating this sector. The government's focus on quality assurance is evident in its stringent accreditation standards, enforced by the National Accreditation Agency for Higher Education (BAN-PT), and its oversight of institutional health. Data from the Higher Education Database (PDDIKTI) reveals a concerning trend: between 2022 and 2023, the number of higher education institutions in Indonesia slightly decreased from 3,159 to 3,155, a decline partly attributable to the closure of institutions that failed to meet quality standards. This underscores the high stakes involved in maintaining academic quality and institutional performance.

Within this competitive landscape, private universities, particularly those managed by large civil society organizations, play a pivotal role. The Muhammadiyah organization, one of Indonesia's largest and most influential Islamic modernist movements, manages an extensive network of 164 higher education institutions across the archipelago. This network, encompassing 90 universities, 27 institutes, 41 colleges, and several academies and polytechnics, represents a significant force in Indonesian education. However, the sheer size of this network also brings forth challenges related to quality standardization and performance disparities. While some Muhammadiyah universities have consistently ranked among the nation's top institutions, others struggle to enhance their competitiveness. This study focuses on the LLDIKTI Region III (Jakarta), a highly competitive academic hub where several Muhammadiyah universities operate.

The primary research problem stems from an observable performance gap between Muhammadiyah universities in Jakarta and their counterparts in other regions. According to the 2024 Webometrics ranking, which serves as a key indicator of institutional performance, Universitas Muhammadiyah Yogyakarta (UMY) and Universitas Muhammadiyah Malang (UMM) hold impressive national ranks of 18th and 22nd, respectively. In stark contrast, the two major Muhammadiyah universities in Jakarta, Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA) and Universitas Muhammadiyah Jakarta (UMJ), are ranked significantly lower at 64th and 75th. This disparity suggests that despite operating in the nation's capital with presumably better access to resources, these institutions face internal challenges that hinder their performance. This performance lag is not merely a matter of prestige; it has tangible implications for attracting high-quality students and faculty, securing research funding, and establishing international collaborations.

The core of this performance issue can be traced back to the quality and productivity of their primary human resource: the permanent lecturers. Lecturer performance is a multifaceted construct encompassing teaching effectiveness, research output, community service, and contributions to institutional development. An analysis of internal data reveals several underlying problems within the lecturer population at these Jakarta-based universities. First, there is a significant challenge in the development of academic ranks. Of the 1,404 permanent lecturers across both universities, a staggering 85.52% are still at the academic ranks of Lektor or below, with only 14.48% having achieved the senior ranks of Lektor Kepala (Associate

Professor) or Guru Besar (Full Professor). This indicates a bottleneck in career progression, which can impact motivation and research productivity. Second, lecturer certification, a key indicator of professional recognition, is also lagging. Only 49% of the total lecturer population has been certified, a figure that is considerably low and points to potential issues in meeting professional standards.

These performance indicators suggest the presence of deeper organizational issues. This dissertation posits that lecturer performance is not an isolated phenomenon but is influenced by a web of interconnected factors, including leadership, individual competence, and job satisfaction. **Transformational leadership**, characterized by its ability to inspire and motivate, is crucial in creating an academic environment that fosters innovation and excellence. A lack of such leadership can lead to stagnation and a compliance-driven culture rather than a performance-driven one. **Competence**, encompassing pedagogic, professional, social, and personality domains, is the fundamental capacity of a lecturer to perform their duties effectively. Deficiencies in any of these areas can directly impede teaching quality and research output. Finally, **job satisfaction** acts as a critical affective component. Lecturers who feel undervalued, unsupported, or dissatisfied with their work environment are unlikely to perform at their best, regardless of their competence or the leadership style they experience. Preliminary survey data from 30 lecturers indicated a moderate overall performance score of 2.7 out of 5, reinforcing the notion that performance is a significant concern. The low satisfaction levels, coupled with perceived weaknesses in leadership and gaps in competence, form the central problem this research seeks to address.

Therefore, this study aims to dissect the intricate relationships between these variables. It will empirically investigate the direct influence of transformational leadership and competence on lecturer performance, and more importantly, it will explore the mediating role of job satisfaction in these relationships. By employing a path analysis model, this research seeks to provide a nuanced understanding of the causal pathways that lead to enhanced lecturer performance. The findings are expected to offer significant theoretical contributions to the literature on academic human resource management and provide evidence-based, practical recommendations for the leadership of Muhammadiyah universities in Jakarta to formulate targeted strategies for improving lecturer quality, boosting institutional ranking, and ultimately, fulfilling their vital role in national development.

LITERATURE REVIEW

This section outlines the theoretical framework underpinning the relationships between transformational leadership, competence, job satisfaction, and lecturer performance, leading to the development of research hypotheses.

Lecturer Performance

Lecturer performance is the work output or achievement demonstrated by a lecturer in carrying out their duties. It encompasses both the quality and quantity of work completed within a specific timeframe, aligned with the institutional standards and the Tri Dharma of Higher Education (Bernardin & Russel, 2014). This includes teaching effectiveness, research productivity (publications, grants), and meaningful community engagement. In Islamic perspective, performance is an actualization of self, guided by strong moral principles, to produce high-quality, beneficial work.

Job Satisfaction

Job satisfaction is a positive emotional state resulting from the appraisal of one's job or job experiences (Robbins & Judge, 2015). It represents the fulfillment of an individual's expectations regarding their work. Key theories such as Herzberg's Two-Factor Theory distinguish between hygiene factors (e.g., salary, working conditions), which prevent dissatisfaction, and motivators (e.g., achievement, recognition, responsibility), which drive

satisfaction. In the context of academia, job satisfaction is influenced by factors like academic freedom, intellectual stimulation, opportunities for career advancement, and a supportive work environment.

Transformational Leadership

Transformational leadership is a leadership style where leaders inspire and motivate followers to exceed their own self-interests for the good of the organization (Bass & Avolio, 2012). It comprises four key dimensions: (1) *Idealized Influence* (acting as a role model), (2) *Inspirational Motivation* (articulating a compelling vision), (3) *Intellectual Stimulation* (encouraging creativity and critical thinking), and (4) *Individualized Consideration* (providing personal support and mentoring). This leadership style is expected to foster a positive work climate, thereby enhancing job satisfaction and performance.

Competence

Competence is a combination of knowledge, skills, abilities, and other personal characteristics that enables an individual to perform a job successfully (Spencer & Spencer, 2017). For lecturers, this is defined by four core competencies mandated by Indonesian law: (1) *Pedagogic Competence* (ability to manage learning), (2) *Personality Competence* (possessing a stable and exemplary character), (3) *Professional Competence* (deep mastery of the subject matter), and (4) *Social Competence* (effective communication and interaction skills). Higher competence is directly linked to higher quality of teaching and research, which in turn can influence both job satisfaction and performance.

Based on this theoretical foundation, the following hypotheses are proposed:

H₁: Transformational leadership has a positive and significant effect on the job satisfaction of permanent lecturers.

H₂: Competence has a positive and significant effect on the job satisfaction of permanent lecturers.

H₃: Job satisfaction has a positive and significant effect on the performance of permanent lecturers.

H₄: Transformational leadership has a positive and significant effect on the performance of permanent lecturers.

H₅: Competence has a positive and significant effect on the performance of permanent lecturers.

H₆: Transformational leadership has a significant effect on lecturer performance through the mediation of job satisfaction.

H₇: Competence has a significant effect on lecturer performance through the mediation of job satisfaction.

METHODOLOGY

This study employed a quantitative research methodology with a path analysis design to examine the causal relationships among the variables. The approach is scientific in nature, designed to obtain empirical data to test predefined hypotheses (Sugiyono, 2013). The analysis utilizes the Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique, which is suitable for complex models, accommodates non-normal data, and works effectively with relatively small to medium sample sizes.

The population for this study comprised all 1,404 permanent lecturers at Universitas Muhammadiyah Jakarta (UMJ) and Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA) in the LLDIKTI Region III, Jakarta, as per 2024 data from the Higher Education Database (PDDIKTI). The sample size was determined using established formulas for multivariate analysis. Considering the model has 50 indicators, a minimum ratio of 5 respondents per indicator was applied, resulting in a minimum sample of 250 ($n = 50 \times 5 = 250$). A proportional stratified random sampling technique was used to ensure representation

from both universities. The final sample consisted of 250 permanent lecturers, proportionally distributed between UMJ and UHAMKA.

The research variables consist of two independent variables, one mediating variable, and one dependent variable. The independent variables are **Transformational Leadership (X₁)** and **Competence (X₂)**. The mediating variable is **Job Satisfaction (Y)**, and the dependent variable is **Lecturer Performance (Z)**. Data were collected using a structured questionnaire with closed-ended questions based on a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree). The instrument was developed based on established theoretical dimensions for each variable and was validated through a pilot test involving 30 respondents.

Data analysis was conducted using SmartPLS 4 software and followed a two-step process:

Measurement Model (Outer Model) Evaluation: This step was conducted to assess the validity and reliability of the instrument.

Convergent Validity was assessed using the Average Variance Extracted (AVE), with a threshold of $AVE \geq 0.5$. Indicator loadings were also checked, with a recommended value > 0.7 .

Discriminant Validity was evaluated using the Fornell-Larcker criterion, which requires the square root of a construct's AVE to be greater than its correlation with any other construct.

Reliability was tested using Cronbach's Alpha and Composite Reliability, with a threshold of > 0.70 indicating good internal consistency.

Structural Model (Inner Model) Evaluation: After confirming the measurement model's validity and reliability, the structural model was evaluated to test the hypotheses.

Coefficient of Determination (R²) was used to measure the predictive power of the model for the endogenous variables.

Path Coefficients (β) were analyzed to determine the strength and direction of the relationships between variables.

Hypothesis Testing was performed using a bootstrapping procedure (5,000 resamples) to generate T-statistics and P-values. A hypothesis was considered supported if the P-value was less than 0.05. The analysis also included examining direct, indirect, and total effects to understand the mediating role of job satisfaction.

RESULTS

The final sample consisted of 250 permanent lecturers from Universitas Muhammadiyah Jakarta (UMJ) and Universitas Muhammadiyah Prof. Dr. Hamka (UHAMKA). The demographic profile of the respondents provides a contextual backdrop for the study's findings. The gender distribution was relatively balanced, with 130 male lecturers (52%) and 120 female lecturers (48%), reflecting a diverse academic workforce. The age distribution revealed a mature and experienced faculty body. The largest cohort was the 40-49 age group, comprising 88 respondents (35.4%). This was followed by the 30-39 age group with 74 respondents (29.7%) and the 50-59 age group with 60 respondents (23.7%). Younger lecturers under 30 constituted the smallest group at 28 respondents (11.2%). This age structure suggests that the majority of the faculty are in their mid-to-late careers, possessing considerable professional experience.

In terms of academic qualifications, the sample demonstrated a high level of education, consistent with national standards for higher education. A significant majority, 130 lecturers (52%), held a Master's degree (S2), while 120 lecturers (48%) had attained a Doctoral degree (S3). This indicates that the faculties of both universities are well-qualified and have a strong foundation for conducting high-level teaching and research. The faculty distribution showed a concentration in specific fields. The Faculty of Economics and Business was the most represented, with 113 respondents (45%), followed by the Faculty of Law (10%), Faculty of

Education (8%), and Faculty of Health Sciences (6%), with other faculties having smaller representations. This distribution reflects the academic program offerings at the two institutions.

Measurement Model (Outer Model) Evaluation, the measurement model was rigorously evaluated to ensure the reliability and validity of the constructs. This process was iterative, involving an initial assessment and subsequent refinement by removing indicators with low outer loadings (<0.7) to improve model fit and construct validity.

Convergent Validity: The initial model assessment revealed that several indicators did not meet the standard threshold for convergent validity. Specifically, four indicators from Transformational Leadership (PP1, PP3, PP6, PP17), three from Competence (KM1, KM4, KM5), and four from Job Satisfaction (KP6, KP7, KP8, KP9) were identified as having weak loadings. These items were subsequently removed from the model. After this refinement, the re-estimated model demonstrated excellent convergent validity. All remaining indicators exhibited outer loadings well above the 0.70 threshold. Furthermore, the Average Variance Extracted (AVE) for each construct surpassed the minimum requirement of 0.50. The final AVE values were 0.554 for Transformational Leadership, 0.564 for Competence, 0.569 for Job Satisfaction, and 0.601 for Lecturer Performance. An AVE above 0.50 indicates that, on average, each construct explains more than half of the variance of its indicators, confirming that the indicators are effectively measuring their intended latent variables.

Reliability: The internal consistency reliability of the constructs was assessed using Cronbach's Alpha and Composite Reliability (CR). As shown in Table 4.16, all constructs demonstrated high levels of reliability. The Composite Reliability scores were exceptional: 0.954 for Transformational Leadership, 0.927 for Competence, 0.869 for Job Satisfaction, and 0.923 for Lecturer Performance. Similarly, Cronbach's Alpha values were also strong: 0.957, 0.934, 0.899, and 0.935, respectively. Since all values were well above the commonly accepted threshold of 0.70, it can be concluded that the measurement scales used in this study are highly reliable and consistent.

Discriminant Validity: Discriminant validity, which ensures that each construct is distinct from the others in the model, was established using the Fornell-Larcker criterion. This criterion requires that the square root of the AVE for a construct (representing its shared variance with its own indicators) must be greater than its correlation with any other construct. The results presented in Table 4.15 clearly satisfy this condition. For example, the square root of the AVE for Transformational Leadership (0.744) is greater than its correlation with Job Satisfaction (0.466), Lecturer Performance (0.363), and Competence (0.424). This pattern holds true for all constructs, providing strong evidence for the discriminant validity of the measurement model. The successful validation of the measurement model provides a solid foundation for proceeding with the structural model analysis and hypothesis testing.

Structural Model (Inner Model) Evaluation and Hypothesis Testing The structural model was evaluated to determine the predictive power of the model and to test the hypothesized relationships among the variables. The analysis involved examining the R^2 values, path coefficients (β), T-statistics, and P-values derived from a bootstrapping procedure with 5,000 resamples.

Coefficient of Determination (R^2): The model demonstrated substantial predictive power. The R^2 value for the Job Satisfaction construct was 0.542. This indicates that 54.2% of the variance in lecturers' job satisfaction can be explained by the combined influence of transformational leadership and competence. The R^2 value for the final dependent variable, Lecturer Performance, was 0.694, suggesting that 69.4% of the variance in lecturer performance is explained by transformational leadership, competence, and job satisfaction. Both R^2 values are considered moderate to substantial, indicating a well-fitting model with strong explanatory capacity.

Path Analysis and Hypothesis Testing: The core of the results lies in the testing of the seven hypotheses. A detailed breakdown of each path analysis is as follows:

H1: Transformational Leadership → Job Satisfaction: This hypothesis was strongly supported. The path coefficient (β) was 0.199, with a T-statistic of 4.071 and a P-value of 0.000. This indicates a statistically significant positive relationship. The finding suggests that leadership behaviors characterized by inspiration, individual support, and intellectual challenge directly contribute to higher levels of job satisfaction among lecturers.

H2: Competence → Job Satisfaction: This hypothesis was also strongly supported and demonstrated the most powerful relationship in the model. The path coefficient was a very high 0.630, with a T-statistic of 13.714 and a P-value of 0.000. This result highlights that lecturer competence is the dominant predictor of job satisfaction. Lecturers who feel competent in their pedagogical, professional, and social roles derive significantly higher satisfaction from their work.

H3: Job Satisfaction → Lecturer Performance: This hypothesis was strongly supported. The path from job satisfaction to lecturer performance yielded a significant positive coefficient ($\beta = 0.418$, $T = 7.856$, $p = 0.000$). This confirms that job satisfaction is a critical determinant of performance. Satisfied lecturers are more productive and effective in their teaching and research activities. The coefficient suggests that for every one-unit increase in job satisfaction, lecturer performance increases by 0.418 units.

H4: Transformational Leadership → Lecturer Performance: This hypothesis, proposing a direct link between leadership and performance, was not supported. The path coefficient was found to be slightly negative and statistically insignificant ($\beta = -0.044$, $T = 1.313$, $p = 0.190$). This is a crucial finding, suggesting that the influence of transformational leadership on lecturer performance is not direct but is likely channeled through other variables.

H5: Competence → Lecturer Performance: This hypothesis was strongly supported. Competence exhibited a strong, direct, and significant positive effect on lecturer performance ($\beta = 0.503$, $T = 8.889$, $p = 0.000$). This result underscores that a lecturer's capability is a fundamental and direct driver of their work output. Competent lecturers are simply better performers.

Mediation Analysis: Given the non-significant direct effect of leadership on performance, the mediating role of job satisfaction becomes particularly important.

H6: Transformational Leadership → Job Satisfaction → Lecturer Performance: The analysis of the indirect effect confirmed the mediating role of job satisfaction. The indirect path coefficient was 0.083 (calculated as $0.199 * 0.418$), and this effect was statistically significant ($T = 3.119$, $p = 0.002$). Since the direct effect (H4) was not significant while the indirect effect (H6) is significant, this indicates full mediation. The impact of transformational leadership on lecturer performance is entirely transmitted through its ability to first increase job satisfaction.

H7: Competence → Job Satisfaction → Lecturer Performance: The mediating role of job satisfaction in the competence-performance relationship was also confirmed. The indirect effect was significant ($\beta = 0.263$, calculated as $0.630 * 0.418$; $T = 9.240$, $p = 0.000$). Since both the direct effect (H5) and the indirect effect (H7) are significant, this indicates partial mediation. This means that competence influences lecturer performance through two pathways: directly, through the lecturer's own abilities, and indirectly, by increasing their job satisfaction, which in turn enhances their performance.

In summary, the results provide a comprehensive and nuanced picture. Competence emerges as the most powerful determinant, directly influencing both job satisfaction and performance. Transformational leadership is also a key factor, but its influence on performance is indirect, operating entirely through the crucial mediating mechanism of job satisfaction.

CONCLUSIONS

Based on the comprehensive analysis and discussion of the research findings, several key conclusions can be drawn regarding the determinants of lecturer performance at Muhammadiyah higher education institutions in Jakarta. This study successfully developed and validated a model that elucidates the complex interplay between transformational leadership, competence, job satisfaction, and lecturer performance, providing significant theoretical and practical implications.

First, the research confirms that **job satisfaction is a critical and powerful determinant of lecturer performance**. The hypothesis testing revealed a strong, positive, and statistically significant relationship ($\beta = 0.418$, $p < 0.05$), indicating that as lecturers' satisfaction with their work environment, professional duties, and institutional rewards increases, their performance in teaching, research, and community service also significantly improves. This finding reinforces the tenets of social exchange theory, suggesting that lecturers who feel valued and satisfied are more likely to reciprocate with higher levels of commitment and productivity. It underscores that creating a satisfying academic workplace is not merely a humanistic goal but a strategic imperative for enhancing institutional effectiveness.

Second, **competence stands out as the most dominant direct predictor of both job satisfaction and lecturer performance**. The analysis showed that competence has a very strong positive and significant effect on job satisfaction ($\beta = 0.630$, $p < 0.05$) and a strong positive and significant direct effect on lecturer performance ($\beta = 0.503$, $p < 0.05$). This dual impact highlights the fundamental role of lecturer capabilities. Lecturers who possess high levels of pedagogic, professional, social, and personal competence are not only more effective in their roles but also derive greater satisfaction from their work. This suggests that institutional investments in continuous professional development, training, and skill enhancement are paramount, as they yield direct returns in both lecturer well-being and institutional output.

Third, a novel and significant finding of this study is the **indirect-only influence of transformational leadership on lecturer performance**. The direct path from transformational leadership to lecturer performance was found to be statistically insignificant ($\beta = -0.044$, $p > 0.05$). However, transformational leadership demonstrated a significant positive effect on job satisfaction ($\beta = 0.199$, $p < 0.05$), which in turn significantly influenced performance. The mediation analysis confirmed that job satisfaction acts as a full and crucial mediator in the leadership-performance relationship. This implies that the effectiveness of transformational leaders in an academic setting is not achieved through direct commands or charisma alone, but through their ability to cultivate a supportive, inspiring, and intellectually stimulating environment that enhances lecturers' job satisfaction. Leaders who practice individualized consideration, provide inspirational motivation, and act as role models contribute to a positive workplace climate, which then becomes the mechanism through which lecturer performance is elevated. This nuanced finding challenges simpler models of leadership and suggests that in professional organizations like universities, fostering a positive organizational culture is the primary pathway for leadership to impact outcomes.

In summary, this research concludes that while competence is a direct and powerful driver of lecturer performance, the impact of transformational leadership is more subtle and is channeled entirely through job satisfaction. Therefore, to improve lecturer performance and institutional competitiveness, Muhammadiyah universities in Jakarta must adopt a dual-pronged strategy: robust investment in enhancing lecturer competence and a steadfast commitment from leadership to cultivate a culture that genuinely promotes high job satisfaction.

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