

The Construct of Leadership Style, Quality of Work-Life, And Empowerment Towards Performance Through Job Satisfaction

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Abstract: Lecturers are professions that demanded to qualify to be able to demonstrate optimal performance. Tri Dharma Perguruan Tinggi is the three pillars of the lecturers' foundation in conducting activities, which consist of education, research, and service. This study used a correlational research survey design. The population in this study were permanent lecturers at PTKIS Kopertis Region IV in Lamongan Regency, East Java. The data is then investigated by using SEM (Structure Equation Model). In determining the sample, researchers used the Slovin Formula, with a sample of 174 lecturers. The results of the study explained that Leadership Style, Quality of Work-Life, and Empowerment had a significant effect on Lecturer Job Satisfaction at PTKIS. Leadership Style, Quality of Work-Life, and Empowerment have a significant effect on Lecturer Performance at PTKIS in Lamongan Regency. Job Satisfaction has a significant effect on Lecturer Performance at PTKIS in Lamongan Regency. Leadership Style, Quality of Work Life, and Empowerment have a significant effect on Lecturer Performance through Job Satisfaction at PTKIS in Lamongan Regency.

Keywords: leadership style, quality of work-life, empowerment.

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I. Introduction

In Indonesia there are many public sector organizations that get demands from the public to be able to meet public needs. One of these demands is the desire of the community for public services that are in line with the expectations of the community (Boediono, 2003). One quick and easy way to find out whether public sector organizations have been managed properly is to look at the performance of public sector organizations in accordance with the wishes of the community. Assessment of the performance of the public sector is very important to do, in order to improve the quality of public services. The performance assessment is used to assess the success of the performance of a public organization in providing services to the community, because basically the orientation of public sector organizations is not to profit (profit oriented), but prioritizes public service (public service oriented) (Motowidlo, 1993).

According to Cascio (2001: 59), "the important role of the quality of work life is to change the climate of the organization so that it technically and humanly leads to a better quality of work life". Furthermore, Siagian (1996: 320) states that, "As a concept, the quality of work life can be said to be a systematic effort in organizational life, through which workers are given the opportunity to find ways of working and given to the organization in order to achieve goals and various targets".

Empowerment of higher education begins with the nature of new relationships between people who work, and between these people and the leaders of the university, all of them are working partners. Everyone is invited not only to feel responsible about his/her own work, but they must also feel that they belong to the organization as a whole. The workers need to be made to feel as decision makers, not just as followers, executors, recipients of orders, or subordinates. In addition, they also feel proud or disappointed with the success of their institution as a whole, and not only feel proud or disappointed with their own work.

For policy implementers in university, lecturers, technicians, and administrative staff, empowerment is a necessity that they must obtain. Conversely, for leaders, starting from the highest to the lowest, empowerment is a function that they must do or provide to policy implementers. For an organization that craves quality performance that continues to increase, empowerment is a process that must occur. Without an empowerment process, an institution will find it difficult to win the increasingly fierce competition, both nationally or internationally.

This research's objectives were to test the construct of Leadership Style, Quality of Work Life, Empowerment, Job Satisfaction, and Performance, and the research hypothesis was formulated as follows:

- H1. Leadership Style, Quality of Work Life, and Empowerment have a significant effect on Job Satisfaction.
- H2. Leadership Style, Quality of Work Life, and Empowerment have a significant effect on Performance.
- H3. Job Satisfaction has a significant effect on Performance.

H4. Leadership Style, Quality of Work Life, and Empowerment significantly influence Performance through Job Satisfaction.

II. Literature Review

Performance is a record of the production results of certain work functions or activities over a period of time (Viswesvaran 2011, 103). There are two kinds of performance, namely task performance and contextual performance. Task performance is the ability of individuals to contribute to the core technical organization. Contextual performance does not contribute to the technical core but supports the organization, social, and psychology of the work environment. For examples are like helping colleagues, being reliable, and advising on the efficiency of work procedures (Motowidlo 1993, 71)

Uno's Opinion (2008): "lecturer performance is response behavior that gives results by referring to what the lecturer does when facing a task. Lecturer performance concerns all activities or behavior experienced by the teaching staff, and the answers they make to achieve the goal."

Job satisfaction is a feeling of pleasure or positive emotion that results from the assessment of work through a three-step process, namely: (1) workers experience some elements of the work environment; (2) workers use the value standards of work elements that are assessed, and; (3) workers evaluate how work elements facilitate or hinder achievement of value preferences. If the elements of the work environment reinforce values, positive emotions produce job satisfaction. Whereas if it conflicts, there will be job dissatisfaction (Lock, 1976).

According to Hasibuhan (2009: 169), a Leadership set by a person in the organization can create harmonious integration and encourage employee's work passion to achieve maximum goals. According to him, Leadership is the way a leader influence the behavior of subordinates to be willing to work together and work productively to achieve organizational goals. There are various types of leadership styles, among others:

Transformational Leadership. That is a leadership where a leader provides individual attention, intellectual stimulation, and has charisma. The indicators are: (1) Charisma. Provide vision and mission to achieve respect and trust; (2) Inspiration. Communicate high expectations, and express the importance of goals in a simple way; (3) Stimulation. Encourage intelligence, rationality, and be careful in solving problems; (4) Individualized consideration; Give personal attention, training, and advice (Wijayanto, 2012).

Transactional Leadership. Priansa (2011: 157) argues that Transactional Leadership is leadership that focuses on interpersonal transactions, and between management and employees. There are two characteristics that underlie transactional leadership, namely: Leaders use contingency rewards to motivate employees, and leaders carry out corrective actions only when subordinates fail to achieve performance goals. Indicators: (1) Contingent reward. Contract an exchange of rewards and efforts, and promise awards for good performance; (2) Management by exception (active). Supervise and look for deviations based on rules and standards, and take corrective actions; (3) Management by exception (passive). Intervene things are not in accordance to standard; (4) Laissez-faire. Release responsibility, and avoid in making decisions.

Gary (2011) conducts classification in leadership and one of them is a situational approach, which emphasizes the importance of contextual factors such as the nature of the work carried out by the unit leader, the nature of the external environment, and the characteristics of the followers. In Situational Leadership, appropriate leader behavior can vary depending on the situation at hand. Situational leadership indicators are: (1) Task requirements; (2) Peer's Expectations and behavior; and (3) Organization's characteristics, culture, and policies (Priansa, 2011).

Servant Leadership. It is a leadership concept whose essence is to serve others, namely service to employees, customers, and society, as the first and prime priority. Greenleaf, in his book entitled *Servant Leadership*, mentions that servant leadership is a leadership that starts from a sincere feeling that arises from within the heart that willing to serve, namely to be the first party to provide service. The indicators are: Service to employees, service to customers, and service to the community (Nuryati, 2003: 4).

Authentic Leadership. It is a process that combines the positive position of a leader and the commitment given in the context of building an organization. The study of authentic leadership mostly links authentic leadership domains to psychological approaches. The indicators are: (1) Self Awareness, (2) Unbiased Processing, (3) Authentic behavior, and (4) Linking of authenticity (Muhammad, 2006: 16).

Fauzan (2006: 13) expressed his view that: "Quality of work life can produce a more humane work environment." Hackman, in Winardi (2008: 14), states that: "The quality of work life is the level at which members of work organizations are able to meet personal needs through experience in the organization in which they work."

According to Cascio (2001: 59), "the important role of the quality of work life is to change the climate of the organization so that technically and humanely leads to a better quality of work life." Furthermore, Siagian (1996: 320) states that, "As a concept, the quality of life of work can be said to be a systematic effort in

organizational life through which workers are given the opportunity to discover how they work and what they give to the organization in order to achieve the goals and objectives.”

III. Research Methods

The location of this study was at the Private Islamic College (hereinafter also abbreviated as PTKIS) of Kopertais Region IV in Lamongan Regency, East Java. The researcher took the location in Lamongan Regency, where the population in this study were as many as 174 lecturers. Data Analysis Techniques in this study will be analyzed descriptively using SPSS 2.0 application and SEM /Structure Equation Model (Nafi, 2018).

SEM is developed based on research variables, namely leadership style, work life quality, empowerment, and performance as endogenous variables (dependent variable).

The model was developed as a result of literature studies on causality relationships, both theoretical and empirical, from the support of previous studies. SEM is used to confirm the theoretical model based on empirical data from the research results (Supriadi, 2017). Each variable is examined in terms of understanding and indicators to find causality relationships between variables so that the accuracy of the theoretical model can be tested based on empirical data.

IV. Result And Discussion

The test results of all variables indicate that each indicator of the research variable produces a value of r-count greater than the value of r-table (0.148), or a probability value smaller than 0.05, so that all indicators are valid, which means it is a tool appropriate for measuring the Leadership Style variable.

Reliability testing is done by comparing the Alpha-Cronbach values calculated with a reference value of 0.6. Based on the results of the Alpha-Cronbach test on each study variable, it appears that the Alpha-Cronbach value of all research variables is greater than 0.6, so it can be concluded that this measurement is reliable or consistent. This study has four hypotheses to be tested, and the following are the results of testing of each research hypothesis:

1. First Hypothesis

The first hypothesis in this study states that Leadership Style, Quality of Work Life, and Empowerment have a significant effect on Job Satisfaction.

Table1: Result of test on the First Hypothesis

| Exogenous Variables | Endogenous Variable | Regression Coefficient | Probability |
|----------------------|---------------------|------------------------|-------------|
| Leadership Style | Job Satisfaction | 0,334 | 0,000*) |
| Quality of Work Life | Job Satisfaction | 0,332 | 0,000*) |
| Empowerment | Job Satisfaction | 0,909 | 0,000*) |

*) Significant based on statistic on alpha level as much as 5% ($p < 0,05$)

Table 1 shows that Leadership Style has a coefficient of 0.334 with a Probability of 0,000, less than 0.05. The result of this test indicates that Leadership Style has a significant influence on Job Satisfaction. While the coefficient of Quality of Work Life is 0.332 with a probability of 0.000, less than 0.05. The result of this test indicates that Quality of Work Life has a significant effect on Job Satisfaction. Next, Empowerment has a coefficient of 0.309 with a probability of 0,000, less than 0.05. The result of this test indicates that Empowerment has a significant influence on Job Satisfaction at PTKIS in Lamongan Regency.

Based on the acquisition of the probability values of the three exogenous variables on the endogenous variable in Table 1, there is information that the variables of Leadership Style, Quality of Work Life, and Empowerment have a significant effect on Job Satisfaction. Thus, the First Hypothesis in this study, namely Leadership Style, Quality of Work Life, and Empowerment has a significant effect on Job Satisfaction, can be tested.

2. Second Hypothesis

The second hypothesis in this study states that Leadership Style, Quality of Work Life, and Empowerment have a significant effect on Performance.

Table2: Result of test on the Second Hypothesis

| Exogenous Variables | Endogenous Variable | Regression Coefficient | Probability |
|----------------------|---------------------|------------------------|-------------|
| Leadership Style | Performance | 0,219 | 0,000* |
| Quality of Work Life | Performance | 0,199 | 0,000* |
| Empowerment | Performance | 0,187 | 0,000* |

*) Significant based on statistic on alpha level as much as 5% ($p < 0,05$)

Table 2 shows that Leadership Style has a coefficient of 0.219 with a probability of 0,000, less than 0.05. The result of this test indicates that Leadership Style has a significant influence on Performance. While the coefficient of Quality of Work Life is 0.199 with a probability of 0,000, less than 0.05. The result of this test indicates that Quality of Work Life has a significant influence on performance. Next, Empowerment has a coefficient of 0.187 with a probability of 0,000, less than 0.05. The result of this test indicates that Empowerment has a significant influence on Performance. Based on the acquisition of the probability values of the three exogenous variables on the endogenous variable contained in Table 2, information was obtained that the variables of Leadership Style, Quality of Work Life, and Empowerment had a significant effect on Performance. Thus, the Second Hypothesis in this study, namely Leadership Style, Quality of Work Life, and Empowerment has a significant effect on Performance, can be tested.

3. Third Hypothesis

The Third Hypothesis in this study states that Job Satisfaction has a significant effect on Performance.

Table 3: Result of test on the Third Hypothesis

| Exogenous Variables | Endogenous Variable | Regression Coefficient | Probability |
|---------------------|---------------------|------------------------|-------------|
| Job Satisfaction | Performance | 0,261 | 0,000* |

*) Significant based on statistic on alpha level as much as 5% ($p < 0,05$)

Table 3 shows that Job Satisfaction has a coefficient of 0.261 with a probability of 0,000, less than 0.05. The results of this test indicate that Job Satisfaction has a significant influence on the Performance at PTKIS in Lamongan Regency. Thus, the Third Hypothesis in this study, namely Job Satisfaction has a significant effect on Performance, proven true.

4. Fourth Hypothesis

The Fourth Hypothesis in this study states that Leadership Style, Quality of Work Life, and Empowerment significantly influence Performance through Job Satisfaction.

Table 4: Result of test on the Third Hypothesis

| Exogenous Variables | Mediating Variable | Endogenous Variable | Influencing Regression Coefficient (direct) | Influencing Regression Coefficient (total) | Description |
|---------------------|--------------------|---------------------|---|--|-------------|
| LS | - | P | 0,22 | | Significant |
| QWL | - | P | 0,20 | | Significant |
| EMP | - | P | 0,19 | | Significant |
| LS | JS | P | - | 0,31 | Significant |
| QWL | JS | P | - | 0,29 | Significant |
| EMP | JS | P | - | 0,27 | Significant |
| QWL | - | P | 0,26 | | Significant |

Description:

- LS = Leadership Style**
- QWL = Quality of Work Life**
- EMP= Empowerment**
- JS = Job Satisfaction**
- P = Performance**

*) **Probability Value < 0,05.**

IV. Result And Discussion

This research is perceptual, namely explaining the perceptions of respondents about Leadership Style, Quality of Work Life, Empowerment, Job Satisfaction, and Performance. The perceptions of respondents to each variable are as follows:

Leadership Style is reflected through the concepts of Transformational, Transactional, Situational, Servant, and Authentic. The results of the study show that Servant is a major factor in Leadership Style when compared to the components of Transformational, Transactional, Situational, and Authentic.

The findings of this study support the theory put forward by Hasibuan (2009; 169), that leadership style will directly show a leader's confidence in the abilities of his subordinates. That is, Leadership Style is a behavior and strategy as the result of a combination of philosophy, skills, traits, and attitudes that are often applied by a leader when trying to influence the performance of subordinates. Hasibuan (2009: 169) also divides

various types of leadership styles, including: Transformational leadership style, Transactional leadership style, Situational leadership style, Servant leadership style, and Authentic leadership style.

Thus, the measurement of leadership style proposed by Hasibuan (2009; 169) can contribute to this research. That is, the components of Transformational leadership style, Transactional leadership style, Situational leadership style, Servant leadership style, and Authentic leadership style can be generalized.

Quality of Work Life is reflected by Communication, Career Development, Work Safety, Work Participation, and Compensation. The results of the study show that communication is the main factor that forms the Quality of Work Life when compared to career development, work safety, work participation, and compensation.

A management that is transparent in matters of work. This finding supports the theory put forward by Budiarti (2007: 2), where employees prefer companies, and will stay there, if they believe that the company provides a high Quality of Work Life. Walton (1998: 95) and Davis (1992: 476) put forward indicators of Quality of Work Life, including: 1. Communication; 2. Career development; 3. Work safety; 4. Work Participation; and 5. Compensation. Thus, measurements on Quality of Work Life proposed by Walton (1998; 95) and Davis (1992; 476) in this study can be tested.

Empowerment is reflected by Initiative, Participation, and Sense of Responsibility. The results of the study show that a sense of responsibility is a major factor in empowerment when compared to initiative and participation. This finding supports the theory put forward by Steward (1998; 22), where Empowerment is a process that gives more autonomy and decision making opportunity to workers in all factors that influence work outcomes. Empowerment (Jarrar and Zairi, 2002) is a practice that includes: 1. Initiatives, 2. Participation, and 3. Sense of Responsibility.

Thus, the measurement of empowerment proposed by Steward (1998; 22) in this study can be tested, which means that empowerment is measured through initiative, participation, and a sense of responsibility can be applied. The measurement of empowerment proposed by Steward (1998; 22) in this study can be generalized.

Job Satisfaction is reflected by Satisfaction on the work as a whole, Satisfaction with the colleagues, Satisfaction with the employer, Satisfaction on the Organization's Policies, Satisfaction on the wage/salary, and Satisfaction on the Promotions. The results of this study indicate that satisfaction on the organization's policies is the major factor in Job Satisfaction. This finding supports the theory suggested by Robbins (2015; 96), which states that job satisfaction in general attitude towards one's work is the difference between the number of rewards received by a worker and the amount believed to be accepted entirely. The findings of this study also support the measurement of Job Satisfaction delivered by Robbins (2015; 96), namely: 1) Satisfaction on the work as a whole, 2) Satisfaction with the colleagues, 3) Satisfaction with the employer, 4) Satisfaction on the organization's policies, 5) Satisfaction on the wage/salary, and 6) Satisfaction on the promotions.

Performance is reflected by Education and teaching, Research, Service, and Support to *Tri Dharma Perguruan Tinggi*. The results showed that Service was the main factor in performance compared to education and teaching, research, and support to *Tri Dharma Perguruan Tinggi*. Service was practiced by the way the lecturers made community service work, the lecturers helped guiding the students during Fieldwork/Internship program, and lecturers also played an active role in counseling, upgrading, and training to the community. This finding supports the theory proposed by Robbins (2015; 96) which states that an effective performance management system can give a large contribution to the development of an organization, so that the future of workers is closely related to performance evaluation within the organization.

Leadership Style, Quality of Work Life, and Empowerment have a positive and significant effect on Job Satisfaction, meaning that if the variables of Leadership Style, Quality of Work Life, and Empowerment are developed, Job Satisfaction will increase. This gives the meaning that Job Satisfaction that occurs can be explained by Leadership Style, Quality of Work Life, and Empowerment.

Leadership Style, Quality of Work Life, and Empowerment have a positive and significant effect on Performance, meaning that if the variables of Leadership Style, Quality of Work Life, and Empowerment are developed, the performance of lecturers will increase. This gives the meaning that Job Satisfaction that occurs can be explained by leadership style, quality of work life, and empowerment.

Job Satisfaction has a positive effect on Performance, meaning that if the Job Satisfaction variable is increased then Performance will increase. This gives the meaning that the performance of lecturers can be explained by job satisfaction.

This research proves that having pride in being a lecturer has its own meaning in the life of a lecturer, which provides an opportunity to develop knowledge, and the income of a lecturer can fill the needs in life. The results of this study are supported by Cecilia (2008), Dian, et al, (2010), Diana, et al, (2012), and Putri (2013), which state that job satisfaction has a positive and significant effect on performance.

Leadership Style, Quality of Work Life, and Empowerment have a positive and significant effect on Performance through Job Satisfaction. This means that if the variables of Leadership Style, Quality of Work

Life, and Empowerment are developed, then lecturer's Job Satisfaction will increase, and increased Job Satisfaction will affect the increase in Performance caused through Job Satisfaction.

The conclusions of this study are as follows: Leadership Style, Quality of Work Life, and Empowerment have a significant effect on lecturer's Job Satisfaction. Leadership Style, Quality of Work Life, and Empowerment have a significant effect on lecturer's Performance. Job Satisfaction has a significant effect on lecturer's Performance. Leadership Style, Quality of Work Life, and Empowerment have a significant effect on lecturer's Performance through Job Satisfaction.

In accordance with the results of the research and conclusions that have been submitted, the implications can be given are as follows: Leaders in improving the performance of lecturers must consider leadership style, which operationally carried out by improving services, such as providing adequate services to lecturers, and providing the same service to all lecturer. Lecturers should be given an understanding on quality of work life, which operationally carried out by improving communication, such as providing convenience in obtaining the data needed to understand the organization's policies, and forming a communication between lecturers and leader by using an open system. For further research taking the same topic as this research, it is recommended to study on variables which not contained in this study, such as the working environment, the organizational services, and the organizational culture, so that it will produce a more perfect study.

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