

THE ROLE OF COMPENSATION IN MODERATING THE EFFECT OF LEADERSHIP AND TRAINING ON ACADEMIC PERFORMANCE

Raflinor¹, Agustedi², Tomy Fitrio³

¹ Doctoral Program, Indonesia School of Economics (STIESIA) Surabaya, Indonesia

² Indonesia School of Economics (STIESIA) Surabaya, Indonesia

³ STIE Indragiri, Rengat, Indonesia

*Corresponding Author: tomy@stieindragiri.ac.id

Abstract: This study aimed to develop a conceptual understanding of the role of compensation in moderating leadership and training on academic performance. The population was 110 STIKES "X" lecturers in Pekanbaru, the entire population was used as samples (saturated sampling). The data were processed using Structural Equation Modeling (SEM) SmartPLS. The results show that compensation plays a role in moderating the effect of leadership and training on academic performance. Leadership and training have a positive effect on academic performance. The results of this study strengthen agency theory about the contractual relationship of members and organizations in improving academic performance.

Keywords: Academic Performance, Leadership, Training, Compensation

1. Introduction

In Indonesia, the performance of higher education institutions must refer to the performance indicators set by the Ministry of Education and Culture. Every State University and Higher Education Service Institution within the Ministry of Education and Culture must be guided by the main performance indicators in: a) establishing a performance plan; b) preparing work plans and budgets; c) compiling contract documents or performance agreements; d) compiling performance reports and; e) evaluating performance achievement (MoEC, 2020). One of the university's performances is academic performance.

Academic performance is related to lecturer performance, compensation and training received by lecturers and leadership at the university (Deng et al., 2020; Chung and Tam, 2021; Sugiono et al., 2021; Manurung, 2020). Several studies state that leadership has a positive effect on academic performance (Deng et al., 2020; Aboramadan et al., 2020; Sunarsi et al., 2020; Manurung, 2020; Khan et al., 2020;). Besides, other studies also reveal that training has a positive effect on academic performance (Al-Hawary and al-Kumait, 2017; Spaniol et al., 2018; Ikram et al., 2020; Sugiono et al., 2021;). Furthermore, other studies also mention that compensation affects performance (Deserranno et al., 2020; Armand and Tsajio Germain, 2021; Rinny et al., 2020; Manurung, 2020; Lestari et al., 2020; Pangastuti and Dessy 2020; Erina, 2021; Hamzah et al., 2021; Ingsih et al., 2021; Juliana et al., 2021; Susanto et al., 2021; Virgiawan et al., 2021).

On the other hand, several studies state that leadership has no effect on performance (Adhim et al., 2019; Mostopha and Muafi, 2021; Prabowo et al., 2018; Hasib et al., 2020). And, several studies also reveal that training has no effect on employee performance (Ningsi et al., 2016; Pakpahan, 2014; Shidiq and Azizah, 2019).

The inconsistency of study results on the effect of leadership and training on performance has attracted researchers to conduct a study. The researchers tried to offer a solution to the research gap with compensation as a moderating variable. Compensation refers to all forms of financial returns and tangible services and benefits that employees receive as part of an employment relationship (Milkovich et al., 2013:13). Researchers suspect that good leadership and academic training given to lecturers if strengthened with appropriate compensation can improve academic performance. Several studies also state that compensation affects employee performance (Lestari et al., 2020; Pangastuti and Dessy, 2020; Manurung and Ferry, 2020; Rinny et al., 2020; Sugiono et al., 2021; Bahtiar and Sudaryana, 2020).

This study aimed to provide a solution to the research gap on the effect of leadership and training on performance. Compensation as moderating variable is expected to strengthen leadership and training as a strategy to improve performance. The results of this study are expected to contribute to agency theory. Agency theory is concerned with the contractual relationship between members of a company and the organization (Panda and Leepsa, 2017). The most widely used model focuses on two principal individuals, namely superiors and subordinates, who can be viewed from a behavioral and structural perspective (Jensen and Meckling, 1976). Organizational performance by minimizing costs and increasing efficiency is the desired outcome from the agency's perspective.

2. Literature Review

Academic Performance

According to Mathis and Jackson (2016:178), performance is what employees do or don't do. Performance appraisal is an evaluation instrument that provides employees with feedback on how well they have progressed toward achieving their position goals. Often these goals and performance measures are set jointly between employees and supervisors (DeCenzo et al., 2016:213). Academic performance appraisal is generally identified as a system of a specific individual and organizational activities in achieving goals, identification of rewards and punishments, substantive criteria for determining whether goals have been achieved, and procedures by which evidence is gathered for criteria to be applied to reach certain decisions. The practice that has developed in colleges and universities regarding the assessment of academic performance varies widely across the academic landscape. They vary from an unwritten understanding (or sometimes the views of individual administrators) of personnel decisions to lengthy legalistic documents detailing nearly every aspect of implementing a performance appraisal system (Dilts et al., 1994).

There is some debate among academics about the role and interrelationships between teaching, research and service. One debate has centered on the relationship between teaching and research. Three further propositions: (1) that teaching and research are independent activities and do not have the necessary relationship, (2) that teaching and research are complementary (i.e., good researchers make good teachers) and (3) that teaching and research are surrogate that is, teaching and research are not always compatible activities, and too often time is taken away from teaching to become more effective in research (Dilts et al., 1994:19).

Academic performance is influenced by many factors, both internal and external factors. Internal factors, for example, are lecturers, students, teaching staff, facilities and infrastructure, while external factors, for example, competitors and regulations from regulators (MoEC, 2021). To see an academic performance there are several indicators that need to be seen, such

as 1) citizenship, 2) research, 3) services and 4) teaching (Dilts et al., 1994:21). According to Wade and Recardo (2001), performance indicator measurement strategies are 1) cost focus, 2) product focus and 3) service focus.

Leadership

Leadership has been defined in terms of the nature, behavior, influence, interaction patterns, role relationships and occupations of administrative positions (Yukl and Gardner, 2018:39). After decades of dissonance, leadership scholars agree on one thing: They cannot find a common definition for leadership. Due to factors such as growing global influence and generational differences, leadership will continue to mean different things to different people. The point is that leadership is a complex concept which defined definitions may change over time (Shuttleworth, 2020). Schein and Schein (2017:2), argue that leadership is the ability to step outside of culture to initiate a more adaptive process of evolutionary change. There are several indicators to see leadership: 1) idealized influence charisma; 2) inspirational motivation; 3) intellectual stimulation; 4) individualized consideration; 5) contingent rewards; 6) management by exception; 7) laissez-faire (Northhouse, 2019:269).

Training

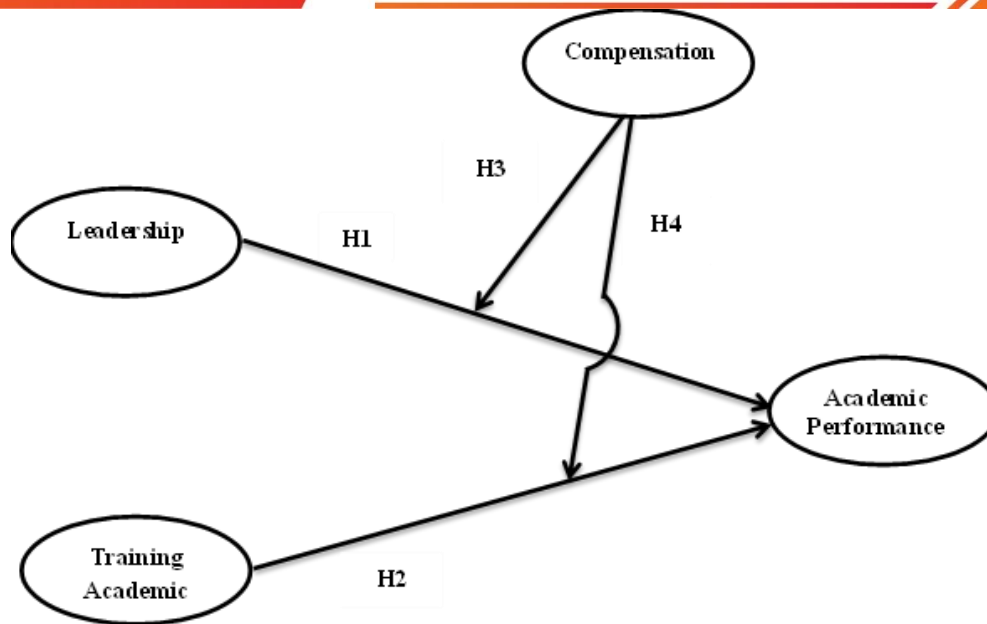
Training refers to the planned efforts by the company to facilitate the learning of competencies, knowledge, skills and work-related behaviors by Employees. The purpose of training is for employees to master the knowledge, skills and behaviors emphasized in the training and apply it to their daily activities. Traditionally, companies have relied on formal training through courses, programs, or "events" to teach employees the knowledge, skills and behaviors they need to successfully do their jobs (Noe, 2020). Standards in the training process include the Analysis-Design-Develop-Implement-Evaluate (ADDIE) process (dessler, 2017:293). Rae (2000:241), states that there are several indicators to measure training, namely: 1) training contents, 2) training methods, 3) attitudes and skills of the instructor, 4) length of training time, 5) training facilities.

Compensation

Employee compensation includes all forms of payment made to employees—which are generated from their work. Compensation has two main components, namely, direct financial payments such as wages, salaries, incentives, commissions as well as bonuses—and indirect financial payments such as financial benefits like insurance and employer-paid vacations (Dessler, 2017). Larger organizations may have higher levels of compensation than smaller organizations due to higher levels of productivity and economies of scale. The compensation combination is also affected by firm size, with larger organizations spending more on indirect compensation than smaller firms (Mathis et al., 2017). Mathis et al. (2017:258) state that compensation consists of 3 components, namely 1) tangible direct rewards such as salaries, bonuses, incentives; 2) intangible direct such as health insurance, vacation, pension rewards and 3) intangible rewards such as a supportive work environment, challenging work.

Conceptual Model and Hypothesis

The conceptual model to be tested can be seen in the following Figure 1:



Sources: Processed data
Figure 1. Research Conceptual Model

Based on empirical and theoretical studies, there are still inconsistencies in the results of studies on the effect of leadership and academic training on academic performance, so the hypothesis that the researchers proposed—are:

- H1. There is a positive effect of leadership on academic performance
- H2. There is a positive effect of training on academic performance
- H3. Compensation moderates the effect of leadership on academic performance
- H4. Compensation moderates the effect of training on academic performance

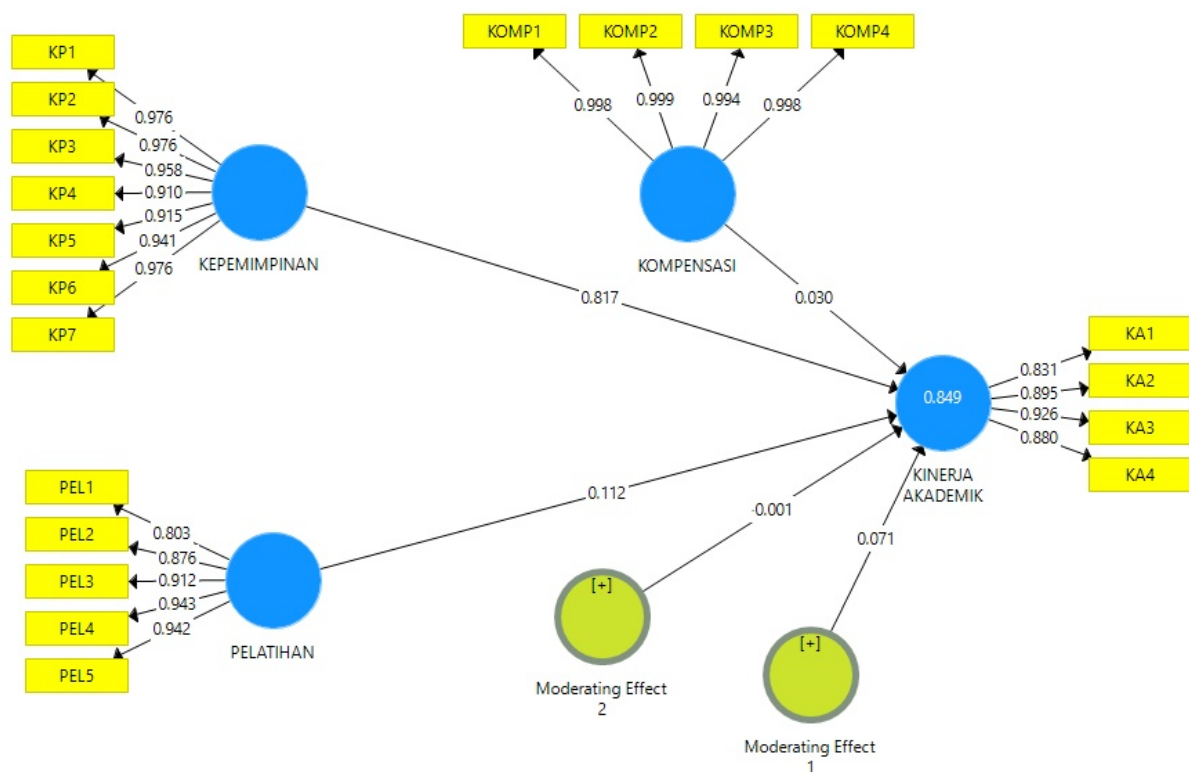
3. Method

This study is causal associative research. Causal associative research is research that aims to determine the relationship between two or more variables. With this research it will be possible to build a theory that serves to explain, predict and control a symptom. Causal relationship is a relationship that is causal in nature, one variable (independent) affects the other variable (dependent) (Sugiyono, 2013:55). The study subjects were STIKES “X” in Pekanbaru, while the population was all STIKES “X” lecturers in Pekanbaru—the entire population was used as samples (saturated sampling). For the measurement of academic performance, indicators were developed from (Dilts et al., 1994:21) with: 1) citizenship, 2) research, 3) services and 4) teaching. Furthermore, for the measurement of leadership, indicators were developed from (Northhouse, 2019:269) with: 1) idealized influence charisma, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) contingent rewards, 6) management by exception and 7) laissez-faire. Next, for the measurement of academic training, indicators were developed from Rae (2000:241) with: 1) training contents, 2) training methods, 3) attitudes and skills of the instructor, 4) length of training time and 5) training facilities. Finally, for the measurement of compensation, indicators were developed from Mathis et al. (2017:258), with: 1) salary, 2) incentives, 3) insurance, and 4) supportive work environment. To test the conceptual model, the structural equation modeling (SEM) Smart PLS 3.3 was used.

4. Result and Discussion

The research respondents were 110 people with 36.36% diploma, 57.27% bachelor degree and 6.36% master's degree education backgrounds. All respondents are married and most of them have worked for more than 5 years. 60% of respondents are 30-45 years old, 25% are over 45 years old and the rest are under 30 years old—it can be concluded that respondents are experienced and mature in attitude.

Respondents' responses to the academic performance variable are in the good category—the highest achievement indicator is teaching and the lowest achievement indicator is research. Respondents' responses to the leadership variable are in the high category—the highest achievement indicator is management by exception, the lowest achievement indicator is inspirational motivation. Respondents' responses to the training variable are in the good category—the highest achievement indicator is the attitude and skills of the instructor, the lowest achievement indicator is the length of training time. Respondents' responses to the compensation variable are in the good category—the highest achievement indicator is salary, the lowest achievement indicator is incentives. The following is the path of the research model:



Sources: SmartPLS 3.3 Program
Figure 2. Research Model Path

Measurement Model Analysis (Outer Model)

Convergent Validity Test

The results of the convergent validity test of the data in this study can be seen in table 1:

Table 1. Loading Factor

| Indicator | Original Sample (O) |
|-----------------------------|---------------------|
| KA1 <- Academic Performance | 0.831 |
| KA2 <- Academic Performance | 0.895 |
| KA3 <- Academic Performance | 0.926 |
| KA4 <- Academic Performance | 0.880 |
| KOMP1 <- Compensation | 0.998 |
| KOMP2 <- Compensation | 0.999 |
| KOMP3 <- Compensation | 0.994 |
| KOMP4 <- Compensation | 0.998 |
| KP1 <- Leadership | 0.976 |
| KP2 <- Leadership | 0.976 |
| KP3 <- Leadership | 0.958 |
| KP4 <- Leadership | 0.910 |
| KP5 <- Leadership | 0.915 |
| KP6 <- Leadership | 0.941 |
| KP7 <- Leadership | 0.976 |
| PEL1 <- Training | 0.803 |
| PEL2 <- Training | 0.876 |
| PEL3 <- Training | 0.912 |
| PEL4 <- Training | 0.943 |
| PEL5 <- Training | 0.942 |

Sources: SmarPLS 3.3 Program

Based on the results of the convergent validity test in Table 1, if the factor loading value is < 0.5 then it must be removed from the model—and the loading factor value must be re-estimated. By removing several loading factors < 0.5 , all indicators are used to continue the analysis to the next stage, it is said to meet convergent validity if all loading factors are > 0.5 . Because all loading factors in this study > 0.5 , it means that all indicators are valid to form a variable construct.

Discriminant Validity Test

The results of the discriminant validity test of the data in this study can be seen in table 2:

Table 2. Discriminant Validity

| | LEADERSHIP | ACADEMIC PERFORMANCE | COMPENSATION | Moderating Effect 1 | Moderating Effect 2 | TRAINING |
|-------|------------|----------------------|--------------|---------------------|---------------------|----------|
| KA1 | 0.684 | 0.831 | 0.056 | 0.121 | 0.129 | 0.584 |
| KA2 | 0.732 | 0.895 | 0.020 | 0.090 | 0.130 | 0.671 |
| KA3 | 0.841 | 0.926 | 0.044 | 0.132 | 0.054 | 0.784 |
| KA4 | 0.942 | 0.880 | 0.137 | 0.130 | 0.112 | 0.840 |
| KOMP1 | 0.089 | 0.057 | 0.998 | 0.097 | 0.091 | 0.081 |
| KOMP2 | 0.098 | 0.067 | 0.999 | 0.092 | 0.085 | 0.092 |
| KOMP3 | 0.098 | 0.069 | 0.994 | 0.110 | 0.099 | 0.092 |
| KOMP4 | 0.103 | 0.071 | 0.998 | 0.101 | 0.097 | 0.100 |
| KP1 | 0.976 | 0.869 | 0.128 | 0.088 | 0.076 | 0.859 |
| KP2 | 0.976 | 0.906 | 0.159 | 0.135 | 0.122 | 0.862 |

| | LEADERSH IP | ACADEMIC PERFORMA NCE | COMPENSA TION | Moderating Effect 1 | Moderating Effect 2 | TRAINI NG |
|------|----------------|-----------------------------|------------------|------------------------|------------------------|--------------|
| KP3 | 0.958 | 0.894 | 0.001 | 0.037 | 0.047 | 0.834 |
| KP4 | 0.910 | 0.833 | 0.002 | 0.043 | 0.033 | 0.755 |
| KP5 | 0.915 | 0.847 | 0.087 | 0.086 | 0.067 | 0.794 |
| KP6 | 0.941 | 0.880 | 0.143 | 0.126 | 0.105 | 0.836 |
| KP7 | 0.976 | 0.870 | 0.129 | 0.089 | 0.078 | 0.858 |
| PEL1 | 0.721 | 0.656 | 0.080 | 0.018 | 0.038 | 0.803 |
| PEL2 | 0.790 | 0.762 | -0.030 | 0.125 | 0.124 | 0.876 |
| PEL3 | 0.838 | 0.783 | 0.189 | 0.095 | 0.046 | 0.912 |
| PEL4 | 0.779 | 0.748 | 0.055 | 0.028 | 0.015 | 0.943 |
| PEL5 | 0.776 | 0.747 | 0.057 | 0.031 | 0.018 | 0.942 |

Sources: SmarPLS 3.3 Program

From Table 2 above, the model has good discriminant validity if each loading indicator value of a latent variable is greater than other correlated variables. The cross-loading value for each indicator in this study is greater than the other latent variables. This shows that each variable has good discriminant validity.

Construct Reliability Test

Average Variance Extracted (AVE) has a value of > 0.5 and Composite Reliability (CR) has a value of > 0.7 which means that the construct that is built is good or reliable (Hair et al., 2019). The following is the Construct Reliability table:

| Table 3. Construct Reliability | | |
|--------------------------------|-----------------------|----------------------------------|
| | Composite Reliability | Average Variance Extracted (AVE) |
| Leadership | 0.985 | 0.904 |
| Academic performance | 0.935 | 0.781 |
| Compensation | 0.999 | 0.995 |
| Moderating effect 1 | 1,000 | 1,000 |
| Moderating effect 2 | 1,000 | 1,000 |
| Training | 0.953 | 0.804 |

Sources: SmarPLS 3.3 Programs

Measurement Model Analysis (Inner Model)

Coefficient of Determination (R²)

The R-Square value in this study can be seen in the following Table 3:

| Table 3. R-Square | | |
|----------------------|----------|-------------------|
| | R Square | R Square Adjusted |
| Academic Performance | 0.849 | 0.842 |

Sources: SmarPLS 3.3 Program

The results of R² are 0.67, 0.33 and 0.19 – which indicates that the model is “good”, “moderate”, and “weak” (Hair et al., 2019). Based on Table 3, the R-Square Adjusted value for the Academic Performance variable is 0.842 meaning that the percentage of the effect of leadership, training and compensation variables on academic performance is 84.2% and the model is categorized as good.

Predictive Relevance (Q2)

The value of Q2 has the same meaning as the coefficient of determination (R-Square). The value of Q Square (Q2) of 0 indicates that the model has predictive relevance—conversely, the value of Q2 of less than 0 indicates that the model has less predictive relevance—or, in other words, if all Q2 values are higher, the model can be considered more fit to the data (Hair et al., 2019). The value of Q2 in the study can be done (calculated) as follows:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_n^2)$$

$$Q^2 = 1 - (1 - 0.842)$$

$$Q^2 = 1 - 0.158$$

$$Q^2 = 0.842$$

From the calculation results, it is shown that the value of Q2 is 0.842 meaning that the variables studied can be explained by this model and the remaining 0.158 is affected by variables that are not studied.

Hypothesis Analytics

The results of hypothesis testing are presented in the following Table 4:

Table 4. Hypothesis Testing Results

| | | | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|--------------------------|----|----------------------|---------------------------|--------------------|----------------------------------|-----------------------------|-------------|
| Leadership performance | -> | Academic performance | 0.825 | 0.824 | 0.118 | 6,985 | 0.000 |
| Compensation performance | -> | Academic performance | 0.630 | 0.631 | 0.042 | 5.728 | 0.001 |
| Moderating effect 1 | -> | Academic performance | 0.460 | 0.459 | 0.127 | 3,472 | 0.011 |
| Moderating effect 2 | -> | Academic performance | 0.511 | 0.510 | 0.140 | 4.082 | 0.019 |
| Training performance | -> | Academic performance | 0.503 | 0.504 | 0.124 | 3.827 | 0.020 |

Sources: SmarPLS 3.3 Program

The first hypothesis which reads that leadership has a positive effect on academic performance is accepted because the p-value <0.05 and the t-statistics value > 1.96 which means that leadership has an effect on increasing academic performance—these results strengthen agency theory about the contractual relationship of members and organizations in improving performance. The results of this study are in line with studies by (Deng et al., 2020; Aboramadan et al., 2020; Sunarsi et al., 2020; Manurung, 2020; Khan et al., 2020;) which state that leadership has a positive effect on performance.

The second hypothesis which reads that training has a positive effect on academic performance is accepted because the p-value is <0.05 and the t-statistics value is >1.96 which means that training has an effect on increasing academic performance. These results strengthen agency theory about the contractual relationship of members and organizations in improving performance. The results of this study are in line with studies by (Al-Hawary and al-Kumait, 2017; Spaniol et al., 2018; Ikram et al., 2020; Sugiono et al., 2021;) which state that training has a positive effect on performance.

The third hypothesis which reads that compensation moderates the effect of leadership on academic performance is accepted because the p-value is <0.05 and the t-statistics value is >1.96. This means that compensation strengthens leadership in improving academic performance. These results strengthen agency theory about the contractual relationship of

members and organizations in improving performance. The results of this study are in line with studies by (Deserranno et al., 2020; Armand and Tsajio Germain, 2021; Rinny et al., 2020; Manurung, 2020; Lestari et al., 2020; Pangastuti and Dessy 2020; Erina, 2021; Hamzah et al., 2021; Ingsih et al., 2021; Juliana et al., 2021; Susanto et al., 2021; Virgiawan et al., 2021) which state that compensation has a positive effect on performance.

The fourth hypothesis which reads that compensation moderates the effect of training on academic performance is accepted because the p-value is <0.05 and the t-statistics value is >1.96 . This means that compensation strengthens training in improving academic performance. These results strengthen agency theory about the contractual relationship of members and organizations in improving performance. The results of this study are in line with studies by (Deserranno et al., 2020; Armand and Tsajio Germain, 2021; Rinny et al., 2020; Manurung, 2020; Lestari et al., 2020; Pangastuti and Dessy 2020; Erina, 2021; Hamzah et al., 2021; Ingsih et al., 2021; Juliana et al., 2021; Susanto et al., 2021; Virgiawan et al., 2021) which state that training has a positive effect on performance

5. Conclusions

This study aimed to develop agency theory through a conceptual model of academic performance, leadership, training and compensation variables. The results show that the four proposed hypotheses are accepted, the most effective path in improving academic performance is the leadership path to academic performance because it has the largest path coefficient value, it can be concluded that this model can strengthen agency theory about the contractual relationship of members and organizations as one strategy in improving performance.

In terms of managerial, management of STIKES "X" must pay attention to the leadership variable in improving academic performance, respondents give low category the inspirational motivation indicator, meaning that respondents feel that the leadership has not motivated and inspired them to work. For future studies, it is recommended to explore the moderating role of training—which provides the smallest path coefficient. Furthermore, researchers can also include the role of other variables related to performance.

Acknowledgements

We would like to express our gratitude to Dr. H. Zainal Abidin, MPH, H. Ahmad Hanafi, SKM, M.kes and H. Marlis Saleh, S.Sos who have provided moral and material supports until the completion of this study.

References

- Aboramadan, M., Dahleez, K., and Hamad, M. H. 2020. Servant leadership and academics outcomes in higher education: the role of job satisfaction. *International Journal of Organizational Analysis*, 29(3), 562–584. <https://doi.org/10.1108/IJOA-11-2019-1923>
- Adhim, F., Ahmad, A., Sularso, A., and Tobing, D. S. K. 2019. *The Effect of Transformational Leadership and Internal Organization Comitments as Intervening Variables in Employees PT. Tujuh Impian Bersama AMDK Al Qodiri Jember*. 6(7), 1–5. <https://doi.org/10.5281/zenodo.3271755>
- Al-Hawary, S. I. S., and al-Kumait, Z. H. 2017. Training Programs and their effect on the employees Performance at King Hussain Bin Talal Development Area at Al - Mafrag Governate in Jordan. *International Journal of Academic Research in Economics and Management Sciences*, 6(1), 258–274. <https://doi.org/10.6007/ijarems/v6-i1/2711>
- Armand, Djontu Maurice, and Tsajio Germain, N. 2021. Incentives Factors for the Performance of Microfinance Institutions in Cameroon. *Scholars Journal of Economics, Business and Management*, 8(2), 58–68. <https://doi.org/10.36347/sjebm.2021>

v08i02.002

- Bahtiar, and Sudaryana, B. 2020. the Effect of Competence, and Compensation Towards the Performance of Lecturers Nahdlatul University Cirebon. *Indonesian Journal of Social Research (IJSR)*, 2(1), 1–8. <https://doi.org/10.30997/ijrs.v2i1.18>
- Chung, P. H. Y., and Tam, P. K. H. 2021. Academic leadership in and beyond pediatric surgery – A view from Hong Kong. *Seminars in Pediatric Surgery*, 30(1), 151024. <https://doi.org/10.1016/j.sempedsurg.2021.151024>
- DeCenzo, D. A., Robbins, S. P., and Verhulst, S. L. 2016. Fundamentals of Human Resource Management, 12th Edition. In *Human Resource Management* (Issue September). <https://www.wiley.com/en-us/Fundamentals+of+Human+Resource+Management%2C+12th+Edition-p-9781119158905>
- Deng, W., Li, X., Wu, H., and Xu, G. 2020. Student leadership and academic performance. *China Economic Review*, 60(November 2019), 101389. <https://doi.org/10.1016/j.chieco.2019.101389>
- Deserranno, E., Kastrau, P., and Gianmarco, L.-C. 2020. *Financial Incentives in Multi-layered Organizations: Empirical Evidence from the Community Health Worker Program in Lierra Leone* (Issue April).
- Dessler, G. 2017. Human Resources Management 15th Ed. *Fortune*, 290.
- Dilts, D. A., Haber, L. J., and Bialik, D. 1994. Assesing What Proffessors Do: An Introduction to Academic Performance Appraisal In Higher Education. In *Greenwood Press*. <https://doi.org/10.4324/9781315691374-23>
- Erina, E. 2021. The Effect of Transformational Leadership and Organizational Commitments on Employee Performance in CV Artha Mega Mandiri Medan. *Journal of Industrial Engineering & Management* 2(3), 29–40. <https://www.jiemar.org/index.php/jiemar/article/view/141>
- Hair, J. F., Risher, J. J., Sarstedt, M., and Ringle, C. M. 2019. When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Hamzah, Z., Basri, Y. Z., and . Z. 2021. the Influence of Islamic Leadership and Islamic Work Ethics on Employee Performance of Islamic Banks in Riau Province Mediated By Islamic Organizational Culture. *International Journal of Islamic Business & Management*, 5(1), 23–34. <https://doi.org/10.46281/ijibm.v5i1.1136>
- Hasib, F. F., Eliyana, A., Arief, Z., and Pratiwi, A. A. 2020. The effect of transformational leadership on employee performance mediated by leader-member exchange (LMX). *Systematic Reviews in Pharmacy*, 11(11), 119–1209. <https://doi.org/10.31838/srp.2020.11.173>
- Ikram, M., Hameed, A., and Imran, M. 2020. Effect of Teachers Training on students academic performance. *Pakistan Journal of Humanities and Social Sciences*, 8(1), 10–14. <https://doi.org/10.52131/pjhss.2020.0801.0097>
- Ingsih, K., Wuryani, W., and Suhana, S. 2021. The Role Of Work Environment, Work Motivation, And Leadership To Improve Employee Performance With Job Satisfaction As An Intervening Variables. *Academy of Strategic Management Journal*, 20(3), 1–11. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85107407299&partnerID=40&md5=d9a2959a14036050b47ea3f67f01aefe>
- Jensen, M. C., and Meckling, W. H. 1976. Theory of The Firm: Managerial Behavior, Agency Costs and Ownership Structure. *Journal of FInancial Economics*, 3(1976), 305–360. <https://doi.org/10.1177/0018726718812602>
- Juliana, C., Gani, L., and Jermias, J. 2021. Performance implications of misalignment among business strategy, leadership style, organizational culture and management accounting

- systems. *International Journal of Ethics and Systems*, 37(4), 509–525. <https://doi.org/10.1108/IJOES-02-2021-0033>
- Kemdikbud. 2020. *Kepmendikbud Nomor 754/P/2020 Tentang Indikator Kinerja Utama Perguruan Tinggi Negeri dan Lembaga Layanan Pendidikan Tinggi di Lingkungan Kementerian pendidikan dan Kebudayaan Tahun 2020* (Issue 06 Agustus 2020, p. 31). Kemdikbud Republik Indonesia.
- Kemdikbud. 2021. *Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3/M/2021* (pp. 1–4). Kemdikbud.
- Khan, A. A., Asimiran, S. Bin, Kadir, S. A., Alias, S. N., Atta, B., Bularafa, B. A., and Rehman, M. U. 2020. Instructional leadership and students academic performance: Mediating effects of teacher's organizational commitment. *International Journal of Learning, Teaching and Educational Research*, 19(10), 233–247. <https://doi.org/10.26803/IJLTER.19.10.13>
- Lestari, F., Haryono, S., Kurnia, M., and Rda, P. 2020. The Effect of Direct Compensation and Indirect Compensation on Job Performance with Job Satisfaction as Intervening Variable in Performance of Temporary Staff Umy. *Www.Ijbmm.Com International Journal of Business Marketing and Management*, 5(March 2020), 2456–4559. www.ijbmm.com
- Manurung, E. F. 2020. The Effects of Transformational Leadership, Competence and Compensation on Work Motivation and Implications on the Performance of Lecturers of Maritime College in DKI Jakarta. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 112. <https://doi.org/10.18415/ijmmu.v7i6.1741>
- Mathis, R. L., Jackson, J. H., and Valentine, S. R. 2017. *Human Resource Management* (5th ed.). Cengage Learning.
- Milkovich, G., Newman, J., and Gerhart., B. 2013. Compensation. In *McGraw-Hill Irwin* (Eleventh). Mc Graw Hill Irwin. <https://doi.org/10.1002/9781118631324.ch6>
- Mustofa, A., and Muafi, M. 2021. The influence of situational leadership on employee performance mediated by job satisfaction and Islamic organizational citizenship behavior. *International Journal of Research in Business and Social Science* (2147-4478), 10(1), 95–106. <https://doi.org/10.20525/ijrbs.v10i1.1019>
- Ningsi, C. A., Alhabsji, T., and Utami, H. N. 2016. Pengaruh Pelatihan Dan Promosi Terhadap Motivasi Dan Kinerja Karyawan (Studi pada Karyawan PT.PLN (Persero) Area Kendari). *Jurnal Ilmiah Ilmu Administrasi Publik*, 5(2), 131. <https://doi.org/10.26858/jiap.v5i2.1765>
- Noe, R. A. (2020). *Employee Training & Development* (Eighth). Mc Graw Hill Education.
- Northouse, P. G. 2019. *Leadership* (Eighth). SAGE Publications Inc.
- Nur Ash Shidiq, M. R., and Azizah, S. N. 2019. Pengaruh Pelatihan Dan Ketepatan Penempatan Kerja Terhadap Kinerja Dengan Motivasi Sebagai Variabel Intervening (Studi Pada Karyawan PKP-PK PT. Angkasa Pura II Persero). *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi (JIMMBA)*, 1(1), 9–24. <https://doi.org/10.32639/jimmba.v1i1.398>
- Pakpahan, E. S. 2014. Pengaruh Pendidikan Dan Pelatihan Terhadap Kinerja Pegawai (Studi Pada Badan Kepegawaian Daerah Kota Malang). *Jurnal Administrasi Publik Mahasiswa Universitas Brawijaya*, 2(1), 116–121.
- Panda, B., and Leepsa, N. M. 2017. Agency theory: Review of theory and evidence on problems and perspectives. *Indian Journal of Corporate Governance*, 10(1), 74–95. <https://doi.org/10.1177/0974686217701467>
- Pangastuti, P. A. D. 2020. International Journal of Multicultural and Multireligious Understanding The Effect of Work Motivation and Compensation on Employee Performance. *International Journal of Multicultural and Multireligious Understanding Http://Ijmmu.Com Editor@ijmmu.Com I, Volume 7(3 April)*, 292–299.

- <https://doi.org/10.18415/ijmmu.v7i8.1812>
- Prabowo, T. S., Noermijati, and Irawanto, D. W. 2018. Leadership and Work Motivation on Employee Performance Mediated. *Journal of Applied Management (JAM)*, 16(1), 171–178.
- Rae. 2000. Effective Planning in Training and Development. *Kogan Page*, 1(9), 215.
- Rinny, P., Bohlen Purba, C., and Handiman, U. T. 2020. The Influence Of Compensation, Job Promotion, And Job Satisfaction On Employee Performance Of Mercubuana University. *Www.Ijbmm.Com International Journal of Business Marketing and Management*, 5(2), 2456–4559. www.webometrics.info/Asia/Indonesia
- Robert L. Mathis, John H. Jackson, Sean R. Valentine, P. M. 2016. *Human Resource Management*.
- Schein, E. H., & Schein, W. P. 2017. *Organizational Culture And Leadership* (5th ed.). John Wiley and Sons Inc.
- Shuttleworth, D. 2020. Leaders for the twenty-first century. In *School Management in Transition* (First). Greenwood Publishing Group. <https://doi.org/10.4324/9780203426333-21>
- Spaniol, M. M., Shalev, L., Kossyvaki, L., and Mevorach, C. 2018. Attention Training in Autism as a Potential Approach to Improving Academic Performance: A School-Based Pilot Study. *Journal of Autism and Developmental Disorders*, 48(2), 592–610. <https://doi.org/10.1007/s10803-017-3371-2>
- Sugiono, E., Efendi, S., and Afrina, Y. 2021. The Effect of Training, Competence and Compensation on the Performance of New Civil Servants with Organizational Culture as Intervening: Studies at the Ministry of Health of the Republic of Indonesia. *International Journal of Science and Society*, 3(1), 2021. <http://ijsoc.goacademica.com>
- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (19th ed.). Alfabeta.
- Sunarsi, D., Rohaeni, N., Wulansari, R., Andriani, J., Muslimat, A., Rialmi, Z., Kustini, E., Kristianti, L. S., Rostikawati, D., Effendy, A. A., Purwanto, A., and Fahlevi, M. 2020. Effect of e-leadership style, organizational commitment and service quality towards indonesian school performance. *Systematic Reviews in Pharmacy*, 11(10), 472–481. <https://doi.org/10.31838/srp.2020.10.71>
- Susanto, Y. F., Nadiroh, and Sigit, D. V. 2021. The relations of leadership and organizational culture with employees' environmental performance at PT. Cahaya Mas. *IOP Conference Series: Earth and Environmental Science*, 802(1), 0–6. <https://doi.org/10.1088/1755-1315/802/1/012025>
- Virgiawan, A. R., Riyanto, S., and Endri, E. 2021. Organizational Culture As A Mediator Motivation And Transformational Leadership On Employee Performance. *Academy of Strategic Management Journal*, 20(2), 1–11. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85105827430&partnerID=40&md5=fd6f60fee76e47ec377a0cb5e9e46a7>
- Wade, D., and Recardo, R. 2001. *Corporate Performance Management: How to Build a Better Organization Through Measurement-Driven Strategic Alignment* (First). Butterworth-Heinemann.
- Yukl, G. A., & Gardner, W. L. 2018. *Leadership in Organizations* (Ninth). Pearson Education