

The Influence of Leadership, Interpersonal Communication and Team Effectiveness on The Performance of Al Washliyah University UNIVA Medan Lecturers

Putri Syahri

Universitas Al Washliyah UNIVA Medan, Indonesia

putrisyahri428@gmail.com

Amiruddin Siahaan

Universitas Islam Negeri Sumatera Utara Medan, Indonesia

amiruddin.siahaan@gmail.com

Nurussakinah Daulay

Universitas Islam Negeri Sumatera Utara Medan, Indonesia

nurussakinahdaulay@uinsu.ac.id

Abstract: This study aims to answer the problems of the eight hypotheses proposed, namely: 1) The effect of leadership on lecturer performance, 2) The effect of leadership and interpersonal communication on lecturer performance, 3) The effect of interpersonal communication on lecturer performance, 4) Effect of leadership on team effectiveness, 5) Effect of interpersonal communication on team effectiveness, 6) Effect of team effectiveness on lecturer performance, 7) The effect of leadership, interpersonal communication, and team effectiveness on lecturer performance, and 8) The role of team effectiveness mediates the influence between leadership and interpersonal communication on lecturer performance. The population of this study were all lecturers of Al Washliyah University UNIVA Medan as many as 210 people with a total sample of 136 taken by proportional random sampling technique based on the Krejcie and Morgan Tables which were processed using SPSS and analysed by Path Analysis. The instrument used is a questionnaire. The results of the analysis show that leadership has a significant direct effect on the performance of UNIVA Medan lecturers by 0.465. 2) Leadership and interpersonal communication have a significant direct effect on the performance of UNIVA Medan lecturers by 0.371. 3) Interpersonal communication of lecturers has a significant direct effect on the performance of UNIVA Medan lecturers by 0.675. 4) Leadership has a significant direct effect on team effectiveness at UNIVA Medan by 0.437. 5) Interpersonal communication has a significant direct effect on team effectiveness at UNIVA Medan by 0.594. 6) Team effectiveness has a significant direct effect on the performance of UNIVA Medan lecturers by 0.808. 7) Team effectiveness mediates the influence between leadership and interpersonal communication on the performance of UNIVA Medan lecturers by 0.373. 8) Leadership, interpersonal communication and team effectiveness together on the performance of UNIVA Medan lecturers by 73.7% while the rest comes from the influence of other variables outside the variables used in this study.

Keywords: Management; Educational management; School; Financial of education; School managerial.

INTRODUCTION

Higher education is often regarded as an important role in one's education and personal development. Studying higher education can open up

opportunities to gain deeper knowledge of a particular field, improve skills, and prepare one to enter the workforce with more specific expertise. It is also considered a place to build social and professional networks that can be beneficial in the future (Wati, Ramdany, & Soma, 2021). This can be illustrated in the implementation of the main tasks generally carried out in the universities that run in it. Implementation in education includes aspects of planning learning, delivering material, evaluation, and academic guidance (Savitri et al., 2022; Supardi, 2013). Implementation in research with aspects of conducting scientific research, scientific publications, and technology development. And the implementation of community service includes applying knowledge to the community, counselling, and collaboration with institutions.

There is research activities carried out by students and lecturers as well as the application of science in community life. Of course, these changes must be taken seriously by universities in order to fulfill their role in society (Mathematics, 2016). The role of higher education is indispensable in the current Industrial Revolution Era, where the process of organizing higher education is an effort to prepare young people with noble character, academic achievement and intelligence, as a solid foundation in social life (Akmalia, Siahaan, & Mesiono, 2020). For this reason, higher education needs to make changes and progress at every stage of its development both in programs and activities to solve challenges in achieving goals. At its peak, higher education will be able to realize the ideals of a smart Indonesia. Overall, higher education that is able to respond to global and local challenges by providing quality education, skills development, and relevant innovation and research, will contribute greatly to the competitiveness of individuals, institutions and countries. Seeing the challenges faced by the world of education regarding the improvement of human resources, there is still a need to improve the development of human resources in higher education.

In improving human resources, especially lecturers, of course, it is very influential on the educational qualifications of lecturers obtained from higher education (Hanggraeni, 2012). In accordance with the provisions enacted in the academic qualifications of lecturers listed in the Republic of Indonesia Law No.14 of 2005, not only intellectual students, but also character that will form a generation capable of making a real contribution to the progress of the nation (RI, 2005). Through holistic education, which integrates aspects of knowledge, skills, and moral values, lecturers can produce individuals who are ready to face global challenges in the future (Fadla, Akmalia, Hasri, Putri, & Situmorang, 2022).

According to (Yukl, 2006) to see whether or not there is an increase in lecturer performance certainly requires several components, both from within

and from outside the college. The improvement of lecturer performance certainly needs to be done by every higher education institution, in an effort to improve services to users of educational services. This is in line with (Akmalia, Nst, & Siahaan, 2023; Robbins & Judge, 2013) regarding performance, that individual performance is strongly influenced by the quality of leadership around them. In fact, ineffective leadership can risk lowering individual motivation, job satisfaction, and performance (Mahardhani, 2015). Therefore, for organisations or universities, having effective leaders is essential to create optimal performance from its members.

One of the leadership abilities is the ability to communicate (Wartoyo, 2019). Interpersonal communication carried out by a leader in carrying out leadership affects performance (Pohan, 2021; Ritonga, 2020). The same thing was also conveyed by (Turner, 2008) which confirms that effective communication is an important key in advancing an institution. There are other factors that are also the main focus that can affect performance, one of these factors is team effectiveness. The role of team effectiveness in an organisation is greatly influenced by the leadership that is exercised (Dartey-Baah, 2015; Indrawati, 2020). Opinion (Robbins, Bergman, Stagg, & Coulter, 2014) explains team effectiveness affects performance. Related studies also prove that structural factors and team effectiveness are two important aspects that affect performance, and changing one of these factors has a positive effect on improving performance, so it is the basis for setting this variable as a mediator variable (Mogård, Rørstad, & Bang, 2023). Although previous studies have examined the relationship between leadership and lecturer performance, few have explored the mediating role of team effectiveness in the context of private universities in Indonesia. As for improving the performance of lecturers, it remains a major challenge in Indonesian higher education institutions, especially in the face of increasing global competition.

Furthermore, based on the results of initial observations and also interviews conducted with several lecturers at Al Washliyah University UNIVA Medan. There are still indications of ineffective work at Al Washliyah University UNIVA Medan, such as the number of lecturers for several work units is very small and this is not in accordance with the volume of activities in the work unit, causing uncontrolled lecturer work conditions and causing the expected target not to be achieved, stressful employee conditions because they have to complete deadline work, work that is too emphasised on the final result so that group dynamics through communication and coordination occur very little which is thought to cause low lecturer performance, lack of rest time because it is used to complete work, conflicts between lecturers in the organisation because each of them pursues work completion targets.

Likewise with Interpersonal communication carried out by lecturers in the Al Washliyah University UNIVA Medan environment. Information obtained from the strategic plan of Al Washliyah University UNIVA Medan on the analysis of internal factors for the assessment weight of existing weaknesses at Al Washliyah University UNIVA Medan reached a value of 128, this value is only 6 points difference in the analysis of internal factors for the assessment weight of existing strengths at Al Washliyah University UNIVA Medan. The assessment related to interpersonal communication in improving lecturer performance is seen from several of them, including the ability of lecturers to master information technology well, the ratio of lecturers to students is not ideal in several study programmes, there is still a lack of student involvement in research activities, compliance in carrying out internal quality assurance policies in study programmes is not yet comprehensive, strengthening the cultivation of Alwashliyahan values in learning is not optimal and the process of adjusting the curriculum to government changes is still slow. Lecturers feel that they lack encouragement from the leadership in developing the progress of the institution so that lecturers lack work achievements, the next factor is suspected to be a lack of self-confidence and self-integrity in making decisions. So that lecturers feel hesitant to accept the information provided.

The empirical facts above cannot be ignored, it requires serious attention and improvement efforts in terms of technological adaptation, curriculum flexibility, collaboration with industry and the world of work, social and environmental involvement, competency development and skills related to lecturer performance. For this reason, it must be known and understood what factors determine or influence the lecturer's performance. According to Colquit, the factors that influence performance are quality of life, ability, organisational culture, leadership, personality, job satisfaction, stress, motivation, ethics, and decision making. Based on the paradigm above, it shows that lecturer performance is influenced by many factors. Among them, leadership style variables, team processes and cognitive abilities, in management are indirect variables that affect lecturer performance. These three variables can affect performance through learning and decision-making variables, or learning (Colquitt, Lepine, & Wesson, 2015) and decision-making variables, are the closest variables that affect performance. That is, performance is first influenced by learning and decision-making than leadership styles, team processes and cognitive abilities. Not only that, in the context of principals' transformational leadership, this style reflects a leader's behavior that effectively inspires teachers (Hoang & Le, 2025; Lefteri & Menon, 2025) to challenge their own capabilities and strive to improve their teaching performance.

From the gaps that occur in the field, there is a suspicion that interpersonal communication can be a movement that can change the quality of Al Washliyah University UNIVA Medan. Because the implementation of the utilization of information technology will certainly be able to control the implementation of education, the opening of scholarship programmes for students and lecturers, and the availability of partner institutions for training and other activities in improving the quality of human resources.

Related to the performance of lecturers who are considered an important issue to be followed up appropriately at the tertiary level. At Al Washliyah University UNIVA Medan, lecturer performance is also a hope for the community in developing the science that is developing today. Al Washliyah University UNIVA Medan realises that every development of the times must bring environmental changes such as changes in culture and lifestyle as well as changes in industrial processes. The uncertainty of environmental changes also demands to be able to adapt to various challenges by utilising various opportunities. The demands of these changes require changes from the organisation itself so that various innovations are not only able to respond but also able to anticipate environmental changes. In this regard, the performance of lecturers has always been the main demand in realising these expectations which are packaged in the vision and mission of Al Washliyah University UNIVA Medan.

The conditions found are also seen from the effectiveness of the team in carrying out the cooperation that has been established and there still needs to be a follow-up to the implementation stage, this can be seen from the waiting for study programs that have superior accreditation, the incomplete organisational units that support the vision and mission of the university, the need to improve human resources, and the facilities and infrastructure system has not been running optimally. From several series of conditions found in the field related to the effectiveness of the team, of course it is hoped that this can be a benchmark in supporting the progress of Al Washliyah University UNIVA Medan, because with good cooperation in the utilization of information technology in the implementation of education, it will further maximise the performance of lecturers at Al Washliyah University UNIVA Medan and the more cooperation built by lecturers and students, the more cooperation will be formed between agencies or institutions in the fields of research and service.

In relation to leadership, interpersonal communication and lecturer team effectiveness, it cannot be separated from the fact that lecturer performance can be achieved if all expectations can be met in carrying out their job duties. The series on the background above explains the various problems that are thought to affect lecturer performance both based on descriptions, theories, and facts

that occur in the field. Based on this, it can be seen that there is a contradiction in the theoretical paradigm that can be obtained, and this provides an inspiration for researchers to develop a new paradigm and want to prove the influence between variables.

RESEARCH METHODOLOGY

This research is a quantitative study with a survey research form to measure lecturer performance and in an abstract sense is to measure leadership ability, implementation of interpersonal communication and team effectiveness. This research measures data with the results of distributing questionnaires to population samples, so as to obtain a significant relationship and each other has a tendency of probability of error on the hypothesis built and testing techniques using path analysis. The location of this research was carried out at Al Washliyah University UNIVA Medan, consisting of 6 (six) Faculties, namely the Faculty of Islamic Religion (FAI), Faculty of Law (FH), Faculty of Engineering (FT), Faculty of Economics and Business (FE), Faculty of Agriculture (FP), and Faculty of Teacher Training and Education (FKIP). Based on data from the DUK of Al Washliyah University Medan lecturers, the total number of lecturers from each Faculty is 210 lecturers with a sample size of 136 lecturers.

Data were analysed using descriptive and inferential statistical techniques. To find out the tendency category of the questionnaire data on leadership, interpersonal communication, team effectiveness and performance obtained, it is done with the tendency test. In order for the research data obtained to be used using statistical analysis, in the research hypothesis test that applies the product moment correlation formula, it first fulfils the analysis requirements. The analysis requirements tests carried out are normality test, homogeneity test, linearity test and multicollinearity test (Sugiyono, 2018). Path testing can be calculated in two ways as in (Riduwan & Kuncoro, 2012), There are two ways to do path analysis, namely a) overall or simultaneous testing and b) individual testing. The goodness-of-test is intended to test whether the proposed model has a fit with the data or not. In the path analysis test, it is said to be fit with the data if the estimated correlation matrix (reproduced correlation matrix) or the expected correlations matrix.

RESULTS AND DISCUSSION

There are 8 (eight) hypotheses tested by path analysis. To test the research hypothesis, first test each indicator of each variable. The following is a path diagram of the research variables as shown below:

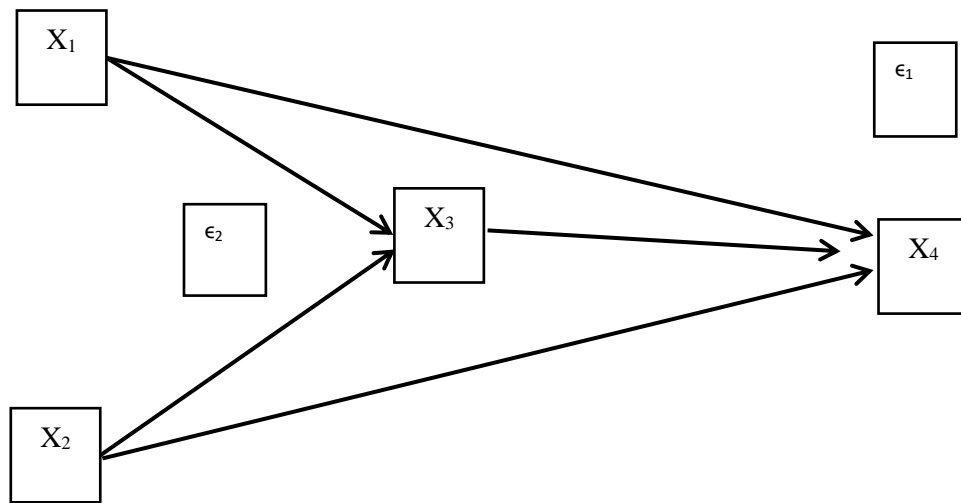


Figure 1. Research path diagram

Testing the First Hypothesis

Based on the results of the direct path analysis calculation in the previous model analysis, the effect of leadership on lecturer performance is 0.465. The t_{count} coefficient value of 6.078 is greater than the t_{table} value $(0.05) = 1.656$, thus revealing that leadership has a very significant direct effect on lecturer performance. Thus the first hypothesis which states that there is a direct effect of leadership on lecturer performance is accepted. The performance of lecturers at Al Washliyah University UNIVA Medan assessed using variable indicators is quite good, but still below the high or very good category. The research data shows empirically that the leadership variable contributes to the performance of lecturers at Al Washliyah University UNIVA Medan. This can be traced through the description of data on interpersonal communication variables where as many as 19.1% of respondents were in the low communication category group, 62.5% of respondents were in the medium category and 18.4% of teachers in the high category. This indicates that the leadership variable contributes to lecturer performance. Good leadership will give lecturers a positive attitude in their duties. Leadership is often considered the main determining factor in overcoming problems and challenges in organisations.

Second Hypothesis Testing

The effect of leadership and interpersonal communication on lecturer performance obtained a coefficient value of 0.371 and 0.618. The t_{count} coefficient value of 6.595 and 11.004 is greater than the t_{table} value $(0.05) = 1.656$, this means that leadership and interpersonal communication have a very

significant direct effect on lecturer performance. Thus the second hypothesis which states that there is a direct influence of leadership and interpersonal communication on lecturer performance is accepted. This can be traced through the description of the leadership variable data where as many as 16.9% of respondents are in the low leadership category group, 64% of respondents are in the medium category and 19.1% in the high category. In addition, through the description of data on interpersonal communication variables, 19.9% of respondents were in the low communication category, 62.5% of respondents were in the medium category and 17.6% were in the high category.

Third Hypothesis Testing

The effect of interpersonal communication on lecturer performance is 0.675. The t_{count} coefficient value of 10.588 is greater than the value $t_{\text{table}} (0.05) = 1.656$ which gives the conclusion that interpersonal communication has a very significant direct effect on lecturer performance. Thus the third hypothesis which states that there is a direct effect of interpersonal communication on lecturer performance is accepted. This can be traced through the data description of interpersonal communication variables where as many as 19.9% of respondents are in the low communication category group, 62.5% of respondents are in the medium category and 17.6% of lecturers in the high category.

Testing the Fourth Hypothesis

The effect of leadership on team effectiveness obtained a coefficient value of 0.437. The t_{count} coefficient value of 5.630 is greater than the t_{table} value, $(0.05) = 1.656$, thus providing the finding that leadership has a very significant direct effect on team effectiveness. Thus the fourth hypothesis which states there is a direct influence of leadership on team effectiveness is accepted. This can be traced through the description of the leadership variable data where as many as 16.9% of respondents are in the low leadership category group, 64% of respondents are in the medium category and 19.1% of lecturers in the high category.

Fifth Hypothesis Testing

The effect of interpersonal communication on team effectiveness is 0.594. The calculated coefficient value of 8.541 is greater than the value of $t_{\text{table}} (0.05) = 1.656$, which means that interpersonal communication has a very significant direct effect on team effectiveness. Thus the fifth hypothesis which states that there is a direct effect of interpersonal communication on team effectiveness is accepted. This can be traced through the data description of interpersonal communication variables where as many as 19.9% of respondents

are in the low communication category group, 62.5% of respondents are in the medium category and 17.6% of communication in the high category.

Sixth Hypothesis Testing

The direct effect of team effectiveness on lecturer performance is 0.808. The t_{count} coefficient value of 15.851, greater than the value of $t_{\text{table}} (0.05) = 1.656$ provides findings that team effectiveness is very significant in direct effect on lecturer performance. Thus, the sixth hypothesis which states that there is a direct effect of team effectiveness on lecturer performance is accepted. This can be traced through the description of team effectiveness variable data where as many as 19.1% of respondents are in the low team effectiveness category group, 60.3% of respondents are in the medium category and 20.6% of team effectiveness in the high category.

Testing the Seventh Hypothesis

This study revealed that team effectiveness mediates the influence between leadership and interpersonal communication on lecturer performance by 0.373 and 0.547. The t_{count} coefficient value of 5.833 and 8.555 is greater than the t_{table} value $(0.05) = 1.656$. This means that the better the effectiveness of the team carried out by lecturers such as managing clarity of goals, strategies, analysis processes and policy formulation, careful planning, proper programming, availability of facilities and infrastructure, effective implementation, and adequate supervision and control systems will have an impact on leadership and interpersonal communication of lecturers. So that these positive things can improve lecturer performance. Thus the seventh hypothesis which states that there is a role of team effectiveness mediating the influence between leadership and interpersonal communication on performance can be accepted.

Eighth Hypothesis Testing

Simultaneously, the influence between leadership, interpersonal communication, team effectiveness on lecturer performance is F_{count} value of 123.560 and $F_{\text{table}} (0.05) = 3.06$. The results of hypothesis analysis provide findings that there is a joint influence between leadership, interpersonal communication and team effectiveness on performance is very significant. Thus the eighth hypothesis which states that there is an influence between leadership, interpersonal communication and team effectiveness on performance can be accepted. Meanwhile, the total effect given that leadership, interpersonal communication and team effectiveness together on lecturer performance at Al Washliyah University UNIVA Medan is 73.7% while the rest comes from the influence of other variables outside the variables used in this study. Based on the

test results, it has been concluded that the proposed theoretical model is accepted as a whole, so the final (existing) model is as follows:

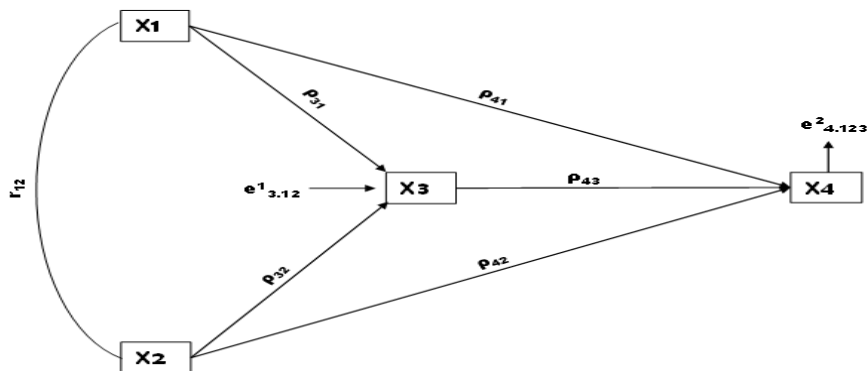


Figure 2. Existing model

Description: X_1 = Leadership

X_2 = Interpersonal Communication

X_3 = Team Effectiveness

X_4 = Kinerja Dosen

e_1, e_2 = Variabel Residu (error)

Thus, the results of research through testing the seven research hypotheses proposed have found a Theoretical Model of Lecturer Performance that describes the structure of the causal relationship between leadership variables, interpersonal communication, team effectiveness on work discipline along with the dimensions and indicators that accompany it as follows:

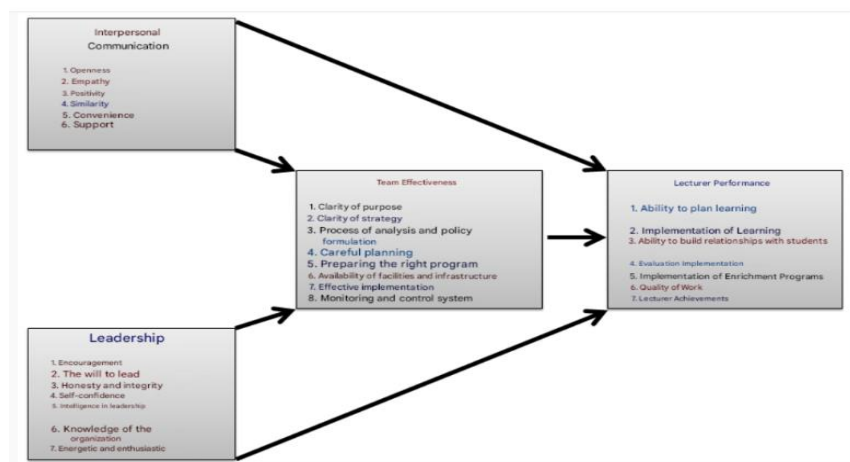


Figure 3. Lecturer Performance Model

Based on Figure 3 above, the performance model of lecturers at Al Washliyah University UNIVA Medan is determined by internal and external factors, where internal factors are interpersonal communication, and team effectiveness. The effectiveness of the lecturer performance model at Al Washliyah University UNIVA Medan starts with paying attention to interpersonal communication. Interpersonal communication is an effective means to improve performance. Thus, interpersonal communication carried out will have an impact on the performance of lecturers shown. The second element that contributes to the lecturer performance model is leadership. Improving lecturer performance requires competence and commitment from University leaders. In an organisation, the leadership factor plays an important role because the leader will drive and direct the organisation in achieving goals and at the same time is a difficult task.

The third element that influences the performance model is team effectiveness. The achievement of organisational goals is only possible because of the collaborative efforts between workers, work teams and leadership in the organisation. In this case, there is actually a close relationship between the performance of workers, work teams, and work leaders which is contained in organisational performance. In other words, if the performance of workers, work teams and leaders is good, then it is likely that the performance of the organisation will be better too. Therefore, the effectiveness of a good team will have an impact on the performance of the lecturers as shown in the table below.

CONCLUSION

The conclusion of the research revealed that leadership has a significant direct effect on the performance of lecturers at Al Washliyah University UNIVA Medan where the better the leadership, the better the performance. The leadership and interpersonal communication have a significant direct effect on the performance of lecturers at Al Washliyah University UNIVA Medan which means that the better the leadership and interpersonal communication, the better the performance. Thus to improve performance can be done by improving leadership and interpersonal communication. The interpersonal communication of lecturers has a significant direct effect on the performance of lecturers at Al Washliyah University UNIVA Medan, even leadership has a significant effect on team effectiveness at Al Washliyah University UNIVA Medan. Based on the proposed research theoretical model, the team effectiveness variable also acts as an intervening variable. Starting from the theoretical basis, the researcher proposed six hypotheses to prove the direct effect, and one hypothesis to prove the mediating effect. Theoretically, the

findings in this study have strengthened the theories and findings in previous studies that examined the factors that affect lecturer performance. In addition to the direct influence between the variables studied, namely leadership, interpersonal communication, team effectiveness and lecturer performance, this study also provides information that the interpersonal communication variable is the highest variable in influencing lecturer performance at Al Washliyah University UNIVA Medan with a contribution of 45.5%, followed by the leadership variable in influencing lecturer performance with a contribution of 21.6%. Based on the previous discussion and conclusions, the researcher suspects that there are other variables of influence on lecturer performance that cannot be predicted by this study and are not variables in this study. Therefore, theoretically, the implications of this study will provide a reference for future researchers who will look further at the factors that affect lecturer performance. ■

REFERENCES

- Akmalia, R., Nst, W. N., & Siahaan, A. (2023). Pengaruh Efeksi Diri, Budaya Organisasi, Motivasi Berprestasi, dan Kepuasan Kerja Terhadap Kinerja Guru Madrasah Aliyah di Kabupaten Batubara (Universitas Negeri Islam Sumatera Utara Medan). Universitas Negeri Islam Sumatera Utara Medan. <https://doi.org/http://repository.uinsu.ac.id/21297/>
- Akmalia, R., Siahaan, A., & Mesiono, M. (2020). the Effect of Individual, Group and Team Work Behavior Toward Teacher Performance in Sman 3 Medan. *Jurnal Tarbiyah*, 27(1), 50–71. <https://doi.org/10.30829/tar.v27i1.681>
- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). *Organization Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw – Hill Educatio.
- Dartey-Baah, K. (2015). Resilient leadership: a transformational-transactional leadership mix. *Ournal of Global Responsibility*, 6(1), 99–112. <https://doi.org/https://doi.org/10.1108/jgr-07-2014-0026>
- Fadla, S. L., Akmalia, R., Hasri, R. K., Putri, E., & Situmorang, H. S. B. (2022). Pola Manajemen Kepala Sekolah dalam Meningkatkan Kompetensi Kepribadian Guru. *Jurnal Informasi Keagamaan, Manajemen Dan Strategi: Jurnal Manajemen Pendidikan Islam (IKaMaS)*, 2(1), 27–36. Retrieved from <https://ikamas.org/jurnal/index.php/ikamas/article/view/14>

- Hanggraeni, D. (2012). Manajemen sumber daya manusia. Universitas Indonesia Publishing.
- Indrawati, D. (2020). Efektivitas Manajemen Pendidik Dan Tenaga Kependidikan Dalam Meningkatkan Mutu Di SMA Negeri 4 Langsa (Universitas Islam Negeri Sumatera Utara). Universitas Islam Negeri Sumatera Utara. Retrieved from <http://repository.uinsu.ac.id/11397/>
- Mahardhani, A. J. (2015). Kepemimpinan ideal kepala sekolah. Dimensi Pendidikan Dan Pembelajaran.
- Mathematics, A. (2016). KUALIFIKASI DAN KOMPETENSI GURU. KUALIFIKASI DAN KOMPETENSI GURU.
- Mogård, E. V., Rørstad, O. B., & Bang, H. (2023). The Relationship between Psychological Safety and Management Team Effectiveness: The Mediating Role of Behavioral Integration. *International Journal of Environmental Research and Public Health*, 20(1). <https://doi.org/https://doi.org/10.3390/ijerph20010406>
- Pohan, R. (2021). Pengaruh Komunikasi Interpersonal, Gaya Kepemimpinan, Budaya Organisasi Terhadap Kinerja Guru Di Man 2 Model Medan. *Ability: Journal of Education and Social Analysis*, 2(1), 1–12.
- RI, P. UU No. 14 Tahun 2005, Tentang Guru dan Dosen. , Pub. L. No. UU No. 14 Tahun 2005 (2005).
- Riduwan, & Kuncoro, E. A. (2012). Cara menggunakan dan memakai path anlysis. Bandung: Alfabeta.
- Ritonga, B. (2020). Pengaruh Komunikasi Interpersonal, Gaya Kepemimpinan, Budaya Organisasi Terhadap Kinerja Guru di MAN 2 Model. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 6(2), 246–256. <https://doi.org/https://doi.org/10.30596/edutech.v6i2.4930>
- Robbins, S. P., Bergman, R., Stagg, I., & Coulter, M. (2014). *Management*. Pearson Australia.
- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior* 15th Ed. New Jersey: Pearson.
- Savitri, I., Munawwarah, T., Kholizah, N. A., Sani, D. A., Hanifah, F., & Akmalia, R. (2022). Analisis Peran Kepemimpinan Dalam Lembaga Pendidikan Islam di MIS Nurul Fadhillah. *Widya Balina*, 7(2), 583–589. <https://doi.org/https://doi.org/10.53958/wb.v7i2.297>
- Sugiyono. (2018). METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D. Bandung: ALFABETA.

- Supardi. (2013). *Kinerja Guru*. Jakarta: Rajawali Pres.
- Turner, R. W. & L. H. (2008). *Pengantar Teori komunikasi Analisis dan Aplikasi*. Jakarta: Salemba Humanika.
- Wartoyo, F. X. (2019). Etika Komunikasi Mahasiswa Dan Dosen Dalam Perspektif Akademis Revolusi 4.0. *WASKITA: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 3(1), 39–47.
<https://doi.org/https://doi.org/10.21776/ub.waskita.2019.003.01.4>
- Wati, L. N., Ramdany, R., & Soma, A. M. (2021). Desain Enterprise Risk Management Pada Perguruan Tinggi Di STIE Muhammadiyah Jakarta. *Jurnal Akuntansi*, 10(2), 289–309.
- Yukl, G. (2006). *Leadership in Organizations*. New Jersey: Pearson Education Inc.