ANALYSIS OF LECTURER PERFORMANCE WITH JOB SATISFACTION AS A MEDIATION VARIABLE AT NAZHATUT THULLAB AL-MUAFA UNIVERSITY, SAMPANG

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Abstract

This study aims to analyze the influence of leadership and work motivation on lecturer performance, both directly and indirectly through job satisfaction as a mediating variable at Nazhatut Thullab Al-Muafa University, Sampang. This study used a quantitative approach with the SEM-PLS method. The study population was all 66 permanent and non-permanent lecturers, using a census method (total sampling). The primary theory underlying this study is Goal Setting Theory. This study used a quantitative approach with the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method. The results show that leadership can contribute to lecturer performance. Work motivation contributes to lecturer performance. Leadership contributes to lecturer performance through job satisfaction. Similarly, motivation contributes to lecturer performance through job satisfaction. These findings theoretically sharpen and expand the concepts discussed, and practically can serve as guidelines for Nazhatut Thullab Al-Muafa University, Sampang, in improving lecturer performance, evaluating, and driving institutional progress.

INTRODUCTION

In today's modern era, the development of education is growing rapidly, prompting the government to continuously improve the education system. This aligns with the increasing public awareness of the importance of education. The demand for formal education, particularly higher education, continues to rise over time. Consequently, higher education institutions are required to consistently improve the services they provide in order to meet public expectations.

Lecturers' performance refers to the ability demonstrated by lecturers in carrying out their duties and responsibilities. Performance is considered good and satisfactory when the results achieved meet established standards (Gerung et al., 2022). As mandated by the Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that "Lecturers are professional educators and scientists whose primary duties are to transform, develop, and disseminate knowledge, technology, and the arts through education, research, and community service."

As dynamic institutions, campuses require harmonious human relations, making organizational and committee leadership highly important in any organization (Haryansyah et al., 2024). On the other hand, the most crucial factor in the success of any organization is its people.

Leaders play a vital role in determining organizational policies and motivating members to achieve common goals. Leadership reflects managerial behavior that is consistently demonstrated. Therefore, leaders must be able to provide clear work direction and optimally manage human resources. Leadership is the art of influencing others, either individually or in groups, and does not necessarily have to follow bureaucratic rules. A leader's way of thinking significantly affects employee performance. Good performance depends on the leader's ability to direct and motivate members (Aini, 2024).

Leadership can also be defined as the ability to exert influence, both directly and indirectly, so that individuals become aware of, understand, and accept the leader's intentions (Idris et al., 2019). Human resources (HR) are a strategic element inseparable from other aspects of management, and therefore must be managed effectively (Hantono & Wijaya, 2025). Effective leaders are highly needed to improve the quality of human resources, particularly in relation to employee performance.

In addition to lecturers' performance, work motivation also plays an important role. Work motivation refers to internal or external drives that encourage individuals to work optimally in order to achieve organizational goals (Tifani et al., 2023). Strong motivation increases employee productivity and job satisfaction. Inaray (2020) found that leadership significantly affects performance, although motivation does not always have a direct impact (Septian et al., 2024). Research on Entrepreneurial Characteristics and Competence toward Business Success (Case Study of CFD Community Assisted by Diskopindag, Sampang Regency) emphasized the simultaneous influence of both factors (2021). Work motivation encourages organizational members to take responsibility and devote their energy toward shared goals (Wijaya et al., 2020). Therefore, leaders must understand and meet employees' needs. Putra (2023) added that motivation enables employees to develop their skills with full responsibility.

The failure to achieve higher education institutions' Key Performance Indicators (KPI) for research and community service in 2023 and 2024 was due to the lack of encouragement from leaders and the absence of strict sanctions from universities according to agreed policies, as revealed through field observations conducted by the researcher.

Motivation is also an internal force that helps overcome obstacles at work and enhances performance. Motivation itself is an activity that can channel, initiate, and sustain human behavior (Hardyansyah & Kustini, 2023). Employees are considered to have good performance if their work results exceed standards, which can be measured through regular evaluations. Such assessments serve as the basis for efficient and effective HR management. A supportive work environment also greatly influences employee performance. Organizations must create a conducive work climate to support the achievement of targets.

Based on field observations, the problem of low lecturer motivation at Universitas Nazhatut Thullab Al-Muafa Sampang arises from insufficient welfare, heavy workloads, and lack of recognition from superiors or stakeholders. This negatively affects the quality of education, research, and the university's reputation.

At Universitas Nazhatut Thullab Al-Muafa Sampang in 2024, there were forty permanent lecturers and twenty-six non-permanent lecturers. Law No. 12 of 2012 on Higher Education emphasizes the *Tridharma Perguruan Tinggi* (the three pillars of higher education), consisting of education, research, and community service, as obligations mandated by the law.

Job satisfaction is an emotional state that reflects the extent to which employees feel satisfied with their work (Dewantara & Swasti, 2025). Job satisfaction is shaped by several aspects, including organizational culture, leadership, and work environment (Rochmah et al., 2021). Poor job satisfaction and underutilized potential among employees occur when employees dislike the characteristics of their jobs, making them less likely to perform well. As a result, they cannot fully use their potential at work, producing unsatisfactory outcomes and decreasing job satisfaction. Job satisfaction can be defined as an individual's emotional response to aspects of work, such as rewards for performance, with satisfaction levels varying according to each individual's personal evaluation system (Samprastyo et al., 2021).

2. RESEARCH METHOD

This research was designed to answer the formulated problem and objectives as well as to test the hypotheses. A research design is a structured investigation structured in such a way that researchers obtain answers to the research questions (Sihotang, 2023).

This research used quantitative methods using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method to analyze the relationship between Leadership and Work Motivation, as well as Lecturer Performance through Job Satisfaction. SEM-PLS is an effective multivariate analysis technique for handling complex conceptual models with latent variables and observational indicators (Hair et al., 2021). This method allows researchers to simultaneously examine the relationship between exogenous and endogenous variables and measure the direct and indirect effects of independent variables on the dependent variable (Ghozali & Latan, 2021). Furthermore, SEM-PLS has the advantage of handling data with relatively small sample sizes and numerous variables (Rahman et al., 2022). Therefore, this method is highly appropriate for use in this research.

3. RESULTS AND DISCUSSION

Description of employee characteristics based on age is presented in table 3.1

Tabl2e 3. 1 Characteristics of Lecturers Based on Age

Old	Frequency	Presentation (%)
25 - 30 Year	27	40,9
31 - 35 Year	29	43,9
36 - 40 Year	9	13,6
> 56 Year	1	1,5
Amount	**66**	**100,0**

Based on Table 4.1. Characteristics of Lecturers Based on age, the majority of respondents were lecturers aged 31-35, representing 29 people, or 43.9% of the total

respondents. The next most dominant age group was lecturers aged 25-30, representing 27 people, or 40.9%. Furthermore, the most dominant age group was lecturers aged 36-40, representing 9 people, or 13.6% of the total number of respondents, and 1 person, or 1.5% of respondents, aged 56 and over. These findings indicate that the majority of lecturers at Nazhatut Thullab Al-Muafa University, Sampang, are in their productive and experienced age range, particularly those between the ages of 31-35. This age group generally reflects a career stage where individuals have acquired work maturity, emotional stability, and the competencies needed to complete tasks effectively. This age composition can be a significant asset for the university in supporting optimal organizational performance. The quality of construct measurement is assessed through reliability and validity tests. Construct reliability is assessed using Cronbach's Alpha and Composite Reliability. Reliability testing ensures that the construct is free from measurement bias. Furthermore, instrument validity is tested using the combined loading and cross-loading methods, namely the average variance extracted (AVE) for convergent validity and the square root of the AVE for discriminant validity.

Table 4.2 Construct Validity and Reliability

Construct Reliability and Validity

	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Leadership (X1)	0,829	0,866	0,897	0,745
Job Satisfaction (Z)	0,901	0,909	0,927	0,719
Lecturer Performance (Y)	0,861	0,865	0,905	0,706
Work Motivation (X2)	0,724	0,748	0,838	0,634

Sumber: Lampiran 3, Hasil Olah Data 2025

The test results in Table 4.2 of Construct Reliability and Validity show that all constructs have an AVE value above 0.50, which means they have met the requirements for convergent validity. The highest AVE value is found in Job Satisfaction (0.759), and the lowest in Lecturer Performance (0.505), but all remain above the minimum threshold. In addition, the Composite Reliability value for all constructs is also above 0.70, which is between 0.802 and 0.904, indicating that the indicators are reliable and consistent in measuring the construct. Thus, this model meets the criteria for good reliability and validity.

Tabel 4.3 Oueter Loading

Outer Loadings

Matrix

	Leadership (X1)	Job Satisfactio n (Z)	Lecturer Performance (Y)	Work Motivation (X2)
X1.1	0,765			
X1.2	0,915			
X1.3	0,902			
X2.1				0,805
X2.2				0,752
X2.3				0,831
Y1			0,866	
Y2			0,831	
Y3			0,850	
Y4			0,812	
Z1		0,814		
Z2		0,797		
Z3		0,928		
Z4		0,901		
Z5		0,790		

Source: Appendix 3, 2025 Data Processing Results

Based on table 4.9 regarding Factor Loading, it is a correlation between indicators and variables, if it is greater than 0.5 and/or p-values = significant, then the indicator is valid and is an indicator/measurer of the variable. Based on the outer loading table above, all indicators in this study have loading values above 0.70, which means they have met the requirements of convergent validity and are suitable for use as measures of their respective constructs. In the Leadership variable (X1), the three indicators (X1.1, X1.2, and X1.3) have high loading values, namely 0.765 to 0.915, so all three are valid in measuring leadership. For the Work Motivation variable (X2), the three indicators (X2.1, X2.2, and X2.3) show loading values between 0.752 to 0.831, which indicates that all are valid and consistently reflect work motivation. The Lecturer Performance variable (Y) with four indicators (Y1–Y4) had loading values between 0.812 and 0.866, indicating the indicators' accuracy in measuring lecturer performance. Meanwhile, for the Job Satisfaction variable (Z), the five indicators (Z1–Z5) also showed good loading values, ranging from 0.790 to 0.928. Because all indicators had values above the 0.5 threshold, it can be concluded that all indicators in this model are valid and suitable for accurately measuring their respective variables.

Thus, it can be concluded that all indicators in this study meet the criteria for convergent validity, thus they can be declared suitable and valid for use as measuring instruments for the variables studied. Good convergent validity also indicates that each indicator is able to consistently represent the construct being measured.
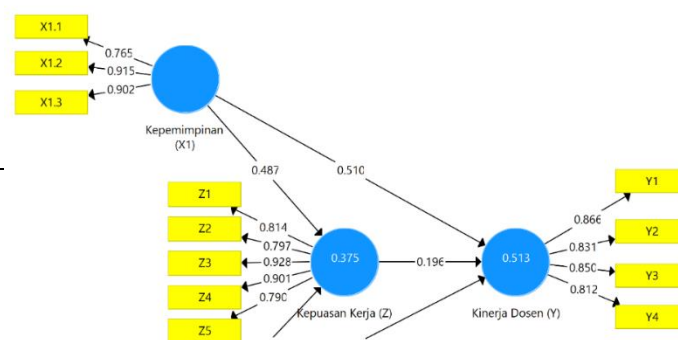
Gambar 1. Model PLS

4.3.3.1. Hypothesis Testing - Direct Effect (Causality Test)
4.3.3.2. Table 4. 2 Causality Test (R. Square)

<p style="text-align:center">Path Coefficients</p>
<p style="text-align:center">Mean, STDEV, T-Values, P-Values</p>

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Kepemimpinan (X1) -> Kinerja Dosen (Y)	0,510	0,521	0,132	3,869	0,000
Motivasi Kerja (X2) -> Kinerja Dosen (Y)	0,192	0,192	0,095	2,013	0,045

Sumber: Lampiran 3, Hasil Olah Data 2025

Based on the hypothesis testing in Figure 4.1, the PLS Model and Table 4.14, the causality test (cause-and-effect relationship) can be interpreted as follows:

1. Leadership (X1) has a positive and significant effect on Lecturer Performance (Y). This is indicated by a coefficient of 0.510 and a p-value of 0.000, which is less than the significance limit ($\alpha = 0.05$).
2. Work Motivation (X2) is also proven to have a positive and significant effect on Lecturer Performance (Y), with a coefficient of 0.192 and a p-value of 0.045.

4.3.3.1. Hypothesis Testing – Indirect Effect
Tabel 4. 3 Specific Indirect Effects

Specific Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Kepemimpinan (X1) -> Kepuasan Kerja (Z) -> Kinerja Dosen (Y)	0,394	0,412	0,071	5,560	0,000
Motivasi Kerja (X2) -> Kepuasan Kerja (Z) -> Kinerja Dosen (Y)	0,176	0,172	0,081	2,156	0,032

Source: Appendix 3, 2025 Data Processing Results

Based on the hypothesis testing in Figure 4.1 of the Smart PLS Model and Table 4.15, the causality test (cause-and-effect relationship) can be interpreted as follows:

1. Leadership (X1) has a positive and significant effect on Lecturer Performance (Y) through Job Satisfaction (Z), with a coefficient of 0.394 and a p-value of 0.000. Because the p-value is less than 0.05, this effect is significant.

2. Similarly, Work Motivation (X2) has a positive and significant effect on Lecturer Performance (Y) through Job Satisfaction (Z), with a coefficient of 0.176 and a p-value of 0.032. Because the p-value is below 0.05, the effect is significant.

4. CONCLUSION

The results of this study indicate that motivation contributes to lecturer performance. This means that the better the lecturer motivation within a university, the higher their performance. This finding confirms that work motivation is a valuable and strategic asset in creating productive lecturer performance, including achieving and completing tasks or work based on goals and objectives. The goals and objectives of this private university are stipulated in the Strategic Plan of Nazhatut Thullab Al-Muafa University, Sampang.

Work motivation is a systematic approach to creating productive lecturer performance. This aligns with the characteristics of respondents at Nazhatut Thullab Al-Muafa University, Sampang, who are generally young, which can lead to productive performance. In other words, having lecturers of productive age will improve overall lecturer performance. Improving lecturer motivation and performance in carrying out the Tri Dharma of Higher Education duties encourages lecturers to continuously develop themselves and improve the quality of their performance, facilitates objective lecturer performance evaluation, and creates a more productive and effective work environment. Work motivation is the drive or driving force that makes someone enthusiastic and passionate about their work and drives them to achieve their goals. Work motivation is a crucial factor in improving lecturer performance. Motivation plays a significant role in achieving organizational or company goals (Putri & Iryanti, 2024). Motivation itself does not contribute to lecturer performance (Putri et al., 2024).

Goal-setting theory, developed by Edwin Locke and Gary Latham (1990), explains that setting specific, challenging, and measurable goals can increase motivation and performance. This theory also emphasizes the importance of feedback, commitment to goals, and individual ability to achieve these goals and objectives. This has been outlined in the Strategic Plan of Nazhatut Thullab Al-Muafa University, Sampang.

Employee work motivation is an internal drive that makes individuals within an organization willing and able to direct their abilities, whether in the form of skills, energy, or time, to carry out their duties and responsibilities (Siagian, 2020).

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