

Level of Participative Leadership, Quality Culture, Job Satisfaction and Achievement Motivation Lecturer at the Faculty of Sports Science, Universitas Negeri Medan

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Abstract

This research aims to evaluate the level of participative leadership, quality culture, job satisfaction and achievement motivation of lecturers at the Faculty of Sports Sciences, Medan State University. The method used in this research uses descriptive methods and a survey research form. The population and sample in this research were 100 lecturers at the Faculty of Sports Science, Medan State University. The results of the research carried out showed that the participative leadership category showed that it was 80.20% in the "high" category. The quality culture category shows that it is 85.64% in the "high" category. The job satisfaction category shows that it is 70.30% in the "medium" category. The achievement motivation category shows that it is 73.27% in the "medium" category. This shows that although participative leadership and a culture of quality have been achieved well, there are challenges in increasing job satisfaction and achievement motivation of lecturers at the Faculty of Sports Science, Medan State University. These findings show the importance of strategic interventions to increase job satisfaction and achievement motivation, even though the basics of leadership and quality culture are already quite strong.

Keywords: *Leadership, Quality Culture, Job satisfaction, Achievement Motivation.*

Introduction

A Study Program is a unit of educational activity that has a specific learning method or curriculum in academic education, professional education, and/or vocational education. Study programs are organized with the permission of the Minister of Education and Culture after meeting the minimum requirements for accreditation, and are managed by a management unit determined by the university that organizes them. The existence of the study program aims to ensure that students can master knowledge, skills and attitudes in accordance with the objectives of the educational curriculum used. Article 1 Paragraph (1) Permenristekdikti Number 62 of 2016, Quality of higher education is the level of conformity between the implementation of higher education and higher education standards consisting of National Higher Education Standards and National Higher Education Standards. Therefore, Rusman (2009:427) states that education needs to be organized and directed at achieving the five pillars of knowledge, namely: (1) learning to believe and be devoted to God Almighty; (2) learning to know; (3) learning to do; (4) learning in living together; and (5) learning to be. In line with this, study programs as educational organizations really need effective leadership from the head of the study program, because leadership behavior can run all organizational components of the study program better. The head of the study program as a leader and manager has an important role in planning, organizing, directing and controlling educational resources to create an effective study program.

An organization is a system of people and activities working together (1993). At the same time, organization is considered as the coordination of rational activities of a group of people to achieve common goals through work and functions under one hierarchy and responsibility (Mangkunegara, 2001). This statement reflects that organizations have certain structured characteristics and their goals are interrelated with each other and rely on human communication to coordinate activities within the organization. Therefore, an organization, especially Lecturers at the Faculty of Sports Science, Medan State University, needs individuals who have a strong drive to excel, in order to achieve the best results

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and make maximum contributions to collective success. Achievement motivation is a drive to achieve brilliant success, the best possible results according to the standards of perfection. According to David and Newstrom, achievement motivation is the drive within people to overcome all challenges and obstacles in an effort to achieve goals. According to this source, people who have achievement motivation want to develop and grow, and want to progress along the ladder of success. Achievement motivation is an encouragement within a person to carry out an activity or task as well as possible in order to achieve success or brilliant work performance.

A person who has achievement motivation is really needed by the organization because achieving goals will be more effective. People who have achievement motivation are those who view the organization as an arena for achieving personal success that should not be wasted. Lecturers as members of organizations who serve as teaching staff in tertiary institutions, must have high achievement motivation in carrying out their duties and responsibilities. Achievement motivation is the main basis for displaying commitment to the successful achievement of educational goals. Lecturer achievement motivation refers to the encouragement from within him to carry out all activities or tasks as well as possible in order to achieve success or brilliant work performance. This is in accordance with Wau's research, which states that the higher the achievement motivation, the higher the affective commitment. The level of achievement motivation is directly influenced by participative leadership, personal abilities and work climate (Yasarotodo Wau, 2012). Achievement motivation plays an important role in encouraging individuals to achieve higher goals and continuously improve their competence. Participative leadership is able to inspire this achievement motivation, which then strengthens the quality culture in the organization. When a quality culture is well developed, this creates a supportive work environment, which ultimately increases job satisfaction. High job satisfaction arises from a combination of participative leadership and a strong quality culture, all of which play a role in encouraging individuals to continue to excel and give their best in their work.

Creating job satisfaction is not an easy thing, because satisfaction can only be realized if influencing variables such as leadership and quality culture can be accommodated and well accepted by all employees in a company. Gibson, et al. (1997) defines job satisfaction as a worker's attitude towards their job. Employees who do not get job satisfaction will never achieve psychological satisfaction, which can then lead to negative attitudes or behavior, and this in turn can cause frustration. On the other hand, satisfied employees will be able to work well, be enthusiastic, active, and achieve better performance than those who are not. Quality culture is very important for an organization or company because it is related to company life. Quality culture includes an organizational value system that produces an environment conducive to the formation and improvement of quality on an ongoing basis, consisting of philosophy, beliefs, attitudes, norms, traditions, procedures and expectations that encourage quality improvement (Goetsch, 2002; Tjiptono and Diana, 2003). Building a culture like this requires hard work and continuous commitment from all parties (EUA, 2011), because quality culture functions as quality assurance that is integrated in the quality management process which is oriented towards continuous improvement. A high quality culture can make an organization an impactful force in accommodating company goals. Apart from quality culture, leadership is an important element in the company's management system. The success of an organization in achieving its goals depends greatly on the leader's ability to manage existing resources. Participative leadership, for example, delegates authority to others, encourages participation, relies on subordinates' knowledge to complete tasks, and relies on subordinates' respect for the leader's influence (Richard, 2005). Effective leaders will encourage employees to have strong organizational and managerial values (Dolatbadi and Safa, 2011).

Research Methodology

The research method used is the survey research method. The survey method is used to obtain data from certain natural places, but researchers carry out treatments in collecting data, for example by distributing questionnaires, structured interview tests and so on (Sugiyono, 2019:12). This research is included in the type of descriptive research with a quantitative approach. According to Arikunto (2013:3) descriptive research is "research that really only describes what exists and happens in a particular scene, field or region,

the data collected is clarified and grouped according to its type, nature or condition and then conclusions are drawn. The population and sample in this research were 100 lecturers at the Faculty of Sports Science, Medan State University. The data collection technique in this research was carried out using a questionnaire to determine the level of results obtained for each variable. The questionnaire that will be used has been validated and then distributed to lecturers to test the questionnaire which the researchers will then analyze using calculated validity. The data analysis technique in this research uses quantitative descriptive techniques. Descriptive analysis is used in presenting the data and then the data is analyzed quantitatively and then the processed data is presented in percentage form.

Results & Discussion

Analysis Stage (Analysis)

After the questionnaires have been collected, data and grades are obtained from each lecturer, then the categories and percentages will be grouped. The data on the results of each variable are:

- *Participative Leadership Variable Data*

The level of participative leadership tendencies is dominant in the high category (80.20%), second in the medium category (17.82%) and only 4 people 1.98% (4 respondents) in the low category. So overall it can be concluded that the participative leadership of the Medan State University Faculty of Sports Science study program management tends to be in the "high" category. This is a very good and positive indication as capital in developing study programs. The percentage of indicators for variable X1 is presented in table 1 as follows:

Table 1. Contribution of Participative Leadership Variable Indicators/Dimensions (X1) to the Total Score for Variable X1

No	Indicators / Dimensions	Contribution (%)
1	Providing support for staff/employee efforts	17.46
2	Involvement in problem solving and decision making	20.15
3	Improved two-way communication (consultation)	20.13
4	Giving a sense of responsibility	19.72
5	Building a sense of belonging	22.54

The indicator for fostering a sense of belonging makes the largest contribution to the total score of variable X1, namely 22.54%. Indicator of involvement in problem solving and decision making was 20.15%, indicator of increasing two-way communication (consultation) was 20.13%, indicator of providing a sense of responsibility was 19.72%. And the indicator for providing support for staff/employee efforts is 17.46%. The two trend categories mentioned above (high and medium) are very good and positive indications as capital in developing study programs. Meanwhile, the dimension of Providing support for staff/employee efforts has the lowest contribution, namely 17.46%. Participative leadership can thus be improved by maintaining the dimensions of fostering a sense of ownership, involvement in problem solving and decision making, increasing two-way communication (consultation), providing a sense of responsibility and increasing the provision of support for staff/employee efforts. Alternative efforts that can be made to maintain the dimension of involvement in problem solving and decision making are to maintain participation and on an ongoing basis, as the implementation of *continuous quality improvement (CQI)*, increasing lecturer participation in planning, implementation and evaluation activities, both in the academic and research fields. and community service and development of study programs in all implementation of management functions (*planning, organizing, leading, controlling*). This participatory mechanism is only possible if there are policies established by leadership elements starting from the university, faculty and study program levels. The policy must be further formulated in an implementation guide, reinforced with monitoring and evaluation to provide certainty of policy implementation, and the results of monitoring and evaluation must be followed up.

- Quality Culture Variable Data

The level of quality culture tendency is dominant in the high category (85.64%), second in the medium category (14.36%). So overall it can be concluded that the quality culture of lecturers at the Faculty of Sports Science, Medan State University tends to be in the "high" category. This is a very good and positive indication as capital in developing study programs. The percentage of indicators for variable X2 is presented in table 2 as follows:

Table 2. Contribution of Quality Culture Variable Indicators/Dimensions (X2) to the Total Variable Score (X2)

No	Indicators/Dimensions	Contribution (%)
1	Mark	7.06
2	Norm	17.0
3	Confidence	18.26
4	Moral	14.29
5	Innovative Awareness	13,16
6	Competitive awareness	12.06
7	Professional tradition	18.16

The Confidence indicator makes the largest contribution to the total score of variable X1, namely 18.26%. The professional tradition indicator is 18.16%, the norm indicator is 17.0%, the moral indicator is 14.29%, the innovative awareness indicator is 13.16% and the competitive awareness indicator is 12.06%. The Value Indicator makes the smallest contribution at 7.06%. The tendency for a high quality culture is a very good and positive indication as capital in developing study programs. Meanwhile, the Value dimension has the lowest contribution, namely 7.06%. Quality culture can thus be improved by maintaining the dimensions of Confidence, Professional Tradition, Norms, Morals, Innovative Awareness and Competitive Awareness and increasing the Value dimension. Quality culture in higher education is a complex and ongoing process that implies full involvement of all academic members. Quality culture is an effort oriented towards continuous improvement in an institution to achieve the quality of products or services produced as the implementation of *continuous quality improvement (CQI)*, especially if the quality culture reflects a work culture which includes, among other things: shared values, beliefs, hopes and commitment to quality.

- Job Satisfaction Variable Data

The trend level of job satisfaction is dominant in the medium category (70.30%), second in the high category (20.30%) and in the low category (9.41%). So overall it can be concluded that the Job Satisfaction of lecturers at the Faculty of Sports Science, Medan State University tends to be in the "medium" category. This is an indication that it is not good as capital in developing a study program. The percentage of indicators for variable X3 is presented in table 3 as follows:

Table 3. Contribution of Job Satisfaction Variable Indicators/Dimensions (X3) to the Total Score of Variable X3

No	Indicators/Dimensions	Contribution (%)
1	The job itself	21.92
2	Career advancement	14.29
3	Relationships between co-workers	21.50
4	Freedom at work	19.24
5	Providing feedback for work	22.86

The indicator of giving feedback for work makes the biggest contribution to the total score of the Job Satisfaction variable (X4), namely 22.86%. The work indicator itself is 21.92%, the relationship indicator

between colleagues is 21.50%, the freedom indicator at work is 19.24%. The career advancement indicator provided the smallest contribution at 14.29%. The trend of moderate job satisfaction is a very good and positive indication as capital in developing study programs. Meanwhile, the career advancement dimension provided the smallest contribution at 14.29%. Job satisfaction can thus be increased by maintaining the dimensions of the work itself, providing feedback for the work itself, relationships between colleagues and increasing the dimensions of freedom in work and the dimensions of career advancement. The results of the percentage dimensions of freedom in work and career advancement indicate that there are still problems related to lecturer job satisfaction. The scope of the dimensions of career advancement and freedom in work is related to study program management in terms of having clear criteria and rules in the academic field, career advancement or promotion and lecturer competency through internships, seminars or workshops. An alternative solution needs to be provided by clarifying the mechanisms and procedures regarding activities to increase lecturer competency and also improving the quality of study program managerial services related to lecturer promotion, for example by implementing *e-management*. It is necessary to consider the governance of lecturer performance data management so that every time a lecturer proposes a promotion, the necessary data is already available in the study program.

- *Achievement Motivation Variable Data*

The trend level of achievement motivation is dominant in the medium category (73.27%), in second place in the high category (17.82%) and in the low category (8.91%). So overall it can be concluded that the achievement motivation of lecturers at the Faculty of Sports Science, Medan State University tends to be in the "medium" category. This is an indication that it is not good as capital in developing a study program. The percentage of indicators for variable X4 is presented in table 4 as follows:

Table 4. Contribution of Indicators/Dimensions of the Achievement Motivation Variable (X4) to the Total Score for Variable X4

No	Indicators/Dimensions	Contribution (%)
1	Desire for superior achievement	20.43
2	Independence oriented	9.38
3	Future-oriented mindset	9.22
4	Be passionate, work hard, and never give up	13.09
5	Likes challenging work	8.69
6	Desire to know immediate feedback	7.02
7	It's hard to fail at work	8.28
8	Practically optimistic and brave	7.58
9	Personal responsibility	16.3

The Desire for superior achievement indicator makes the largest contribution to the total score of variable X1, namely 20.43%. The personal responsibility indicator was 16.3%, the enthusiastic, hard working and never giving up indicator was 13.09%, the independence oriented indicator was 9.38%, the future oriented mindset indicator was 9.22%, the likes the job indicator. challenging at 8.69%, the Difficult indicator if you fail at work at 8.28%, and the Practical indicator optimistic and brave at 7.58%. The indicator of the desire to know immediate feedback provides the smallest contribution of 7.02%. The trend of moderate achievement motivation is a very good and positive indication as capital in developing study programs. Meanwhile, the practical dimension of optimism and courage was 7.58% and the dimension of desire to know immediate feedback made the smallest contribution at 7.02%. Achievement motivation can thus be increased by maintaining the dimensions Desire for superior achievement, Personal responsibility, Enthusiasm, working hard and never giving up, Independence oriented, Future oriented mindset, Likes challenging work, Difficulty failing at work and increasing the Optimistic Practical dimension and be brave and Desire to know immediate feedback. This provides an understanding that lecturers' achievement motivations include the desire for superior achievement, personal responsibility, enthusiasm, working hard and never giving up, independence-oriented, future-oriented mindset, likes challenging work, finds it hard

to fail in practical work, optimistic and brave and The desire to know immediate feedback functions as a driver of psychic power within lecturers both internally and externally which causes them to make efforts in the form of work, behavior and attitudes (task behavior, moral behavior or opposing behavior) to be active to continue trying to achieve goals (University), or vice versa, is closely related to whether or not their needs, desires and hopes as individuals are met. This means that the better and stronger the lecturers' achievement motivation, the better and stronger their performance level will be, which in turn will contribute well to the institution.

Discussion

The findings of this research are in accordance with the results of Stevens and Ash (2001), who found that participative leadership gives employees, including lecturers at the Faculty of Sports Science, Medan State University, more responsibility for organizational performance and in making planning and organizing decisions. Wagner (2006) suggests that leadership has the potential to balance the involvement of managers and subordinates in information processing, which can influence lecturers in organizational decision making. Additionally, participative leadership creates an environment that provides more opportunities to acquire resources, such as autonomy and self-efficacy, which in turn can increase levels of satisfaction and reduce levels of burnout. This increase in job satisfaction is expected to result from role expansion and a sense of empowerment caused by participation in decision making, an expected outcome in individualistic cultures (Bogler and Somech, 2005). Effective leadership will be able to increase job satisfaction for lecturers at the Faculty of Sports Science, Medan State University.

Improving the quality culture at Medan State University will have a positive impact on the job satisfaction of lecturers at the Faculty of Sports Science. Quality culture is a continuous effort oriented towards improving the quality of products or services produced by an institution, especially if this culture reflects work values such as belief, hope and commitment to quality. These values are reflected in the individuals who carry out their duties, so that without realizing it, they show job satisfaction, at least in the form of satisfaction when the products or services produced meet predetermined standards. Muya and Wesonga (2012) argue that quality culture in higher education is a complex and continuous process that implies full involvement, and it cannot be denied that institutional culture greatly influences its performance. Greenwood and Gaunt (1994) also argue that quality culture includes quality-oriented academic standards, the culture that exists in the organizational environment, and quality-oriented competencies. A study by Isnanto (2014) found that quality culture has a direct positive effect on customer satisfaction in higher education. Therefore, Medan State University must focus on lecturer job satisfaction by strengthening aspects of values, norms, attitudes, beliefs, morals, innovative awareness, competitive awareness, and professional traditions.

The results of this research also support the opinion of Gibson, Ivanevich, and Donnelly (1997) which states that participation in decision making often tends to increase subordinate commitment. Research by Huang, Shi, Zhang, & Cheung (2006) shows that leadership behavior is positively correlated with the organizational commitment of employees, including lecturers at the Faculty of Sports Science, Medan State University. Atkinson (2013) found that participative leadership was associated with a sense of pride in organizational membership, which is an indicator of organizational commitment. The ability of study program leaders to carry out leadership well has an impact on increasing lecturers' achievement motivation. If lecturers feel they have the trust of the leadership and the University, they will have a strong will to implement policies that support improving the quality of study programs. Management at the study program and university level is responsible for planning, organizing, directing and controlling the business processes of a work unit. This business process is a structured collection of activities that produce products or services for the internal needs of the organization or customers, or a series of cross-functional activities to achieve certain goals (Kemristekdikti, 2017). Good study program performance will influence the overall performance of higher education institutions, which can improve institutional accreditation status (AIP) and higher education rankings which have been determined by the Ministry of Research, Technology and Higher Education since 2015 as one of the quality parameters of higher education institutions.

This research explains that the achievement motivation of lecturers at the Faculty of Sports Science, Medan State University can be increased through improving the quality culture. The quality culture of lecturers at the Faculty of Sports Science, Medan State University tends to be "strong". These findings support the research of O'Reilly, Chatman, and Caldwell (in Edy Sutrisno, 2010) which concluded that the suitability of organizational members with the applied culture can increase productivity, job satisfaction, performance, organizational commitment, and the desire to remain in the company. EUA (2006) concludes that quality culture refers to an organizational culture that aims to improve quality permanently, which is characterized by two elements: cultural elements of shared values, beliefs, hopes and commitment to quality, as well as managerial elements through certain processes aimed at to improve quality and coordinate individual activities. Changing organizational culture to strengthen a quality culture will affect all processes in the system, and the impact will be seen in educational activities developed in higher education, both formal, non-formal and informal education. Malgorzata, et al. (2018), in their work entitled "Conceptual Model of Trust-Based Quality Culture in Higher Education Institutions", concluded that the conceptual model of trust-based quality culture can be used as an instrument to guide the change process. This model describes the interaction between trust and quality culture in higher education. A strong quality culture in higher education is not only reflected in the commitment to implementing quality assurance policies, but also plays an important role in influencing the achievement motivation of lecturers, including lecturers at the Faculty of Sports Science, Medan State University. Lecturers who are in an environment with a high quality culture tend to have a greater drive to achieve because of the values, beliefs and expectations that support their professional and academic development. At Medan State University, a strong quality culture can be the main driver for Faculty of Sports Science lecturers to increase their achievement motivation, which will ultimately contribute to increased performance and commitment to the institution.

Feelings of comfort and happiness will encourage lecturers at the Faculty of Sports Science, Medan State University to feel happy at work, so that they indirectly show motivation to achieve in their work. To increase lecturers' achievement motivation, leaders must respond to lecturers' needs and expectations by improving the quality of work life or remuneration. If opportunities for progress and development and appreciation for work can be realized, then this will be able to increase the achievement motivation of lecturers at Medan State University. Colquitt's Integrative Model of Organizational Behavior explains that the Individual Mechanism group (Motivation = achievement motivation) influences the Individual Outcomes group (Organizational Commitment = Organizational commitment). Khan's (2017) research found that job satisfaction plays a full mediating role in the relationship between leadership and achievement motivation. Ningkiswari (2017) and Jones (2018) found that job satisfaction greatly influences employee achievement motivation, including lecturers at the Faculty of Sports Science, Medan State University.

Conclusions

A model for increasing lecturer achievement motivation can be implemented by focusing on three main elements: leadership, quality culture, and job satisfaction. Strengthening effective leadership will increase lecturers' achievement motivation through understanding and accepting the goals and values of the organization, which then leads to greater responsibility in carrying out their duties. In addition, a strong and integrated quality culture will encourage lecturers to innovate and compete healthily, creating an academic environment that is oriented towards achieving superior results. Increasing job satisfaction, through giving appropriate responsibilities, rewarding achievements, and fair promotion opportunities, will further motivate lecturers to perform better. Awareness of the importance of innovation, competition and professionalism supported by a culture of quality will be the basis for lecturers to continue to strive for maximum achievement in every aspect of their work. Thus, the combination of effective leadership, empowering quality culture, and optimal job satisfaction will significantly increase the achievement motivation of lecturers at the Faculty of Sports Science, Medan State University.

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