The Influence of Leadership Style on the Performance of Muhammadiyah Sinjai University Lecturer

Ilham[1], Nurmiati[2], Jumardi[3]

Master of Management Study Program-Patria Artha University, Makassar-Indonesia

Abstract

The aim of this research is to analyze the influence of transformational and transactional leadership styles simultaneously on the performance of lecturers at Muhammadiyah University of Sinjai. The population is limited to a number of employees or individuals who have at least the same characteristics. Based on the definition above, the population for this study is all lecturers at Muhammadiyah University of Sinjai with a total of 40 people. The sample in this research is all lecturers at the Muhammadiyah University of Sinjai, because the population is small, the author uses a total sampling method, namely all lecturers are members who will be observed as a sample, because a large sample tends to give or is closer to the true value of the population or can be said to be the smaller the error (deviation from the population value). The variables used in this research are transformational leadership (X1), transactional leadership (X2) and performance variables (Y). The transformational leadership style has a positive and significant effect on the performance of lecturers at Muhammadiyah University of Sinjai. This can be seen from the t value of 7.219 which is greater than the t table value of 2.02439, so Ho is rejected and H1 is accepted, which means that the transformational leadership style has a significant effect on the performance of the lecturers. The correlation index value of 0.578 means that the Transformational Leadership Style variable influences lecturer performance by 57.8% and the remaining 42.2% is influenced by other factors. The application of a transactional leadership style has a significant influence on lecturer performance, this can be seen from the t value of 5.467, greater than the t table value of 2.02439. Thus, Ho is rejected and H1 is accepted, which means that the transactional leadership style has a significant effect on lecturer performance. The correlation index value is 0.440, which means that the transactional leadership style variable influences lecturer performance by 44% and the remaining 56% is influenced by other factors. Based on the results of the F test, the Fcount value of 25,995 is greater than the Ftable value of 3.25 with a significance value of 0.000, which is less than <0.05. Thus, the transformational leadership style and transactional leadership style variables simultaneously influence performance. Lecturer.

Keyword: Leadership Style, Performance, Transformational, Transactional

1. Introduction

Management is a science or art in which the study of how to influence or move other people to achieve predetermined goals. Therefore, every activity or business that is carried out and requires

the help of other people of course requires a separate management that is relevant to be applied to that activity or business. However, in carrying out management there are several things that need to be considered to achieve organizational or company goals, in this case the management functions, namely; planning, organizing, direction, coordination, and controlling so that if one or some of the management functions are not carried out or implemented imperfectly, it will be difficult for the organization or company to achieve its goals.

The meanings of management and leadership are often equated, although there are slight differences because basically leadership has a very broad and general meaning, while management is a special type of thinking in an effort to achieve organizational goals. The general assumption states that without leadership, an organization will not achieve its goals because leadership is the main key to all organizational activities.

Based on the organizational structure, both government and private organizations clearly see the existence of leadership from various levels, starting from top, middle and subordinate leadership. Those who become leaders are people who have the ability and skills to influence and invite, gather and mobilize other people to carry out activities within the organization. The success of a leader is marked by the success of his employees or subordinates in carrying out their assigned duties and responsibilities. Of course, most of the desire to work more productively lies with the subordinates themselves, but this cannot be separated from the influence of the leader. To improve employee performance, a leader must know the psychology of each employee so that he can easily provide motivation, guidance, advice, instructions, even correction if necessary, so that this will automatically improve employee performance.

Every organization or company, whether government or private, is basically a forum that accommodates various potential human resources to work together, interconnected, interdependent and arranged in an organized structure to achieve predetermined goals. In this case, human resources, whether in leadership or member positions, are an important factor in every organization or company in order to achieve the goals of the organization or company. This is because the success or failure of an organization depends on and is influenced by human resources as workers, therefore the work humanization program is a fundamental final progress in efforts to improve the conditions of workers/people in the world of work with the ideal target of creating a better quality of work life. which is expected to help increase productivity and job satisfaction.

Every individual desires to do a good job and make an important contribution to their organization or company, leading many individuals to push themselves beyond normal limits until they reach a state called work exhaustion which has an impact on tension in the workplace, which can be said to be a serious threat, which can occur at every level within the company, both superiors and subordinates, both staff and company leaders. So this is where the real role and duties of a leader are, all the attitudes, decisions and actions of a leader are of course very influential and even play a role in this, so that they can become a benchmark for actions and

motivation for employees in all forms and positive work activities, which will later be able to build morale and job satisfaction and even employee performance itself. Therefore, the role and influence of a person's style in leading is also a determining factor in increasing or decreasing employee performance. So, in connection with this, it is clear that an organization requires effective leadership.

Leadership is a classic topic of discussion, but it is still very interesting to research because it really determines the running of an organization. The essence of leadership is accountability. The issue of leadership is still very good to research because it is endlessly discussed throughout human civilization. Especially in this day and age where morals and mentality are getting worse. It's like, it's increasingly difficult to find a good leader. A good leader is actually a leader who is willing to make sacrifices and cares for others and is of a servant nature. However, the reality is different. If we look now at our leaders, from the lower levels to the highest levels, from the center to the regions, many leaders are present without reflecting the figure that leaders should be, instead we see leaders who are far from the people's expectations, don't care about fate of the lower classes, and almost never thinks about serving society. Because their leadership is based more on personal desires and prioritizes group interests.

According to Pandji Anoraga, (2013:2) leadership is the ability to influence other people through communication, both direct and indirect. In Islam, leadership is called caliph, which means successor or deputy. A company/organization definitely needs a leader to be a role model, determine direction in making policies or decisions and to achieve the goals of the company/organization. Leadership as an effort to influence subordinates through direct or indirect communication processes in order to achieve certain goals, shows that leadership involves the use of influence, therefore all personal relationships can be leadership efforts. The second element of the definition above is related to the importance of the communication process, whether direct or indirect communication, the accuracy and clarity of communication will influence the behavior and performance of the employees themselves. The final element is goal achievement, where an effective leader must deal with individual, group and organizational goals. Therefore, the effectiveness of a leader is especially seen from measuring the level of achievement of one or a combination of goals.

Leadership style is defined as the behavior or methods chosen and used by leaders to influence the thoughts, feelings, attitudes and behavior of their organization (Nawawi, 2013: 113). Leadership style is the way a leader influences the behavior of subordinates, so that they are willing to cooperate and work productively to achieve organizational goals (Malayu, 2015: 167). Forms of leadership that are believed to be able to balance the mindset and reflection of new paradigms in the current of globalization are formulated as transformational leadership and transactional leadership. Transformational leadership is described as leadership that arouses or motivates employees to develop and achieve higher performance or levels so that they are able to achieve more than they previously thought. Meanwhile, transactional leadership is described as

leadership that provides an explanation of the responsibilities or duties of subordinates and the rewards they get if they achieve certain standards.

Therefore, improving a person's performance in an organization is not easy, in this case apart from depending on the reliability and ability of employees in operating the work units in the organization, also an effective leadership style, influence as well as the role and motivation of leaders is very necessary because In reality, the success of an organization is determined by the leadership developed in the organization to achieve the goals of the organization.

Therefore, an effective leader must be responsive to change, able to analyze the strengths and weaknesses of his human resources so that he is able to maximize the performance of the organization or company and solve problems appropriately. Good performance will directly influence the performance of the institution and improving employee performance is certainly a job that takes time and is a long process. Apart from that, by increasing supervision and coaching, an assessment is also carried out on the level of performance success that has been carried out by employees through leaders who are capable of leading the agency.

From the initial survey, the author found that the leadership of Muhammadiyah University of Sinjai was not yet a good leader. This is reflected in the attitude of his subordinates who look relaxed and tend to be reluctant to serve. This reflects that the leadership style applied by the leadership of Muhammadiyah University of Sinjai is not yet effective because it cannot motivate the lecturers to achieve their best performance. Moreover, considering the important duties of lecturers as teaching staff and servants to students, leaders and their leadership styles must develop in line with the development of new paradigms in the flow of globalization so that they do not become outdated leaders. The aim of this research is to analyze the influence of transformational and transactional leadership styles simultaneously on the performance of lecturers at Muhammadiyah University of Sinjai

2. Method

The population is limited to a number of employees or individuals who have at least the same characteristics. Based on the definition above, the population for this study is all lecturers at Muhammadiyah University of Sinjai with a total of 40 people. The sample in this research is all lecturers at the Muhammadiyah University of Sinjai, because the population is small, the author uses a total sampling method, namely all lecturers are members who will be observed as a sample, because a large sample tends to give or is closer to the true value of the population or can be said to be the smaller the error (deviation from the population value). The variables used in this research are transformational leadership (X1), transactional leadership (X2) and performance variables (Y). The type of instrument used in this research is a research questionnaire in the form of a multiple choice question sheet containing leadership style and performance, as well as documentation containing data on lecturers at Muhammadiyah University of Sinjai. The collected data was analyzed using methods, validity tests, reliability tests, descriptive statistical analysis and inferential statistical analysis. The research analysis

technique uses simple linear regression analysis. Hypothesis testing uses Partial Test (t Test), Simultaneous Test (F Test) and Determination Coefficient Test (R2)

3. Result
3.1. Data Analysis and Testing
Validity Test

Table 1 Validity Test Results of the Transformational Leadership Style Statement

	Correlations															
		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y1.11	Y1.12	Y1.13	Y1.14	Y1.15	Total
Y1.1	Pearson Correlation	1	.136	.030	.125	.133	.010	.279	1.000**	.312*	.146	.394*	.273	.283	.398*	.366*	.559**
	Sig. (2-tailed)		.401	.854	.443	.415	.950	.081	0.000	.050	.369	.012	.089	.077	.011	.020	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.2	Pearson Correlation	.136	1	.131	.011	.058	.013	.055	.136	.497**	.986**	.397*	.248	.169	.542**	-.070	.578**
	Sig. (2-tailed)	.401		.421	.945	.724	.938	.737	.401	.001	.000	.011	.123	.296	.000	.668	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.3	Pearson Correlation	.030	.131	1	.065	.002	.091	-.078	.030	.149	.087	-.061	.558**	.335*	-.010	.369*	.413**
	Sig. (2-tailed)	.854	.421		.691	.990	.575	.633	.854	.359	.592	.709	.000	.034	.950	.019	.008
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.4	Pearson correlation	.125	.011	.065	1	.782**	.846**	.170	.125	.039	.007	.065	-.080	.057	.051	.013	.464**
	Sig. (2-tailed)	.443	.945	.691		.000	.000	.293	.443	.812	.965	.690	.623	.727	.754	.938	.003
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.5	Pearson correlation	.133	.058	.002	.782**	1	.683**	.231	.133	.078	.078	.097	.075	.018	.178	.091	.512**
	Sig. (2-tailed)	.415	.724	.990	.000		.000	.151	.415	.630	.633	.553	.647	.911	.273	.575	.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.6	Pearson correlation	.010	.013	.091	.846**	.683**	1	.065	.010	-.042	.015	.132	-.153	.104	.012	-.014	.377*
	Sig. (2-tailed)	.950	.938	.575	.000	.000		.689	.950	.798	.929	.418	.347	.521	.944	.930	.017
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.7	Pearson correlation	.279	.055	-.078	.170	.231	.065	1	.279	.058	.046	-.016	.071	.176	.119	.187	.314*
	Sig. (2-tailed)	.081	.737	.633	.293	.151	.689		.081	.722	.777	.921	.663	.278	.463	.249	.048
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.8	Pearson	1.00	.136	.030	.125	.133	.010	.279	1	.312	.146	.394	.273	.283	.398	.366	.559*

Correlations		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y1.11	Y1.12	Y1.13	Y1.14	Y1.15	Total
	correlation	0**								*		*			*	*	*
	Sig. (2-tailed)	0.000	.401	.854	.443	.415	.950	.081		.050	.369	.012	.089	.077	.011	.020	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.9	Pearson correlation	.312*	.497**	.149	.039	.078	-.042	.058	.312*	1	.441**	.143	.224	.453**	.777**	-.080	.552*
	Sig. (2-tailed)	.050	.001	.359	.812	.630	.798	.722	.050		.004	.380	.165	.003	.000	.622	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.10	Pearson correlation	.146	.986**	.087	.007	.078	.015	.046	.146	.441**	1	.456**	.256	.126	.587**	-.027	.583*
	Sig. (2-tailed)	.369	.000	.592	.965	.633	.929	.777	.369	.004		.003	.111	.437	.000	.870	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.11	Pearson correlation	.394*	.397*	-.061	.065	.097	.132	-.016	.394*	.143	.456**	1	.198	.216	.360*	.035	.467**
	Sig. (2-tailed)	.012	.011	.709	.690	.553	.418	.921	.012	.380	.003		.221	.181	.023	.832	.002
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.12	Pearson correlation	.273	.248	.558**	-.080	.075	-.153	.071	.273	.224	.256	.198	1	.504**	.260	.532**	.587*
	Sig. (2-tailed)	.089	.123	.000	.623	.647	.347	.663	.089	.165	.111	.221		.001	.106	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.13	Pearson Correlation	.283	.169	.335*	.057	.018	-.104	.176	.283	.453**	.126	.216	.504**	1	.315*	.182	.522**
	Sig. (2-tailed)	.077	.296	.034	.727	.911	.521	.278	.077	.003	.437	.181	.001		.047	.261	.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.14	Pearson correlation	.398*	.542**	-.010	.051	.178	.012	.119	.398*	.777**	.587**	.360*	.260	.315*	1	.064	.638**
	Sig. (2-tailed)	.011	.000	.950	.754	.273	.944	.463	.011	.000	.000	.023	.106	.047		.697	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y1.15	Pearson correlation	.366*	-.070	.369*	.013	.091	-.014	.187	.366*	-.080	-.027	.035	.532**	.182	.064	1	.416**
	Sig. (2-tailed)	.020	.668	.019	.938	.575	.930	.249	.020	.622	.870	.832	.000	.261	.697		.008
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Total	Pearson correlation	.559**	.578**	.413**	.464**	.512**	.377*	.314*	.559**	.552**	.583**	.467**	.587**	.522**	.638**	.416**	1
	Sig. (2-tailed)	.000	.000	.008	.003	.001	.017	.048	.000	.000	.000	.002	.000	.001	.000	.008	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations															
	Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y1.11	Y1.12	Y1.13	Y1.14	Y1.15	Total
*. Correlation is significant at the 0.05 level (2-tailed).															

Based on the results of the validity test of the Transformational Leadership Style variable statement above, it can be seen that overall the calculated r-value is greater than the r-table, namely 0.312, so the data is declared valid.

Table 2 Validity Test Results of Transactional Leadership Style Statements

Correlations

		Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Y2.10	Y2.11	Y2.12	Y2.13	Y2.14	Y2.15	Total
Y2.1	Pearson correlation	1	.574**	.664**	.849**	.671**	.254	.675**	.598**	.376*	.269	.269	.284	.379*	.321*	.321*	.765*
	Sig. (2-tailed)		.000	.000	.000	.000	.114	.000	.000	.017	.094	.094	.076	.016	.044	.044	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.2	Pearson Correlation	.574**	1	.706**	.589**	.515**	.327*	.538**	.377*	.391*	.247	.247	.067	.348*	.272	.272	.657*
	Sig. (2-tailed)	.000		.000	.000	.001	.039	.000	.017	.013	.125	.125	.680	.028	.090	.090	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.3	Pearson Correlation	.664**	.706**	1	.699**	.535**	.562**	.626**	.626**	.444**	.333*	.333*	.162	.378*	.201	.201	.778*
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.004	.036	.036	.319	.016	.215	.215	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.4	Pearson Correlation	.849**	.589**	.699**	1	.781**	.341*	.675**	.437**	.521**	.234	.234	.277	.300	.216	.216	.761*
	Sig. (2-tailed)	.000	.000	.000		.000	.031	.000	.005	.001	.145	.145	.084	.060	.180	.180	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.5	Pearson correlation	.671**	.515**	.535**	.781**	1	.259	.622**	.460**	.504**	.233	.233	.338*	.219	.138	.138	.698*
	Sig. (2-tailed)	.000	.001	.000	.000		.107	.000	.003	.001	.148	.148	.033	.174	.396	.396	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.6	Pearson Correlation	.254	.327*	.562**	.341*	.259	1	.509**	.483**	.453**	.203	.203	.131	.373*	.190	.190	.580*
	Sig. (2-tailed)	.114	.039	.000	.031	.107		.001	.002	.003	.210	.210	.420	.018	.241	.241	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.7	Pearson Correlation	.675**	.538**	.626**	.675**	.622**	.509**	1	.597**	.465**	.358*	.358*	.366*	.318*	.211	.211	.800*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001		.000	.002	.023	.023	.020	.046	.191	.191	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

		Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Y2.10	Y2.11	Y2.12	Y2.13	Y2.14	Y2.15	Total
Y2.8	Pearson Correlation	.598**	.377*	.626**	.437**	.460**	.483**	.597**	1	.283	.333*	.333*	.330*	.451**	.062	.062	.689**
	Sig. (2-tailed)	.000	.017	.000	.005	.003	.002	.000		.077	.036	.036	.038	.004	.703	.703	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.9	Pearson Correlation	.376*	.391*	.444**	.521**	.504**	.453**	.465**	.283	1	.064	.064	.260	.178	.398*	.398*	.575**
	Sig. (2-tailed)	.017	.013	.004	.001	.001	.003	.002	.077		.697	.697	.106	.271	.011	.011	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.10	Pearson Correlation	.269	.247	.333*	.234	.233	.203	.358*	.333*	.064	1	1.000**	.532**	.341*	.366*	.366*	.636**
	Sig. (2-tailed)	.094	.125	.036	.145	.148	.210	.023	.036	.697		0.000	.000	.031	.020	.020	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.11	Pearson Correlation	.269	.247	.333*	.234	.233	.203	.358*	.333*	.064	1.000**	1	.532**	.341*	.366*	.366*	.636**
	Sig. (2-tailed)	.094	.125	.036	.145	.148	.210	.023	.036	.697	0.000		.000	.031	.020	.020	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.12	Pearson Correlation	.284	.067	.162	.277	.338*	.131	.366*	.330*	.260	.532**	.532**	1	.123	.273	.273	.531**
	Sig. (2-tailed)	.076	.680	.319	.084	.033	.420	.020	.038	.106	.000	.000		.451	.089	.089	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.13	Pearson Correlation	.379*	.348*	.378*	.300	.219	.373*	.318*	.451**	.178	.341*	.341*	.123	1	.267	.267	.549**
	Sig. (2-tailed)	.016	.028	.016	.060	.174	.018	.046	.004	.271	.031	.031	.451		.095	.095	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.14	Pearson Correlation	.321*	.272	.201	.216	.138	.190	.211	.062	.398*	.366*	.366*	.273	.267	1	1.000**	.480**
	Sig. (2-tailed)	.044	.090	.215	.180	.396	.241	.191	.703	.011	.020	.020	.089	.095		0.000	.002
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Y2.15	Pearson Correlation	.321*	.272	.201	.216	.138	.190	.211	.062	.398*	.366*	.366*	.273	.267	1.000**	1	.480**
	Sig. (2-tailed)	.044	.090	.215	.180	.396	.241	.191	.703	.011	.020	.020	.089	.095	0.000		.002

		Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Y2.10	Y2.11	Y2.12	Y2.13	Y2.14	Y2.15	Total
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Total	Pearson Correlation	.765**	.657**	.778**	.761**	.698**	.580**	.800**	.689**	.575**	.636**	.636**	.531**	.549**	.480**	.480**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002	.002	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the results of the validity test of the Transactional Leadership Style variable statement above, it can be seen that overall the calculated r-value is greater than the r-table, namely 0.312, so the data is declared valid.

Table 3 Validity Test Results of Performance Statements

Correlations		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Total
X1	Pearson Correlation	1	.182	.311	.165	.497**	-.032	.170	.169	-.072	.107	.100	.311	.165	.497**	-.032	.448**
	Sig. (2-tailed)		.262	.051	.310	.001	.847	.293	.296	.660	.511	.541	.051	.310	.001	.847	.004
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X2	Pearson Correlation	.182	1	.175	-.031	.217	.135	.086	.353*	.337*	.160	.082	.175	-.031	.217	.135	.378*
	Sig. (2-tailed)	.262		.281	.851	.179	.407	.596	.026	.033	.325	.616	.281	.851	.179	.407	.016
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X3	Pearson Correlation	.311	.175	1	-.030	.284	.469**	.426**	.557**	.015	.317*	.486**	1.000**	-.030	.284	.469**	.731**
	Sig. (2-tailed)	.051	.281		.853	.075	.002	.006	.000	.928	.047	.001	0.000	.853	.075	.002	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X4	Pearson Correlation	.165	-.031	-.030	1	-.027	.192	.214	.101	.267	-.050	-.112	-.030	1.000**	-.027	.192	.320*
	Sig. (2-tailed)	.310	.851	.853		.867	.234	.184	.536	.096	.758	.493	.853	0.000	.867	.234	.044
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X5	Pearson Correlation	.497**	.217	.284	-.027	1	.016	.274	.453**	.099	.161	.150	.284	-.027	1.000**	.016	.552**
	Sig. (2-tailed)	.001	.179	.075	.867		.924	.087	.003	.543	.322	.357	.075	.867	0.000	.924	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40

Correlations		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Total
X6	Pearson Correlation	-.032	.135	.469**	.192	.016	1	.741**	.244	.196	.517**	.430**	.469**	.192	.016	1.000**	.689**
	Sig. (2-tailed)	.847	.407	.002	.234	.924		.000	.130	.225	.001	.006	.002	.234	.924	0.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X7	Pearson Correlation	.170	.086	.426**	.214	.274	.741**	1	.239	.152	.436**	.359*	.426**	.214	.274	.741**	.717**
	Sig. (2-tailed)	.293	.596	.006	.184	.087	.000		.137	.349	.005	.023	.006	.184	.087	.000	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X8	Pearson Correlation	.169	.353*	.557**	.101	.453**	.244	.239	1	.163	.134	.124	.557**	.101	.453**	.244	.615**
	Sig. (2-tailed)	.296	.026	.000	.536	.003	.130	.137		.315	.411	.444	.000	.536	.003	.130	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X9	Pearson Correlation	-.072	.337*	.015	.267	.099	.196	.152	.163	1	.088	.031	.015	.267	.099	.196	.339*
	Sig. (2-tailed)	.660	.033	.928	.096	.543	.225	.349	.315		.590	.851	.928	.096	.543	.225	.032
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X10	Pearson Correlation	.107	.160	.317*	-.050	.161	.517**	.436**	.134	.088	1	.572**	.317*	-.050	.161	.517**	.518**
	Sig. (2-tailed)	.511	.325	.047	.758	.322	.001	.005	.411	.590		.000	.047	.758	.322	.001	.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X11	Pearson Correlation	.100	.082	.486**	-.112	.150	.430**	.359*	.124	.031	.572**	1	.486**	-.112	.150	.430**	.502**
	Sig. (2-tailed)	.541	.616	.001	.493	.357	.006	.023	.444	.851	.000		.001	.493	.357	.006	.001
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X12	Pearson Correlation	.311	.175	1.000**	-.030	.284	.469**	.426**	.557**	.015	.317*	.486**	1	-.030	.284	.469**	.731**
	Sig. (2-tailed)	.051	.281	0.000	.853	.075	.002	.006	.000	.928	.047	.001		.853	.075	.002	.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X13	Pearson Correlation	.165	-.031	-.030	1.000**	-.027	.192	.214	.101	.267	-.050	-.112	-.030	1	-.027	.192	.320*
	Sig. (2-tailed)	.310	.851	.853	0.000	.867	.234	.184	.536	.096	.758	.493	.853		.867	.234	.044
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X14	Pearson Correlation	.497**	.217	.284	-.027	1.000**	.016	.274	.453**	.099	.161	.150	.284	-.027	1	.016	.552**
	Sig. (2-tailed)	.001	.179	.075	.867	0.000	.924	.087	.003	.543	.322	.357	.075	.867		.924	.000

Correlations		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	Total
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
X15	Pearson Correlation	-.032	.135	.469**	.192	.016	1.000**	.741**	.244	.196	.517**	.430**	.469**	.192	.016	1	.689**
	Sig. (2-tailed)	.847	.407	.002	.234	.924	0.000	.000	.130	.225	.001	.006	.002	.234	.924		.000
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
Jumlah	Pearson Correlation	.448**	.378*	.731**	.320*	.552**	.689**	.717**	.615**	.339*	.518**	.502**	.731**	.320*	.552**	.689**	1
	Sig. (2-tailed)	.004	.016	.000	.044	.000	.000	.000	.000	.032	.001	.001	.000	.044	.000	.000	
	N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
**. Correlation is significant at the 0.01 level (2-tailed).																	

Based on the results of the validity test of the Performance statement above, it can be seen that overall the calculated r-value is greater than the r-table, namely 0.312, so the data is declared valid.

Reliability Test

Table 4 Reliability Test Results

Variable	*Cronbach Alpha*	Information
X1: Transformational Leadership Style	0. 775	Reliabel
X2: Transactional Leadership Style	0. 895	Reliabel
Y: Performance	0. 833	Reliabel

The results of reliability testing for all question items obtained a Cronbach Alpha value greater than 0.6, so it can be concluded that all research question items have met the reliability requirements or in other words that this questionnaire is reliable as a research instrument.

Normality test
The normality test is used to determine whether the data is normally distributed or not. The condition of normally distributed data is a condition for finding the t-test used. Data management from normality tests using the SPSS program with the Shapiro-Wilk Test. Basis for decision making in the Shapiro-Wilk normality test:

a. If the probability value is greater than 0.05 then the data is said to be normally distributed.
b. If the probability value is smaller than 0.05 then the data is said to be not normally distributed.

Based on the results of the data normality test, it is known that all significance values are greater than 0.05, so it can be concluded that the data is normally distributed. The following are the results of the data normality test using the Shapiro-Wilk Test and Q-Q Plot.

Transformational Leadership Style

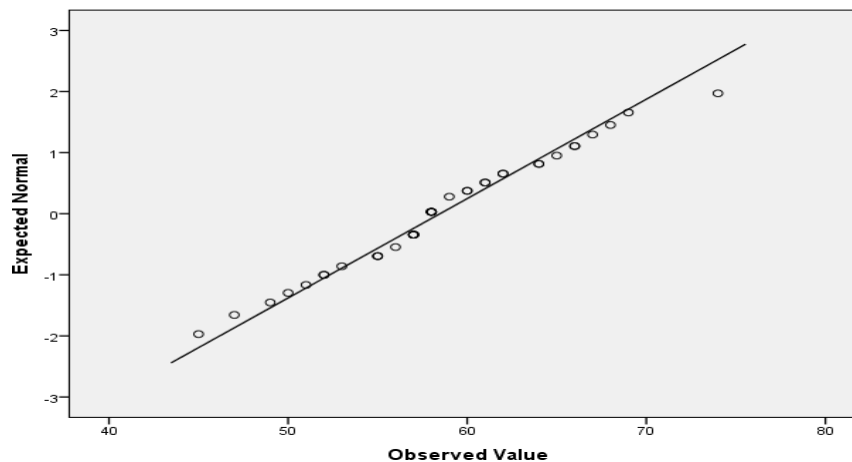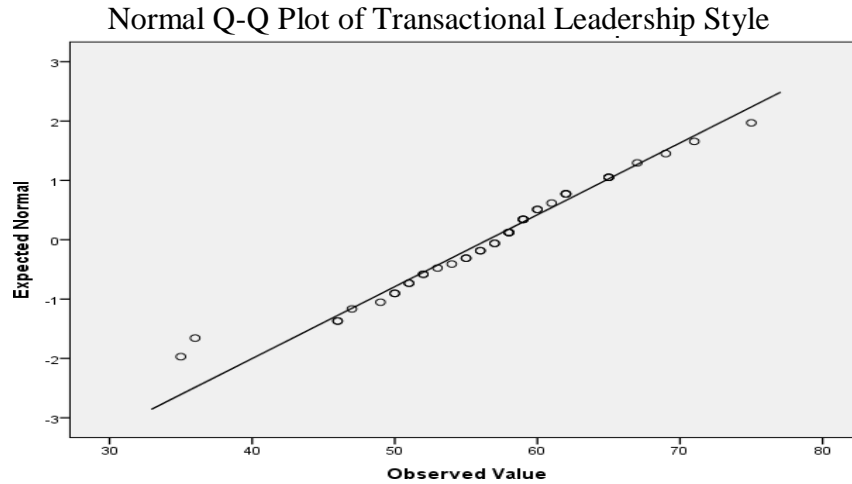Table 5 Normality Test Results for Transformational Leadership Style Variables

Tests of Normality

Moivat iom	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statisti c	df	Sig.
	.131	40	.082	.984	40	.820

. This is a lower bound of the true significance.

Lilliefors Significance Correction

Normal Q-Q Plot of Transformational Leadership Style

Transactional Leadership Style

Table 6 Normality Test Results for Transactional Leadership Style Variables Tests of Normality

Transactional Leadership Style	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.079	40	.200*	.974	40	.465

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Normal Q-Q Plot of Transactional Leadership Style

Performance

Table 7 Normality Test Results for Performance Variables Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Performance	.130	40	.084	.972	40	.414

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Normal Q-Q Plot of Performance
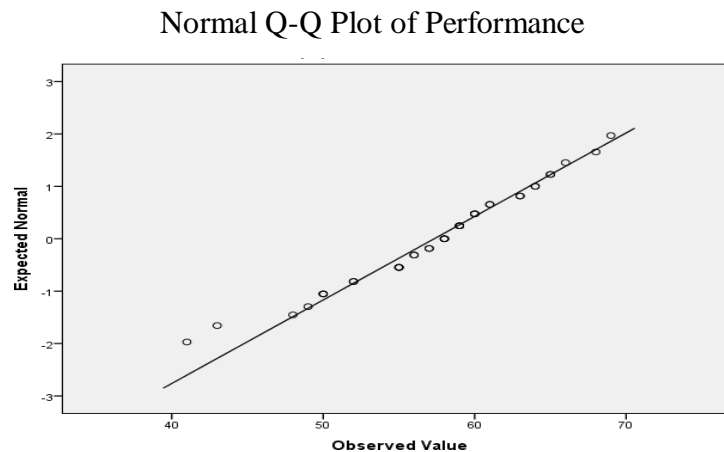
Homogeneity test

The basis for decision making in the homogeneity test is still to look at the significance value. If the sig value is > 0.05 then the variable is homogeneous and conversely if the sig value is < 0.05 then the variable is not the same or homogeneous.

Table 8 Results of Homogeneity Test of Transformational Leadership Style (X) on Performance (Y1) Test of Homogeneity of Variances Transformational Leadership Style

LeveneStatistic	df1	df2	Sig.
3.271	11	21	.091

From the table above it can be seen that the sig value is 0.091, which means it is greater than 0.05. So it can be said that the Transformational Leadership Style variable on performance is said to be homogeneous.

Table 9 Results of the Homogeneity Test for Transactional Leadership Style (X2) on Performance (Y) Test of Homogeneity of VariancesGaya Kepemimpinan Transaksional

LeveneStatistic	df1	df2	Sig.
1.761	11	21	.128

From the table above it can be seen that the sig value is 0.128, which means it is greater than 0.05. So it can be said that the variable Transactional Leadership Style on Performance is said to be homogeneous.

Linearity Test

Transformational Leadership Style on Performance

The linearity of Transformational Leadership Style (X1) on Performance (Y) has a significance value of 0.00, which is smaller than 0.05, thus there is a significant linear relationship between the Transformational Leadership Style variables (X1). with Performance (Y).

Table 10 Linearity Test Results of Transformational Leadership Style on Performance
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Between Performance * Leadership Style Transformational	(Combined)	1277.418	21	60.829	4.255	.002
	Linearity	887.624	1	887.624	62.082	.000
Groups	Deviation from Linearity	389.794	20	19.490	1.363	.256
Within Groups		257.357	18	14.298		
Total		1534.775	39			

Transactional Leadership Style on Performance

The linearity of Transactional Leadership Style (X2) with Performance (Y) has a significance value of 0.00 which is smaller than 0.05, thus there is a significant linear relationship between the variables Transformational Leadership Style (X2) and Performance (Y).

Table 11 Linearity Test Results of Transactional Leadership Style (X2) with Performance (Y)
ANOVA Table

3.2.

			Sum of Squares	df	Mean Square	F	Sig.
Performance * Leadership Style Transactional	Between Groups	(Combined)	1175.608	22	53.437	2.529	.028
		Linearity	675.728	1	675.728	31.983	.000
		Deviation from Linearity	499.880	21	23.804	1.127	.406
	Within Groups		359.167	17	21.127		
	Total		1534.775	39			

Hypothesis testing
Partial T Test
The Influence of Transformational Leadership Style (X1) on Performance (Y)
The influence of Transformational Leadership Style on Lecturer Performance at Muhammadiyah University of Sinjai was analyzed using a partial test (t test). The t test is used to test the significant level of the influence of the independent variable partially on the dependent variable. The test is carried out by comparing tcount with ttable. Provided that if tcount > ttable and the significant value is <0.05 (α: 5%), then the independent variable partially has a significant effect

on the dependent variable. The following are the results of regression tests regarding the influence of Transformational Leadership Style on performance.

Table 12 Hypothesis Testing of the Influence of Transformational Leadership Style on Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.948	6.319		1.891	.066
	Leadership Style Transformational	.776	.107	.760	7.219	.000

Dependent Variable: Performance

Based on the table above, a regression coefficient or correlation index of 0.776 and a constant of 11,948 is obtained, so the form of the regression equation is Y= 11,948 + 0.776X1. This means that if the transformational leadership style increases by 1 point, the lecturer's performance will increase by 0.776. Based on the results of data processing, the tcount value is 7.219, while the ttable is obtained by looking at the t distribution table taking into account the degrees of freedom/df (n-k-1) and the significance level (α), where in this research the ttable value is obtained from df = 40-2=38, then Ho is rejected and H1 is accepted, which means that the transformational leadership style has a significant effect on the performance of lecturers at Muhammadiyah University of Sinjai. Furthermore, to find out how much influence the transformational leadership style has on lecturer performance, you can see the following table:

Table 13 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.760a	.578	.567	4.127

Predictors: (Constant), Transformational Leadership Style

From the table above, an R Square value or correlation index of 0.578 is also obtained, meaning that the Transformational Leadership Style variable influences lecturer performance by 57.8% and the remaining 42.2% is influenced by other factors.

The Influence of Transactional Leadership Style (X2) on Lecturer Performance (Y)
The influence of transactional leadership style on lecturer performance at Muhammadiyah University of Sinjai was analyzed using a partial test (t test). The t test is used to test the significant level of the partial influence of the independent variable on the dependent variable. The test is carried out by comparing tcount with ttable. Provided that if tcount > ttable and the

significant value is <0.05 (α: 5%), then the independent variable partially has a significant effect on the dependent variable. The following are the results of regression tests regarding the influence of Transactional Leadership Style on Performance.

Table 14 Hypothesis Testing of the Effect of Transactional Leadership Style on Performance Coefficients[a]

Model		Unstandardized Coefficients		StandardizedCoefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.825	5.267	.664	5.473	.000
	Transactional Leadership Style	.504	.092		5.467	.000

Dependent Variable: Performance

Based on the table above, a regression coefficient or correlation index of 0.504 and a constant of 28,825 are obtained, so the form of the regression equation is Y= 28,825 + 0.504X2. This means that if the transactional leadership style increases by 1 point, the lecturer's performance will increase by 0.504. Based on the results of data processing, the tcount value was 5.467, while ttable was 2.02439. Thus, tcount 5.467 is greater than ttable 2.02439, so Ho is rejected and H1 is accepted, which means that the Transformational Leadership Style has a significant effect on the performance of lecturers at Muhammadiyah University of Sinjai. Furthermore, to find out how much influence the transactional leadership style has on lecturer performance, you can see the following table:

Model Summary

Mode l	R	RSquare	Adjusted R Square	Std. Error of the Estimate
1	.664a	.440	.426	4.755

Predictors: (Constant), Transactional Leadership Style

From the table above, an R Square value or correlation index of 0.440 is also obtained, meaning that the Transformational Leadership Style variable influences lecturer performance by 44% and the remaining 56% is influenced by other factors.
\
F Test of the Effect of Transformational Leadership Style and Transactional Leadership Style simultaneously on Lecturer Performance
The criteria for hypothesis testing using F statistics is that if the significant value of F is <0.05, then the alternative hypothesis is accepted, which states that all independent variables simultaneously and significantly influence the dependent variable (Ghozali, 2016: 96). The results of the F test analysis can be seen in the table below:

Table 15 Hypothesis Testing the Influence of Transformational Leadership Style and Transactional Leadership Style on Lecturer Performance

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	896.652	2	448.326	25.995	.000b
	Residual	638.123	37	17.247		
	Total	1534.775	39			

a. Dependent Variable: Performance

b. Predictors: (Constant), Transactional Leadership Style, Transformational Leadership Style

Based on the results of the first model F test in table 4.15, the Fcount value of 25,995 is greater than the Ftable value of 3.25, thus the transformational leadership style and transactional leadership style variables simultaneously influence lecturer performance. Based on the results of the second model F test in table 4.15, it can be seen that the significance level value is 0.000 or less than <0.05, so simultaneously the transformational leadership style and transactional leadership style variables influence the performance of lecturers at Muhammadiyah University of Sinjai.

4. Discussion

4.1. The Influence of Transformational Leadership Style on Performance

Transformational leadership style has a significant effect on lecturer performance. This is proven by the tcount value of 7.219 which is greater than the ttable value of 2.02439, so Ho is rejected and H1 is accepted, which means that the transformational leadership style has a significant effect on lecturer performance. Leadership is one of the most important things in an organization or company because it is related to efforts to achieve organizational goals. Transformational leadership is defined as a leadership style that is able to arouse and motivate employees. So that the transformational leadership style applied by the leadership will have an impact on lecturer performance.

Transformational leadership is more likely than transactional leadership to reduce turnover rates, and improve performance. If the lecturer considers that the transformational leadership of a leader in the organization is appropriate, the higher the perceived job satisfaction will be, thus being able to improve performance. This opinion also refers to empirical research conducted by Dwijayanti (2014) which states that the transformational leadership style has a positive influence on employee performance and the level of correlation is very strong. This is also supported by empirical research conducted by Arthawan and Mujiati (2017), which states that the transformational leadership style has a direct positive effect on employee performance. The transformational leadership style has a positive effect on performance because if we look at the results of the data description analysis, it shows that the transformational leadership style has

reached the capable category, meaning that the transformational leadership style applied by the leader is very good.

The transformational leadership style has a positive effect on lecturer performance. This is also in line with the opinion of Widodo (2015: 176), who says that superiors who have the characteristics of a transformational leader will increase their motivation and at the same time feel satisfied with their work and improve performance. This opinion is supported by Risambessy et.al (2012: 39) who say that the application of a transformational leadership style will have an effect on performance. The more effective the transformational leadership style is applied, the higher the level of performance will be.

In line with the theory of Robbins (2010: 263) which states that if a leader succeeds in influencing his subordinates with his vision, instilling charisma, motivating and becoming an inspiration, stimulating intellectuals, creativity and respecting his employees then it can be ensured that employees will work well, seriously and loyal so that performance increases. This is in line with the opinion of Hasibuan (2009), who states that employee performance is influenced by the leader's attitude in his leadership. This also supports research findings from Yuliati (2015), which states that transformational leadership has a positive influence on performance. This is also supported by empirical research conducted by Krisna, et al (2015), which states that there is a partial influence of transformational leadership style on performance. The transformational leadership style has a positive influence on the performance of lecturers because if we look at the results of the data description analysis, it shows that the transformational leadership style has reached the good category, meaning that the transformational leadership style applied by the leadership is very good so that it is able to improve the performance of the lecturers.

4.2. The Influence of Transactional Leadership Style on Performance
Transactional leadership style has a significant effect on lecturer performance. This is proven by the tcount value of 5.467, which is greater than the ttable value of 2.02439. Thus, Ho is rejected and H1 is accepted, which means that the transactional leadership style has a significant effect on lecturer performance. This also means that the more maximal the transactional leadership style, the higher the lecturer's performance will be.

Transactional leadership style is a leadership style that involves an exchange process that causes subordinates to receive rewards and helps subordinates identify what must be done to meet the expected results (Bass, 1990: 43). A leader who applies a transactional leadership style is described as a leader who provides direction regarding responsibilities as well as rewards or appreciation to employees for work that can meet predetermined targets and be achieved. If employees are able to carry out their work optimally, they will receive appropriate rewards, this will clearly improve their performance at work.

The results of this research are in line with research conducted by Mamesah (2012) that transactional leadership style has a significant effect on performance. In Mamesah's (2012) research, the correlation coefficient (r) value in four regression equations shows that the transactional leadership style variable has a greater influence on performance. Transactional leadership is considered capable of directing employees and motivating employees towards the goals set by clarifying roles and tasks because the leader using rewards to provide encouragement to employees and leaders to carry out corrective actions when employees experience failure in achieving performance goals. This is one aspect that can influence lecturer performance.

4.3. Simultaneous influence of transformational and transactional leadership styles on performance

Lecturer Performance

Performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission and vision of an organization as stated in an organization's strategic plan. Performance is the implementation of plans that have been prepared. Performance implementation is carried out by human resources who have the ability, competence, motivation and interests (Wibowo, 2017:4). Lecturer performance is a result of the work that has been carried out in order to achieve organizational goals that have been set within a certain period of time. To achieve good performance, the most dominant element is human resources. Even though the planning has been arranged well and neatly, if the employees who carry it out are not qualified and do not have high work enthusiasm, then the plans that have been prepared will be in vain and the goals that have been set will not be achieved.

Lecturer performance is basically formed after employees feel satisfaction, because their needs are met, in other words, if employee needs have not been met as they should, then performance will not be optimal, and in essence employee performance will be difficult to form. Every person who works is driven by a motive. Motives basically originate from various basic individual needs or it can be said that the power that motivates a person to work diligently in his work depends on the reciprocal relationship between what is desired or needed from the results of the work and how much confidence the organization will provide satisfaction for his desires as a reward for the efforts made.

An organization can be said to be successful if the performance of human resources tries to improve the performance of members to achieve the organizational goals that have been set. According to Sandy (2015:11), performance is an achievement that has been achieved by an employee in carrying out the work that has been given. Meanwhile, according to Sutrisno (2016:151) performance or work achievement is the work result that has been achieved by someone based on their work behavior in carrying out work activities. Success or failure in an organization in carrying out its duties is closely related to employee performance. Performance achievement in the organization is a factor that must be considered in order for the company to achieve its stated goals.

Employee performance can be objectively and accurately evaluated through performance level benchmarks. This measurement means giving employees the opportunity to know their performance level. Performance measurement is a management activity, specifically comparing the level of performance achieved with standards, plans or targets using predetermined performance indicators. According to Robbins (2016:260) performance indicators are a tool for measuring the extent of employee performance achievements. The following are several indicators for measuring employee performance:

Work quality
The quality of employee work can be measured from employee perceptions of the quality of work produced as well as the perfection of tasks regarding employee skills and abilities (Robbins, 2016: 260). The quality of work can be described from the level of good or bad results of the employee's work in completing the work as well as the employee's ability and skills in carrying out the tasks given to him. Quantity is the amount produced expressed in terms of the number of units, the number of activity cycles completed (Robbin, 2016: 260).

Quantity. Quantity is a measure of the number of units' work results and the number of activity cycles completed by employees so that employee performance can be measured through this number (units/cycles). for example, employees can complete their work quickly before the deadline set by the company. Punctuality. Timeliness is the level of activity completed at the start of the stated time, seen from the point of coordination with output results and maximizing the time available for other activities (Robbins, 2016: 261). Employee performance can also be measured by the employee's punctuality in completing the work assigned to him. So that it does not interfere with other work which is part of the employee's duties.

Effectiveness. Here effectiveness is the level of use of organizational resources (energy, money, technology and raw materials) that is maximized with the aim of increasing the results of each unit in using resources (Robbins, 2016: 261). That in utilizing resources, both human resources themselves and resources in the form of technology, capital, information and raw materials in the organization, employees can be used as fully as possible.

Independence. Independence is the level of someone who will later be able to carry out their work functions without receiving assistance, guidance from or supervisors (Robbins, 2016: 261). Whether employee performance increases or decreases can be seen from the quality of employee work, the quantity of employee work, the timeliness of employees in working in all aspects, the effectiveness and independence of employees in working. This means that employees are independent, namely employees when carrying out their work do not need to be supervised and can carry out their work functions themselves without asking for help, guidance from other people or supervisors.

5. Conclusion

The transformational leadership style has a positive and significant effect on the performance of lecturers at Muhammadiyah University of Sinjai. This can be seen from the t value of 7.219 which is greater than the t table value of 2.02439, so Ho is rejected and H1 is accepted, which means that the transformational leadership style has a significant effect on the performance of the lecturers. The correlation index value of 0.578 means that the Transformational Leadership Style variable influences lecturer performance by 57.8% and the remaining 42.2% is influenced by other factors. The application of a transactional leadership style has a significant influence on lecturer performance, this can be seen from the t value of 5.467, greater than the t table value of 2.02439. Thus, Ho is rejected and H1 is accepted, which means that the transactional leadership style has a significant effect on lecturer performance. The correlation index value is 0.440, which means that the transactional leadership style variable influences lecturer performance by 44% and the remaining 56% is influenced by other factors. Based on the results of the F test, the Fcount value of 25,995 is greater than the Ftable value of 3.25 with a significance value of 0.000, which is less than <0.05. Thus, the transformational leadership style and transactional leadership style variables simultaneously influence performance. lecturer.

References

Arikunto, Suharsimi. 2012. Manajemen Penelitian, cetakan kedua, Jakarta: PT. Rineka Cipta

Bernardin, H. John and Russel, E.A., 2013. Human resource Management, An Experiential Approach. Mc. Graw Hill International Edition, Singapore: Mac Graw Hill Book Co.

Erlangga, C. Y. (2017). Pengaruh Gaya Kepemimpinan, Motivasi Dan Disiplin Kerja Terhadap Kinerja Karyawan (Studi Kasus Ombudsman Republik Indonesia,VIII, September). Retrieved from http://ejournal.bsi.ac.id/ejurnal/index.php/jkom/article/view/2530

Gibson, J. L. Dkk. (2007). Organisasi dan Manajemen. Jakarta; Penerbit Erlangga

Handoko, T. Hani. 2012. Manajemen Personalia dan Sumberdaya Manusia.Yogyakarta: BPFE.

Hasibuan, Malayu. 2015. Manajemen Sumber Daya Manusia, Jakarta: CV Haji Masagung.

Irham Fahmi, 2017. Manajemen Pengambilan Keputusan. Bandung: Alfabeta.

Kartini Kartono, 2011. Pemimpin dan Kepemimpinan, Bandung: Rajawali Press. Komariah dan Cepi Triatna. 2014. Visionary Leadership Menuju Sekolah. Efektif. jakarta: Bumi Aksara

Ryaas Rasyid, 2013, Makna Pemerintahan, Jakarta: PT. Mutiara Sumber Daya Widya

Kumala, H. R., & Agustina, T. 2018. Pengaruh Gaya Kepemimpinan Terhadap Prestasi Kerja Pegawai Pada Dinas Arsip dan Perpustakaan Daerah Kabupaten Bogor. Widia Cipta, II(1), 26–31.

Mahsun, M., 2016. Pengukuran Kinerja Sektor Publik, Yogyakarta: BPFE. Mangkunegara. 2016. Evaluasi Kinerja Sumber Daya Manusia. Jakarta: RefikaAditama

Moeheriono. 2019. Pengkuran Kinerja Berbasis Kompetensi. Bogor: Ghalia Indonesia.

Musanef. 1992. Manajemen Kepegawaian di Indonesia. Jakarta: Gunung Agung. Nasir, M. 2017. Metode Penelitian. Cetakan Ketiga. Jakarta: Ghalia Indonesia.

Nawawi, Hadari & Hadari, M. Martini. 2013. Kepemimpinan yang Efektif. Gadjah Mada University Press : Yogyakarta

Nawawi, Hadari & Hadari, M. Martini. 2014. Kepemimpinan yang Efektif. Gadjah Mada University Press : Yogyakarta

Notoatmodjo, Soekidjo. 2013, Pengembangan Sumber Daya Manusia, PT Rineka Cipta, Jakarta

Pandji Anoraga, 2013. Psikologi Kepemimpinan, Jakarta: Rineka Cipta Robbins, S.P. 2016. Perilaku Organisasi. Jakarta. Renhalindo

Salusu, J.2016. Pengambilan Keputusan Stratejik, Jakarta : Gramedia Pustaka Utama.

Siagian, Sondang P. 2011. Teori Motivasi dan Aplikasi. Jakarta: Rineka Cipta.

Simamora, H. 2015. Manajemen Sumberdaya Manusia. STIE YPKN. Jakarta. Singarimbun, M dan Effendi S. 2016. Metodologi Penelitian Survai, Yogyakarta:UGM

Sudaryono. 2014. Budaya dan Perilaku Organisasi. Jakarta : Lentera Ilmu Cendekia

Sugiyono. 2001. Metode Penelitian Administrasi, Bandung: Alfabeta

Sugiyono. 2010. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung : Alfabeta

Surakhmad, Winarno. 2014. Pengantar Penelitian Ilmiah, Dasar Metode dan Tehnik, Bandung. Tarsito

Veithzal Rivai, 2012. Kepemimpinan dan Prilaku Organisasi, Jakarta: Rajawali Pers.

Wibowo. 2017. Manajemen Kinerja. Jakarta: PT Rajagrafindo Persada.

Yukl, Gary. 2018. Kepemimpinan Dalam Organisasi. Alih bahasa: Budi Supriyanto. Jakarta: Indeks.