


Situational Leadership Style, Work Environment And Work Commitment To Improve The Performance Of Lecturers Of Higher Education Foundation Rumpun Lelemuku

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| Article Info | ABSTRACT |
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| Keywords: Situational Leadership Style, Work Environment, Organizational CommitmentLecturer Performance | The type of research used in this research is quantitative research. The data used in this study are secondary data and primary data. Data collection techniques used in this study were observation, interviews, documentation and questionnaires. The population used in this study was 40 lecturers at Lelemuku Saumlaki University. The sample used in this study was 40 respondents, as a sampling method was used, namely total sampling, in which the total population was used as a sample. Therefore the number of samples used in this study were 40 lecturers at Lelemuku Saumlaki University. The data analysis technique used is multiple linear regression analysis assisted by using SPSS 26 software.Situational leadership style, work environment and organizational commitment partially and simultaneously significant effect on performance of Lelemuku Saumlaki Higher Education Foundation lecturers. |
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INTRODUCTION

The performance of lecturers in the Lelemuku Saumlaki higher education foundation is a benchmark for achieving the goals that have been set. The complexity of the problems in tertiary institutions requires quality resources to make tertiary institutions a giving institution that fully contributes to issues or problems of the nation. In this regard, Fakry Gaffar: (2020) suggests that: 1. Higher Education prepares someone with high qualifications to become someone of very high quality. 2. Higher education prepares professionals in various scientific fields for the benefit of the nation's national development. 3. Higher education is a milestone in the development of human civilization. 4. Unesco promotes Higher Education for all. System components in higher education include; students, lecturers, employees, leaders, and infrastructure. The human resource component in tertiary institutions must be developed, the most important human resource is the lecturers.

Lecturers are the spearhead and motor of the institution to carry out tridharma activities. Lecturers can also participate in institutional governance and professional development. The object under study was a lecturer at the Lelemuku Saumlaki Higher Education Foundation (YPT-RLS). The number of Lelemuku Saumlaki Higher Education Foundation lecturers totaled 40 people, 29 men and 11 women.

Based on the recap of teaching at the Rumpun Lelemuku Saumlaki Higher Education Foundation (YPT-RLS), namely the name of the lecturer and the number of courses available. Judging from the list of lecturer teaching recaps and the list of semester learning plans, it shows that as the lecturer's duties are to plan learning activities, carry out the learning process, and assess and evaluate the learning outcomes that have been carried out.

**Table 1. List of Lecturer Teaching Recap
January – June 2023**

| NO | NAME | NIDN | SUBJECT | SKS | SMT | MEETING | | | | KET |
|----------------------|---------------------------------------|------------|---------------------------------------|-----------|-----|---------|----|----|-----|-----|
| | | | | | | 1 | 2 | 3 | 4 | |
| 1 | Sukriyadi, SE., MM. AK | 1229128301 | Islam | 2 | 2 | NO | NO | NO | NO | |
| | | | Intermediate Financial Accounting 1 | 3 | 4 | √ | √ | √ | UTS | |
| | | | Financial Accounting LAB.1 | 3 | 2 | √ | √ | √ | UTS | |
| | | | Advanced Financial Accounting | 3 | 4 | √ | √ | √ | UTS | |
| | | | Advanced Financial Accounting Lab | 2 | 4 | √ | √ | √ | UTS | |
| Total credits | | | | 13 | | ▪ | ▪ | ▪ | | |
| 2 | Krispina Fenanlampir, SE., M.Si | 1208088401 | Introduction to Accounting 1 | 3 | 2 | √ | √ | √ | UTS | |
| | | | LAB Introduction to Accounting 1 | 1 | 2 | √ | √ | √ | UTS | |
| | | | BANKS & Other Financial Institutions | 3 | 4 | √ | √ | √ | UTS | |
| | | | Observation & Report Methods | 3 | 4 | √ | √ | √ | UTS | |
| | | | Accounting Information System 2 | 3 | 4 | √ | √ | √ | UTS | |
| | | | Accounting Information System LAB 2 | 1 | 2 | √ | √ | √ | UTS | |
| Total credits | | | | 14 | | ▪ | ▪ | ▪ | | |
| 3 | A J. Watkaat, S. Kom., MM | 1229118001 | Introduction to Management | 2 | 2 | √ | √ | √ | UTS | |
| | | | Computerized accounting | 3 | 4 | √ | √ | √ | UTS | |
| Total credits | | | | 5 | | | | ▪ | ▪ | |
| 4 | Y. Olsuin, SE., MM | 1221603720 | Auditing | 3 | 4 | √ | √ | √ | UTS | |
| | | | Auditing Labs | 2 | 4 | √ | √ | √ | UTS | |
| Total credits | | | | 5 | | | | | | |
| 5 | P. Laratmase, SE. M.Sc | 1231067801 | Introduction to Economics | 3 | 2 | √ | √ | √ | UTS | |
| Total credits | | | | 3 | | | | | | |
| 6 | Anthon, S.Pi., M.Sc | 1213039001 | Economic & Business Statistics | 3 | 4 | √ | √ | √ | UTS | |
| | | | LAB of Economic & Business Statistics | 1 | 4 | √ | √ | √ | UTS | |

Source: YPT-RLS Personnel Bureau

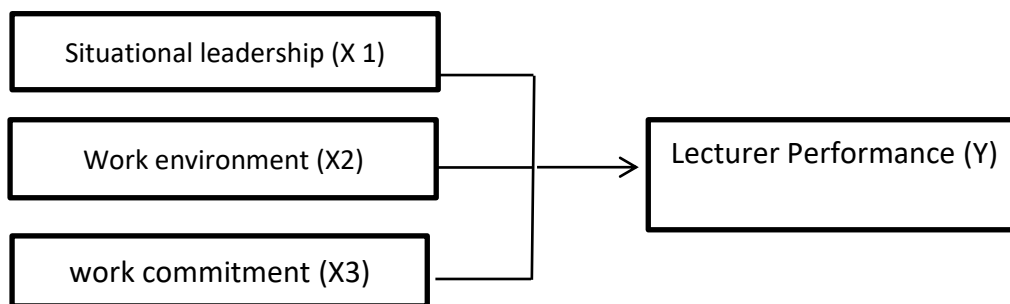
Based on the teaching recap above, the phenomena encountered on campus are that the situational leadership style is still not optimal, the behavioral relationship between superiors and

subordinates has not been created which causes disharmony in communication, as well as a lack of specific direction and explanation in assigning tasks, which results in a lack of or a decrease in lecturer performance, including a decrease in attendance rates, completing assignments not on time resulting in a lack of responsibility in carrying out their duties.

METHODS

Management of human resources in higher education requires specific handling, as a higher education organization it must be able to be managed with modern techniques such as resource management concerning efficiency, effectiveness, productivity, accountability etc. According to Hasibuan (2020: 160) performance is a work result that is achieved by someone in carrying out their duties based on skill, effort and opportunity. The conceptual framework explains and describes specifically the mindset of the relationship between "independent" variables, namely the performance of a dozen Lelemuku Saumlaki Higher Education Foundations. Based on the theoretical basis above, a conceptual framework can be developed as shown below:

Figure 1. Conceptual Framework



By referring to the phenomenon and the study of the literature on research, the hypothesis in this study can be determined as follows:

- H1: Situational leadership style has a positive effect on lecturer performance.
- H2: The work environment in the organization affects the performance of lecturers.
- H3: Work commitment in the organization affects lecturer performance
- H4: Lecturer performance is very influential in the organization in the scope of work

RESULTS AND DISCUSSION

Research Concept

This research is a hypothesis testing research regarding styles *situational leadership, work environment and employee commitment to employee performance*. Hypothesis testing is research that aims to test hypotheses and is generally research that explains phenomena in the form of relationships between variables (Indriantoro, 2011).

Discussion of Research Results

Respondents in this study were lecturers at Lelemuku Saumlaki University which will be related to improving the performance of lecturers at the Rumpun Lelemuku Saumlaki Higher Education Foundation. The number of respondents in this study amounted to 40 respondents. The characteristics of the respondents in this study can be seen based on gender, level of education, years of service and age as follows:

Characteristics of Respondents Based on Gender

The gender of the respondents who became the sample in this study were men and women. The number of respondents based on gender can be seen in the following table:

Table 2. Characteristics of Respondents Based on Gender

| Gender | Frequency | Percent |
|--------------|-----------|--------------|
| Man | 29 | 72.5 |
| Woman | 11 | 27.5 |
| Total | 40 | 100.0 |

Source: Data Processed 2023

Based on the table above, it can be seen that the number of male respondents was 29 people (72.5%), while female respondents were 11 people (27.5%). Individual character and human spiritual intelligence are also influenced by genetic factors and a person's gender.

Characteristics of Respondents Based on Education Level

Table 3. Characteristics of Respondents Based on Education Level

| Level of education | Frequency | Percent (%) |
|--------------------|-----------|--------------|
| S2 | 40 | 100.0 |
| Total | 40 | 100.0 |

Source: Data Processed 2023

Based on the table above, it can be seen that the number of respondents with an education level of up to S2 is 40 people (100.0%). Which means that the level of education is a condition of the level of education that is owned and attached to someone through formal education.

Characteristics of Respondents Based on Years of Service

Table 4. Characteristics of Respondents Based on Years of Service

| Years of service | Frequency | Percent (%) |
|------------------|-----------|--------------|
| 1-3 Years | 13 | 32.5 |
| 4-6 Years | 10 | 25.0 |
| 1 year | 2 | 5.0 |
| 7-9 Years | 8 | 20.0 |
| 3 years | 5 | 12.5 |
| 12-13 Years | 2 | 5.0 |
| Total | 40 | 100.0 |

Source: Data Processed 2023

Based on the table above it can be seen that the number of respondents with 1-3 years of service is 13 people (32.5%), 4-6 years of service is 10 people (25.0%), 1 year of service is 2 people (5.0%), 7-9 years of service 8 people (20.0%), 3 years of service 5 people (12.5%), while 12-13 years of service 2 people (5.0%) in the sense that they have more than 9 years of work experience and in terms of work, they certainly have expertise that can be said to be professional, so that employee performance should increase for the better.

Characteristics of Respondents by Age

Table 5. Characteristics of Respondents by Age

| Age | Frequency | Percent (%) |
|-------------|-----------|-------------|
| 21-30 Years | 4 | 10.0 |
| 31-40 Years | 25 | 62.5 |
| 41-50 Years | 3 | 7,5 |
| 50-60 Years | 2 | 5.0 |
| Total | 40 | 100.0 |
| over | Frequency | Percent (%) |

Source: Data Processed 2023

Based on the table above, it can be seen that the number of respondents aged 31-40 years was 25 people (62.5%), aged 41-50 years was 2 people (5.0%), aged 21-30 years was 4 people (10,0%), aged 35-40 years amounted to 4 people (10.0%), aged 41-50 years amounted to 3 people (7.5%), while aged 50-60 years amounted to 2 people (5.0%) . Therefore, it can be concluded that this shows that the characteristics of respondents based on age have a very good level of intelligence.

Analysis Tool Used for each variable

Situational Leadership (X1)

This research is a quantitative research based on the study of empirical rational principles. In situational leadership research has 4 aspects, namely:

1. Directing: In the Situational Leadership Model, directing is the initial or basic level of leadership style.
2. Coaching: Coaching is aimed at followers who have developed a variety of abilities and increased commitment. Followers are not completely confident in their abilities, but they are aware of their abilities.
3. Supporting (Support): Supporters will get support. These backers are now able to do their job, but they are still inconsistent and not fully invested.
4. Delegating: the goal of delegation is to create followers who, under adequate supervision, have sufficient skill and ability to catch the ball and run it.

Work environment (X2)

The work environment is one of the most important factors for obtaining the best work results. research conducted is the use of variables with the type of quantitative research, and the tools used are questionnaires.

Work Commitment (X3)

Work Commitment has a positive and significant effect on the most important performance to obtain the best work results. research conducted is the use of variables with the type of quantitative research, and the tools used are questionnaires.

Lecturer Performance (Y)

Lecturer performance is a condition that must be understood and informed to certain parties to determine the level of achievement of organizational performance related to the vision implemented by the organization.

Interpretation of Respondents' Average Answers for Each Variable

This analysis was carried out to get a descriptive picture of the respondents' answers for each variable of this study. the researcher made five categories of scores for the respondents' answers using an interval of 0.80 which was generated through the following calculations:

$$\frac{\text{Nilai Max} - \text{Nilai Min}}{\text{Jumlah Kategori}} =$$

Based on this calculation, we get interval scores in five categories for the three variables which can be seen in table 6 as follows:

Table 6. Descriptive Statistical Analysis

| Criteria | Statement Score Interval |
|--------------------------|--------------------------|
| Strongly Disagree/Ugly | 1.00-1.80 |
| Disagree/Less | 1.81-2.60 |
| Neutral/Undecided/Enough | 2.61-3.40 |
| Agree/Okay/Good | 3.41-4.20 |
| Strongly Agree/Very Good | 4.21-5.00 |

Situational Leadership Style (X1)

The following is a description of the respondents' answers to the questionnaire given to the respondents related to improving lecturer performance.

Table 7. Distribution of Respondents' Answers

| Statement | Mean Value |
|---|-------------|
| Situational Leadership Style Variables | |
| a. Telling | |
| 1. The Study Program Leader gives clear instructions for a task to be carried out by the lecturer. | 3.25 |
| 2. The Study Program Leader tells in detail how the assignment should be done | 3.20 |
| 3. The Study Program Leader always gives direction to lecturers in solving work problems. | 3.25 |
| b. Selling | |
| 1. Leader The Study Program provides opportunities for lecturers to express opinions for the development of the Study Program | 3.40 |
| 2. The Study Program Leader always encourages lecturers to develop | 3.24 |
| 3. The Study Program Leader has set goals that must be achieved in every job in the Study Program | 3.70 |
| c. Participating | |
| 1. The Study Program Leader once asked for input from subordinates in the decision-making process | 3.30 |
| 2. Study Program Leaders participate in solving work problems faced by lecturers | 3.26 |
| 3. The Study Program Leader has involved lecturers in the study program problem solving process | 3.32 |
| Total Mean Value | 3.35 |

Source: Data Processed 2023

Based on table 7 the mean value of the Situational Leadership Style variable is 3.35. From the basis of the interpretation of the mean score for positive statements, the mean value of the Situational

Leadership Style variable is fairly good. For the Leadership Style variable with the lowest mean value in question item no. 2., the Telling indicator "The Study Program Leader tells in detail how the task should be done" with a mean value of (3.20). For the Leadership Style variable with the highest mean value in question item no 3., the Selling indicator "The Study Program Leader has set goals that must be achieved in each job in the Study Program" with a mean value of (3.70). setting the lecturer's work objectives neatly and clearly in accordance with the lecturer's work SPO.

Work Environment (X2)

The following is a description of the respondents' answers to the questionnaire given:

Table 8. Distribution of Respondents' Answers

| Statement | Mean Value |
|--|-------------|
| Work Environment Variables | |
| a. Physical Environment | |
| 1. The layout of the workspace greatly facilitates work on campus | 3.67 |
| 2. The facilities available on campus support the implementation of work | 3.00 |
| 3. A clean, tidy, healthy, safe workspace creates a feeling of comfort at work | 3.50 |
| b. Non-Physical Environment | |
| 1. The Study Program Leader always pays attention to lecturers when carrying out assignments | 3.45 |
| 2. Harmonious cooperation is created in working on campus | 3.17 |
| 3. Communication that exists on campus greatly supports the implementation of work | 3.92 |
| Total Mean Value | 3.45 |

Source: Data Processed 2023

Based on table 8, the mean value for the Work Environment variable is 3.45. the mean value of the Work Environment variable is fairly good.

Work Commitment (X3)

The following is a description of the respondents' answers to the questionnaire given to the respondents related to performance improvement based on work commitments

Table 9. Distribution of Respondents' Answers

| Statement | Mean Value |
|---|-------------|
| Organizational Commitment Variable | |
| a. Affective Commitment | |
| 1. I am very happy to spend the rest of my career on the campus where I serve | 3.00 |
| 2. I have a strong sense of belonging to this campus | 3.10 |
| 3. This campus has a very big meaning for me | 3.55 |
| b. Normative Commitment | |
| 1. Loyalty is important to me in carrying out work | 3.67 |
| 2. Loyalty in serving is a must for me at work | 3.20 |
| 3. I feel responsible in the work at the campus where I work | 3.05 |
| Total Mean Value | 3.26 |

Source: Data Processed 2023

Based on table 9, the mean value for the Organizational Commitment variable is 3.26. This condition illustrates that the perceived level of Lelemuku Saumlaki University lecturers is relatively good.

3.3.1. Lecturer Performance (Y)

The following is a description of the respondents' answers to the questionnaire given to the respondents related to performance improvement:

Table 10. Distribution of Respondents' Answers

| Statement | Mean Value |
|---|-------------|
| Performance Variables | |
| a. Productivity | |
| 1. I have shown maximum work results in the study program | 3.52 |
| 2. I am able to work according to the tridharma of higher education, namely good teaching | 3.53 |
| 3. I am able to work according to the Tridharma of higher education, namely good research | 3.40 |
| 4. I am able to work according to the tridharma of higher education, namely good community service | 3.54 |
| b. initiative | |
| 1. I always have the initiative in finding strategies to realize the work programs proclaimed by the study program | 3.87 |
| 2. I show my ability to develop ideas for the development of study programs | 3.00 |
| c. Work quality | |
| 1. I show good quality of work at the end of the semester according to the results of the study program leader's assessment | 3.55 |
| 2. I continue to improve my quality as a lecturer through self-development activities | 3.67 |
| 3. I prove my performance through the BKD results I receive | 3.17 |
| Total Mean Value | 3.47 |

Source: Data Processed 2023

Based on the results of existing analysis On the variable Leadershipsituational(X1) it is known that this variable has a positive value and has a significant effect on improving the performance of Lelemuku Saumlaki Rumpun Higher Education Foundation Lecturers. It can be seen that the results of the analysis found variablessituational(X1) has a tcount of $2.582 > 2.026$ with a significant level of $0.014 < 0.05$ (5%), so it can be concluded that the variablesituational(X1) has a significant effect on the variable increasing performance (Y) Lecturer at the Lelemuku Saumlaki Higher Education Foundation. So the hypothesis raised is that H1 is accepted. on variableswork environment(X2) it is known that this variable has a negative value and has no significant effect on improving the performance of (Y) Lecturer of the Lelemuku Saumlaki Higher Education Foundation.

It can be seen that the results of the analysis found variableswork environment(X2) has a tcount value of $1,104 < 2,026$ with a significant level of $0.000 < 0.05$ (5%), so it can be concluded that the variablework environment(X2) has a significant effect on the variable increasing performance (Y) Lecturer at the Lelemuku Saumlaki Higher Education Foundation. So that the hypothesis raised is that H2 is accepted. on variablesorganizational commitment(X3) it is known that this variable has a positive value and has a significant effect on improving the performance of (Y) Lecturer at the Lelemuku Saumlaki Higher Education Foundation. It can be seen that the results of the analysis found variablesorganizational commitment(X3) has a tcount of $7.215 > 2.026$ with a significant level of $0.000 < 0.05$ (5%), so it can be concluded that the variableorganizational commitment(X3) has a significant

effect on the variable increasing performance (Y) Lecturer at the Lelemuku Saumlaki Higher Education Foundation. So that the hypothesis raised is that H3 is accepted.

CONCLUSION

Situational leadership style, work environment and organizational commitment to lecturer performance has a significant effect on the variable, in the sense Situational leadership, work environment and organizational commitment must really pay attention to Human Resources issues as well as possible, especially how to improve lecturer performance including compensation, leadership, work discipline, work ability, motivation, working conditions and cooperation.

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