The Impact of Work Stress and Communication on Lecturer Performance: Mediating Role of Job Satisfaction

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Abstract:

This study aims to examine the impact of work stress, communication, and workability on lecturer performance in Islamic higher education institutions, with job satisfaction as a mediator, and to identify the reciprocal relationship between these factors to improve lecturer performance. This study uses a quantitative design with a correlational approach. Data were collected through a survey involving 100 lecturers, who were selected using a purposive sampling technique. Data analysis was conducted using multiple regression analysis via SmartPLS software. The study's findings indicate that work stress does not have a direct impact on job satisfaction (T-statistic = 0.518), but it does negatively affect lecturer performance (T-statistic = 4.573). Communication is proven to have a significant effect on job satisfaction (T-statistic = 3.172) and lecturer performance (T-statistic = 2.203). Workability also has a positive impact on job satisfaction (T-statistic = 2.210) and lecturer performance (T-statistic = 3.511). Job satisfaction shows a positive influence on lecturer performance (T-statistic = 3.811). This study highlights the importance of educational institutions in managing work stress, enhancing communication between lecturers, and providing training that can improve lecturers' work ability and job satisfaction as a strategy to enhance their performance.

Keywords: *Work Stress, Communication, Job Ability, Job Satisfaction, Performance*

Abstrak:

Penelitian ini bertujuan untuk mengkaji dampak stres kerja, komunikasi, dan kemampuan kerja terhadap kinerja dosen di lembaga pendidikan tinggi Islam, dengan kepuasan kerja sebagai mediator, serta mengidentifikasi hubungan timbal balik antara faktor-faktor tersebut untuk meningkatkan kinerja dosen. Penelitian ini menggunakan desain kuantitatif dengan pendekatan korelasional. Data dikumpulkan melalui survei yang melibatkan 100 dosen, yang dipilih menggunakan teknik purposive sampling. Analisis data dilakukan dengan menggunakan analisis regresi berganda melalui perangkat lunak SmartPLS. Temuan penelitian menunjukkan bahwa stres kerja tidak berpengaruh langsung terhadap kepuasan kerja (T-statistik = 0,518), namun memiliki dampak negatif terhadap kinerja dosen (T-statistik = 4,573). Komunikasi terbukti berpengaruh signifikan terhadap kepuasan kerja (T-statistik = 3,172) dan kinerja dosen (T-statistik = 2,203). Kemampuan kerja juga berpengaruh positif terhadap kepuasan kerja (T-statistik = 2,210) dan kinerja dosen (T-statistik = 3,511). Kepuasan kerja menunjukkan pengaruh positif terhadap kinerja dosen (T-statistik = 3,811). Penelitian ini memberikan implikasi tentang pentingnya lembaga pendidikan dalam mengelola stres kerja, meningkatkan komunikasi antar dosen, serta memberikan pelatihan yang dapat meningkatkan kemampuan kerja dan kepuasan kerja dosen sebagai strategi untuk meningkatkan kinerja mereka.

Kata Kunci: *Stres Kerja, Komunikasi, Kemampuan Kerja, Kepuasan Kerja, Kinerja*

INTRODUCTION

In the world of higher education, particularly in Islamic universities, lecturer performance management is a crucial aspect of achieving practical academic goals (Muhammad & Nugraheni, 2022; Suyadi et al., 2022; Umair et al., 2024). Lecturers as educational agents play a vital role in shaping the character and quality of education (Lee & Lee, 2024; Sakti et al., 2024; Trolian & Parker, 2022). However, the reality is that many lecturers face pressure in carrying out their academic duties. Factors such as work stress, high workload, and communication challenges between colleagues and employers can impact their performance (Bartram et al., 2023; Kim & Jung, 2022; Rožman et al., 2023). In this context, the success of managing Islamic education in higher education is not only determined by the existing curriculum and facilities but also by how the welfare and job satisfaction of lecturers are effectively managed. As such, it is important to understand the factors that affect lecturer performance in a challenging academic environment.

Previous studies have identified a link between work stress, communication, job ability, job satisfaction, and lecturer performance (Liu, 2021; Naidoo-Chetty & du Plessis, 2021; Parlak et al., 2021). Numerous studies have demonstrated that work stress contributes to a decline in lecturer performance, whereas effective communication can enhance job satisfaction and productivity (Bourlakis et al., 2023; Memon et al., 2023; Ortan et al., 2021). In addition, the influence of work pressure in the campus world is also often highlighted in various research studies, one of which is the research conducted by Heiden et al. (2021), which explains that high work pressure in higher education can negatively impact the welfare of lecturers. Some of the research attached above is strengthened from research related to the role of communication in the campus work environment where from several studies conducted it is explained that open and effective communication plays a significant role in creating a harmonious work environment and increasing job satisfaction (Bulińska-Stangrecka & Bagieńska, 2021; Guo, 2022; Obeng et al., 2021). This study combines these factors to examine how they affect lecturer performance, especially in the context of managing Islamic education in higher education.

A gap in the existing literature lies in the integration of work stress, communication, job ability, and job satisfaction within a single model to analyze their combined effect on lecturer performance, particularly in the context of Islamic universities. While previous research has examined these factors in isolation or smaller subsets, this study takes a holistic approach by examining how the interaction between these factors directly impacts lecturer performance. This research is innovative in its application of these variables specifically to the Islamic educational environment, utilizing data from Nurul Jadid University to fill a gap in the Islamic education literature. By doing so, it offers new insights into how better management of stress, communication, and employability can enhance lecturer performance.

The primary purpose of this study is to explore and measure the influence of factors such as work stress, communication, and job ability on job satisfaction and lecturer performance in the management of Islamic education in higher education. This study aims to provide a clearer understanding of how these factors interact with one another and influence the outcomes of lecturer performance. Specifically, this study focuses on examining the relationship between work stress, communication, and workability and how it contributes to improving lecturer performance. Understanding these dynamics is hoped to provide valuable insights for human resource management in Islamic universities, which in turn can increase the effectiveness of educational management.

In this study, it is assumed that good communication and high employability can increase lecturers' job satisfaction, which in turn will contribute positively to their performance. On the other hand, work stress is estimated to hurt job satisfaction and lecturer performance. This hypothesis will be tested by collecting data from 100 respondents at Nurul Jadid University using a questionnaire that measures these variables. The results of this study will reveal that communication and workability have a more significant influence on lecturer performance compared to work stress, which aligns with existing theories in the education management literature.

RESEARCH METHOD

This study employs a quantitative approach with a correlational research design to investigate the relationship between work stress, communication, job ability, job satisfaction, and lecturer performance in Islamic education management within higher education. The correlational design was chosen because this study aims to explore the relationship between these variables without directly manipulating them, but by observing their relationship in the natural environment (Chai et al., 2021). The population used in this study is all lecturers who teach at Nurul Jadid University, an Islamic university with a diverse academic community. The university has approximately 150 lecturers. Based on this population, the research sample was selected using a purposive sampling technique, considering that the selected lecturers must have a minimum of two years of teaching experience to ensure that they understand the dynamics of their work. The research sample consisted of 100 respondents randomly selected from a group of lecturers who met these criteria. This sample was selected to obtain a representative picture of the factors that affect the performance of lecturers in the Islamic education environment.

The data in this study were collected through a questionnaire designed to measure five main variables: work stress, communication, workability, job satisfaction, and lecturer performance. The questionnaire consists of several sections, each focusing on one variable. The instrument used to measure work stress variables refers to a scale developed by Lim (2024), which measures work stress through indicators such as workload, emotional tension, and concerns related to academic assignments. For communication variables, a scale is used that measures the quality of communication between lecturers, superiors, and colleagues, referring to the instrument developed by Shorey & Ng (2022).

Workability is measured using instruments adapted to higher education, focusing on the ability of lecturers to deliver material and interact with students.

This questionnaire is also equipped with items to measure job satisfaction, referring to the job satisfaction scale validated by Shorey & Ng (2022), which measures satisfaction with the work environment, relationships between colleagues, and rewards for achievements. Lecturer performance is measured based on objective assessments of academic output, teaching quality, and research contributions, which are evaluated through self-assessment and peer reports. All questionnaires were tested for validity and reliability through exploratory factor analysis (EFA) and Cronbach's Alpha test. EFA ensures that the questionnaire's items represent the intended construct validly and reliably. The analysis results show that all constructs in the questionnaire have an AVE (Average Variance Extracted) value greater than 0.50, indicating that the items in this instrument are highly valid in measuring the corresponding variables. In addition, Cronbach's Alpha values for all variables demonstrated good internal consistency, with values exceeding 0.7, indicating that the instrument is reliable for this study (Li et al., 2021; Riyanto et al., 2021; Tama et al., 2023).

The data collected from the survey was analyzed using SmartPLS software version 3.0 to perform multiple regression analysis. This technique was chosen because of its ability to test relationships between interconnected variables and handle data that does not meet the normality assumption. This study tested the structural model to identify the direct and indirect influence between independent variables (work stress, communication, workability) on dependent variables (lecturer performance), with job satisfaction functioning as a mediator. The first step in data analysis is to test the validity of the measurement model using exploratory factor analysis (EFA). Next, the structural model was tested to evaluate the relationship between these variables using bootstrapping tests to obtain p- and t-statistical values, which were used to determine the significance of the relationship between the variables. The results of the pathway test showed that communication and workability had a significant, favorable influence on job satisfaction and lecturer performance. In contrast, work stress negatively influenced lecturer performance but did not directly affect job satisfaction.

This method was chosen because it allows the identification of direct and indirect influences between variables in complex models. Additionally, using SmartPLS enables researchers to overcome the multicollinearity problems that often arise in traditional regression analysis. This quantitative approach with a correlational design was chosen because the research objectives are to analyze the relationship between existing variables without manipulating experiments that may be unrealistic in the context of higher education (Tama et al., 2023). The purposive sampling technique ensures that the sample taken is representative of the population of lecturers with sufficient experience, which is very relevant for this study (Baltes & Ralph, 2022). Questionnaires, as data collection instruments, are also based on quantitative research standards in the social sciences, where they allow for the collection of large and efficient amounts of data and facilitate statistical analysis.

RESULT AND DISCUSSION
Result
Validity Test Results

The validity test aims to measure the extent to which the statements in the questionnaire accurately represent the variables being tested, ensuring they are considered feasible and valid for use as instruments in this study. The validity test in this study was carried out using SmartPLS software version 3.0 for Windows. This study involved 100 respondents, who assessed the indicators in each variable, including work stress, communication, work ability, job satisfaction, and lecturer performance in the management of Islamic education in higher education, as shown in Table 1.

Table 1. Validity Test Results

Variable	Indicators	Convergent Validity	Criterion
Work Stress (X1)	X1.1.1: My work in the field is very tiring	0.057	Valid
	X1.1.2: Unreasonable demands on the quality of my work	0.001	Valid
	X1.1.3: My workload is too much for me	0.001	Valid
	X1.1.4: I often get sleepy at work due to the heavy workload	0.080	Valid
	X1.1.5: Complex assigned tasks	0.006	Valid
	X1.1.6: Office demands not up to my abilities	0.016	Valid
	X1.2.1: Unclear tasks and job objectives	0.000	Valid
	X1.2.2: I do not have the authority to carry out my responsibilities	0.000	Valid
	X1.2.3: I do not know the performance Office expects from me	0.000	Valid
	X1.2.4: I do not understand the contribution of my work to the achievement	0.000	Valid
Communication (X2)	X2.1.1: Commands or instructions given by leaders are understandable	0.000	Valid
	X2.1.2: Supervisor gives clear work instructions	0.000	Valid
	X2.2.1: I am happy and open when communicating with colleagues	0.000	Valid
	X2.2.2: In general, you feel satisfied communicating with your boss	0.000	Valid
	X2.2.3: In general, you feel satisfied communicating with your colleagues	0.000	Valid
Employability (X3)	X3.1.1: I can understand everything related to work	0.000	Valid
	X3.1.2: I was able to resolve the issue	0.000	Valid
	X3.2.1: I can socialize well in the work environment	0.000	Valid
Job Satisfaction (Y1)	Y1.1.1: I feel good about my job	0.002	Valid
	Y1.1.2: I find my work interesting	0.000	Valid
	Y1.1.3: I feel like my work is valued	0.002	Valid
	Y1.2.1: My leadership has always supported me	0.030	Valid
Employee Performance (Y2)	Y2.1.1: The volume of work assigned by the Office is beyond my ability	0.023	Valid
	Y2.1.2: The level of work volume I produce is achieved according to the standard	0.050	Valid

	0.000	Valid
Y2.2.1: My work is based on the quantity/quantity that has been set	0.000	Valid
Y2.2.2: The quality of my work is better after communication	0.000	Valid

Table 1 shows the results of validity tests for variables relevant to your research regarding the influence of work stress, communication, work ability, job satisfaction, and lecturer performance in the management of Islamic education in higher education. Each indicator tested showed a significant convergent validity value, indicating that each indicator had a strong and valid relationship with the variable being measured. This ensures that the statements in the questionnaire used are reliable in describing the factors that affect the performance of lecturers in the context of Islamic education. In other words, the instruments used to measure variables such as work stress and job satisfaction proved to be valid and representative, providing a solid basis for analyzing how these factors affect lecturer performance and the management of Islamic education in higher education.

Results of Reality Test

Reliability tests are used to assess the consistency of the instruments used in research, indicating the extent to which the results obtained are reliable and accurate. In this study, which focuses on the influence of work stress, communication, and work ability on lecturers' performance in managing Islamic education in higher education, a reliability test was conducted using Cronbach's Alpha score. According to Obeng et al., (2021), a variable is considered reliable if its Cronbach's Alpha value exceeds 0.6. Based on the results of the tests carried out on each variable, including work stress, communication, work ability, job satisfaction, and lecturer performance, the Cronbach's Alpha value obtained indicated that all variables in this study were reliable. Thus, the instruments used in this study have been proven to produce consistent and valid data, which supports the validity and reliability of the findings in the context of Islamic education management in higher education, as shown in Table 2.

Table 2. Construct Reality Validity and Discriminant Validity

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Work Stress (X1)	0.889	0.908	0.903	0.331
Communication (X2)	0.905	0.924	0.924	0.435
Employability (X3)	0.760	0.766	0.835	0.462
Job Satisfaction (Y1)	0.704	0.707	0.812	0.311
Employee Performance (Y2)	0.858	0.859	0.882	0.343

Source: *SmartPLS management data ver 3.0,* (2025)

After the data are managed and the statistical results demonstrate *the Discriminant Validity* and *Fornell-Lacker criteria*, as shown in Table 3.

Table 3. Discriminant Validity and Fornell-Lacker criteria

Formal-Larker Criteria	X1 Work Stress	X2 Communication	X3 Workability	Y1 Job Satisfaction	Y2 Employee Performance
X1 Work Stress	0.574				
X2 Communication	0.892	0.660			

X3 Workability	0.903	0.806	0.680	
Y1 Job Satisfaction	0.777	0.820	0.784	0.558
Y2 Employee Performance	0.919	0.896	0.878	0.847	0.585

Based on this interpretation, it can be observed that all latent variables in this study have a relationship of more than 90% and reach 100%. Therefore, some of the latent variables in this study have a considerable relationship. Moreover, the relationship is based on the analysis model described in this study's research. The analysis that can be brought up is a variable that can be actively manipulated if other variables in this study are taken into account. Therefore, variables that have a relationship are expected to maximize their effectiveness, ultimately increasing Job Satisfaction and also impacting Employee Performance. *An output* that describes a latent variable.

Line Coefficient Test

The path coefficient test in this study aims to analyze the relationship between latent variables, specifically Work Stress, Communication, Work Ability, Job Satisfaction, and Lecturer Performance, in the management of Islamic Education in higher education. Based on the test results, a p-value was obtained, which indicates the significance of the relationship between the variables. The results of this test provide an overview of the extent to which Work Stress, Communication, and Work Ability affect Job Satisfaction and Lecturer Performance, which can ultimately affect the effectiveness of Islamic education management. Variables that have a significant influence are expected to improve lecturer performance through increasing job satisfaction, as well as have a positive impact on the management of education in higher education, as shown in Table 4.

Table 4. Path Coefficient Test Results

	Original Sample (Q)	Average Sample (M)	Standard Deviation	T Statistic	P-Value
X1 Work Stress -> Y1 Job Satisfaction	0.12	0.185	0.31	0.518	0.605
X1 Work Stress -> Y2 Employee Performance	0.568	0.56	0.099	5.721	0
X2 Communication -> Y1 Job Satisfaction	0.618	0.646	0.195	3.172	0.002
X3 Employability -> Y1 Job Satisfaction	0.431	0.438	0.2	2.21	0.028
X3 Employability -> Y2 Employee Performance	0.123	0.129	0.091	1.356	0.176
Y1 Job Satisfaction -> Y2 Employee Performance	0.309	0.309	0.081	3.811	0

Table 4 explain that latent variables consisting of Work Stress, Communication, Work Ability, and Job Satisfaction have a relatively significant and strong relationship. The high correlation between these variables indicates a profound interconnectedness, which aligns with the analysis model employed in this study, where each variable plays a significant role in influencing the others. In the context of managing Islamic education in higher education, these variables are

highly relevant to improving lecturer performance. Good Work Stress and Communication can reduce existing obstacles in work, while Work Ability and Job Satisfaction can increase lecturer productivity and effectiveness. Thus, the performance of lecturers is expected to increase significantly, which will ultimately contribute to improving the quality of Islamic education management in higher education.

Square Root Of Average Variance Extracted / AVE

The Square Root of AVE is used in validity convergence to measure the extent to which indicators in a latent variable can explain that variable. The AVE value is used to ensure that each construct in the model has sufficient variance in describing the indicators it represents. As shown in Table 5.

Table 5. Square Root of Average Variance Extracted / AVE

Variable	Average Variance Extracted / AVE
X1	0.329
X2	0.435
X3	0.462
Y1	0.311
Y2	0.343

Discriminant validity is assessed by comparing the square root of the average variance extracted (AVE) of each construct with the correlation between other constructs in the model. If the square root of the average variance extracted (AVE) construct is greater than the correlation with all other constructs, then it is said to have good discriminant validity. It is recommended that the measurement value be less than 0.50. Output that shows the accuracy and consistency of the measuring instrument. Composite reliability is a test of realism in SmartPLS, which assesses the accuracy and consistency of a measuring instrument in making measurements.

Cronbach's Alpha Test Results

Cronbach's Alpha is a method used to measure the reliability or internal consistency of a research instrument, such as a questionnaire or test. Cronbach's Alpha value indicates the extent to which items in a scale or construct are interrelated and measure the same dimension. A higher Cronbach's Alpha value, typically above 0.7, indicates that the instrument exhibits a high level of consistency and reliability. On the other hand, a lower value indicates that the instrument may be less reliable and in need of repair. In this study, Cronbach's Alpha test was used to ensure that the instruments used in data collection, such as questionnaires related to work stress, communication, work ability, job satisfaction, and employee performance, could provide consistent and reliable results to analyze the influence between variables, as shown in Table 6.

Table 6. Cronbach's Alpha Test Results

Variable	*Cronbach's Alpha*
X1	0.888
X2	0.905

X3	0.760
Y1	0.704
Y2	0.858

Based on the results of the reliability test using Cronbach's Alpha, as listed in the table, it can be interpreted that all variables in this study exhibit a Cronbach's Alpha value of 0.8 or higher. Cronbach's Alpha values for the variables X1 (Work Stress) were 0.888, X2 (Communication) 0.905, X3 (Work Ability) 0.760, Y1 (Job Satisfaction) 0.704, and Y2 (Employee Performance) 0.858. In general, Cronbach's Alpha values above 0.7 indicate that the instrument for measuring these variables has good internal consistency and is reliable. The highest value was found in the variable X2 (Communication), which reached 0.905, indicating that the instrument used to measure communication has an excellent level of reliability. Overall, these research instruments can be used to collect data with consistent and reliable results.

Hypothesis Test

By using Smart PLS (Partial Least Squares) version 3.0, and with Bootstrapping calculations for hypothesis testing. SmartPLS is a statistical software that is ideally suited for variance-based structural equation modeling (Partial Least Squares Structural Equation Modeling-PLS-SEM), especially when the research goal is prediction and theory development. Its advantages lie in its ability to handle complex models, small sample sizes, and data that is not normally distributed, making it a strong choice for analysis in this study. The use of bootstrapping with this parameter allows the researcher to obtain a more stable and robust estimate of the statistical significance of the path coefficient, even if the assumption of data normality is not met, resulting in the value in Figure 1.
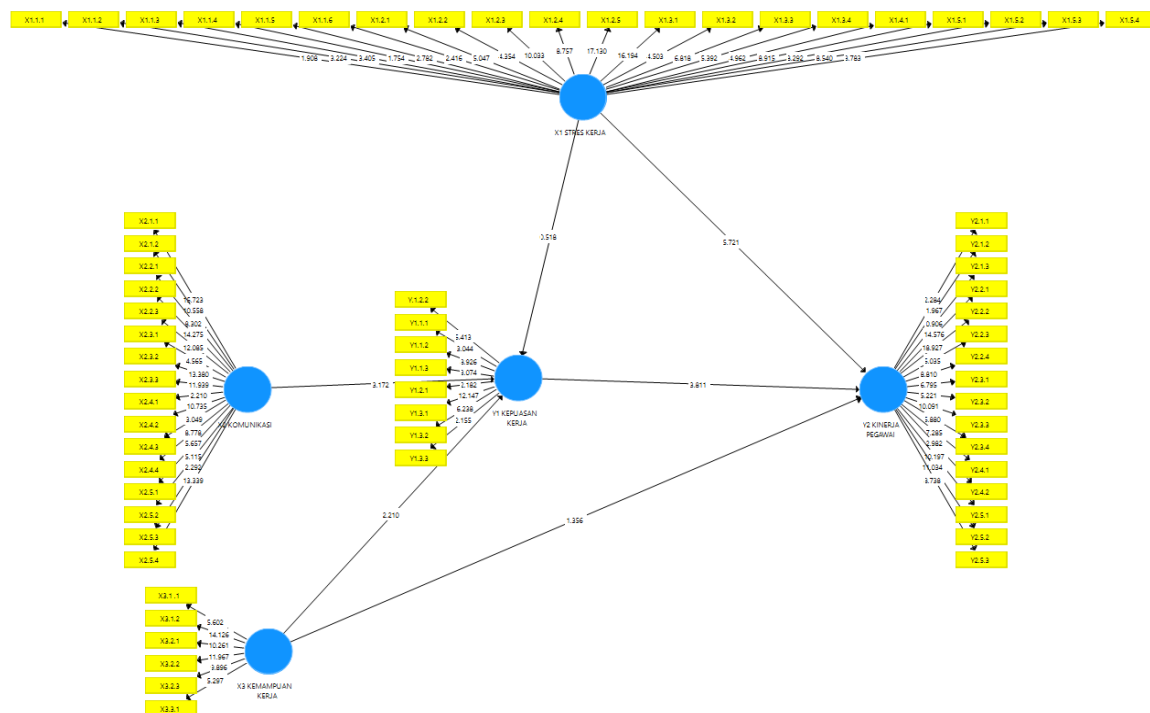

Figure 1. Output Bootstraping

Figure 1. The Bootstrapping output displays the visualization of the research model, including path coefficients and T-statistical values from the bootstrapping results. The numbers on the arrows indicate the strength and direction of the relationship between latent variables. In contrast, the numbers on the indicator indicate factor loadings that reflect the validity of the convergence. This visualization presents a comprehensive view of how variables such as Work Stress (X1), Communication (X2), Work Ability (X3), Job Satisfaction (Y1), and Employee Performance (Y2) interact with and influence one another in the hypothetical model. The T-statistical values displayed on the relationship path are essential to determine the statistical significance of each hypothesis proposed, which will then be summarized in more detail in Table 7.

Table 7. Direct Influence Hypothesis Test

Variable Relationships	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P-Values
X1 => Y1	-0.172	-0.185	0.331	0.518	0.605 (Unsig.)
X1 => Y2	0.515	0.500	0.113	4.573	0.000 (Sig.)
X2 => Y1	0.618	0.646	0.195	3.172	0.002 (Sig.)
X2 => Y2	0.191	0.202	0.087	2.203	0.028 (Sig.)
X3 => Y1	0.441	0.438	0.200	2.210	0.028 (Sig.)
X3 => Y2	0.259	0.266	0.074	3.511	0.000 (Sig.)
Y1 => Y2	0.309	0.309	0.081	3.811	0.000 (Sig.)

Building on the findings presented in Table 7, the results of the direct influence hypothesis test reveal several key insights into the relationship between variables in this study. The 'T Statistics' and 'P Values' columns are the leading indicators of the significance of the relationship. It was found that Work Stress (X1) had no significant effect on Job Satisfaction (Y1), as the P-value (0.605) was well above the threshold of 0.05, even though the direction of the relationship was negative. This suggests that fluctuations in work stress do not directly lead to significant changes in the level of job satisfaction among lecturers. However, Work Stress (X1) significantly affects Employee Performance (Y2) with a P-value of 0.000, suggesting that effective stress management can have a positive impact on performance.

Furthermore, Communication (X2) has been proven to have a significant and positive influence on both Job Satisfaction (Y1) (P-Values 0.002) and Employee Performance (Y2) (P-Values 0.028). This emphasizes the importance of effective communication in increasing lecturer satisfaction and performance. Similarly, Employability (X3) significantly affected Job Satisfaction (Y1) (P-value 0.028) and Employee Performance (Y2) (P-value 0.000), suggesting that increased lecturer competence is directly correlated with better job satisfaction and performance. Finally, Job Satisfaction (Y1) also has a significant and positive influence on Employee Performance (Y2) (P-Value = 0.000), underscoring the mediating role of job satisfaction in encouraging optimal performance. Overall, this table provides a clear picture of the path of significant direct influence in the research model.

Table 8. Indirect Effects Hypothesis Test

Variable Relationships	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P-Values
X1 => Y1	-0.053	-0.060	0.103	0.514	0.608
X2 => Y1	0.191	0.202	0.087	2.203	0.028
X3 => Y1	0.136	0.137	0.072	1.881	0.061

Building on the findings presented in Table 8, which reports the results of the indirect effect test, it is evident how the independent variables influence the dependent variables through the mediation variables. The results showed that Work Stress (X1) had no significant indirect effect on Job Satisfaction (Y1), with a P-value of 0.608 (>0.05) and a T-statistic of 0.514 (<1.96). This corroborates previous findings that job stress does not significantly affect job satisfaction, even when considered through indirect pathways.

In contrast, Communication (X2) showed a significant indirect effect on Job Satisfaction (Y1) with a P-value of 0.028 (<0.05) and a T-value of 2.203 (>1.96). This suggests that effective communication has a positive impact on increasing lecturers' job satisfaction. Although the P-values for Employability (X3) to Job Satisfaction (Y1) are 0.061, which is slightly above the conventional significance threshold of 0.05, the T-statistic of 1.881 is close to the significance limit (1.96), indicating a marginal indirect effect. Overall, this table highlights the important role of communication in mediating relationships between variables, although work stress does not play a significant mediating role.

Discussion
The Effect of Work Stress on Job Satisfaction

The results of the study indicate that the relationship between Work Stress and Job Satisfaction in higher education, managed within the Islamic Education Management environment, is not significant. The T-calculated value of Work Stress to Job Satisfaction is smaller than the T-table value, indicating that Work Stress has no significant direct effect on Job Satisfaction. This indicates that although work stress increases, it does not directly reduce the Job Satisfaction of employees or lecturers in the management of higher education.

Empirically, although there is a phenomenon in the field where a high workload can increase stress levels, its effect on job satisfaction is not so apparent. This study reflects the reality that employees or lecturers who experience stress in the field due to work demands and responsibilities do not always experience a direct decrease in job satisfaction. Variables such as social support, task clarity, and workload are important factors in these interactions, but they do not always have a significant impact on satisfaction.

Some experts, such as Bakker (2021), explain that Work Stress is the emotional tension that a person experiences when facing the demands of a tough job. This study also confirms that the variables of communication, job ability, and job satisfaction in the university environment managed in Islamic education play a more significant role in Lecturer Performance compared to Work Stress, by the theory put forward by Umair et al. (2024), which emphasizes the importance of work results achieved by a person based on skills and experience at work.

The Effect of Communication on Job Satisfaction

The results of the study show that the relationship between communication and job satisfaction in higher education management in Islamic education has a significant influence. The T-count value exceeds the T-table, indicating that effective communication between employees and lecturers contributes to increased job satisfaction. This suggests that the better the communication, the higher the job satisfaction felt by employees and lecturers in performing their duties in higher education. Clear and open communication between superiors and subordinates, as well as among coworkers, fosters a better understanding and enhances work effectiveness, ultimately improving job satisfaction levels.

Empirically, these findings suggest that effective communication enhances the quality of interaction in the workplace, ultimately contributing to increased job satisfaction among employees and lecturers. The results of this study are supported by the theory that communication serves as a means to build harmonious relationships, increase motivation, and reduce uncertainty at work, which aligns with the findings of Rožman et al. (2023).

The Effect of Job Ability on Job Satisfaction

The results of this study show that the T-count value of the Job Ability and Job Satisfaction variables exceeds the T-table value, indicating a significant relationship between the two. Empirically, in the field, this indicates that the better the workability of lecturers in managing Islamic education in higher education, the higher their level of job satisfaction. Lecturers who possess strong abilities in carrying out their duties and handling problems that arise in educational management will be more productive and able to make better contributions, which in turn will increase their job satisfaction.

The results of this study align with the theory that enhancing workability has a positive impact on job satisfaction (Naidoo-Chetty & du Plessis, 2021). In the context of managing Islamic education in higher education, lecturers with strong abilities will be better prepared to face the challenges and tasks assigned, thereby increasing job satisfaction. These findings support the results of research that reveal a direct relationship between increased employability and higher job satisfaction (Aman-Ullah et al., 2022; Bulińska-Stangrecka & Bagieńska, 2021; Gumasing & Ilo, 2023).

The Effect of Work Stress on Employee Performance

The results of this study show that the T-count value for the variables of Work Stress and Lecturer Performance exceeds the T-table value, indicating a significant relationship between the two. Empirically, in the field, an increase in the level of Work Stress in lecturers at the Islamic Education Management College can have an impact on the decline in Lecturer Performance. However, if lecturers can manage stress effectively, using techniques such as effective stress management, it can encourage the improvement of lecturer performance in education management. Well-managed stress can lead to higher motivation to achieve better educational goals. This study supports the findings of previous theories and studies, such as those presented by Memon et al. (2023), which suggest that work stress can impact lecturers' emotions and physical health.

However, with effective management, its negative impact can be mitigated, and productivity in teaching and educational management can even increase.

The Influence of Communication on Lecturer Performance

This study reveals that good communication between lecturers and students has a significant influence on lecturer performance. Effective communication enables lecturers to deliver material more effectively and enhance student understanding, ultimately leading to improved teaching outcomes. In the context of Islamic education, open and transparent communication is essential to build a harmonious relationship between lecturers and students, which supports the achievement of quality educational goals. Good communication also plays a crucial role in fostering a conducive classroom atmosphere, enhancing interaction between lecturers and students, and facilitating the resolution of problems that may arise in the classroom.

The results of this study align with those of Bartram et al. (2023), which demonstrate that effective communication between lecturers and students can enhance the overall performance of both lecturers and students. When lecturers communicate effectively, they will be more effective in explaining the material, managing discussions, and providing constructive feedback to students. This creates a more interactive learning environment, which in turn supports the improvement of teaching quality. Therefore, effective communication not only impacts the performance of lecturers but also influences the achievement of academic goals in higher education.

The Effect of Work Ability on Lecturer Performance

The results of this study show that the workability of lecturers has a significant effect on their performance. Lecturers who possess strong work skills, encompassing both subject matter understanding and teaching abilities, will exhibit better performance. Work skills include academic competence, the ability to convey material clearly, and the skills necessary for compiling and carrying out teaching tasks efficiently. Lecturers who possess strong work skills can also effectively overcome various challenges that arise in the teaching process, such as explaining complex material or managing classes effectively. This research is supported by the findings of Fu'adi et al. (2024), which state that individual employability has a dramatic impact on the work results achieved in the context of education. Lecturers who can master the material well, convey information systematically, and complete academic tasks well tend to have better performance. Additionally, lecturers with high employability can adapt to various classroom situations and continually improve the quality of their teaching. Therefore, enhancing the workability of lecturers is a crucial factor in improving the quality of teaching and overall lecturer performance.

The Effect of Job Satisfaction on Lecturer Performance

This study also shows that lecturers' job satisfaction has a positive effect on their performance. Lecturers who are satisfied with their work, both in terms of educational management, work environment, and relationship with students,

tend to show better performance. Job satisfaction is closely related to motivation and work spirit, which directly affect the productivity of lecturers in carrying out teaching tasks. When lecturers feel valued, have sufficient support, and work in a supportive environment, they are more likely to feel motivated to give their best in teaching and research.

This finding aligns with the research of Ortan et al. (2021), which emphasizes the importance of job satisfaction in achieving optimal performance. Lecturers' job satisfaction can increase if they feel that their work is valued and supported by leaders and if there is a harmonious work environment. Conversely, job dissatisfaction can reduce lecturers' enthusiasm and motivation, which can negatively impact the quality of their teaching. Therefore, increasing lecturers' job satisfaction will not only improve their quality of work life but will also have a positive impact on their performance in educating and guiding students.

This study makes an original contribution by revealing that, although the variable of work stress does not show a significant relationship with job satisfaction, communication factors and workability consistently have a significant impact on lecturers' performance in managing Islamic education. These findings highlight the importance of effective communication management and enhancing lecturers' work competencies as a strategy to improve the effectiveness and productivity of Islamic education in higher education. Theoretically, this study supports the intervariable relationship model approach, rooted in organizational communication and human resource management theory, which posits that precise interactions, strong competencies, and positive job satisfaction can directly impact individual performance outcomes.

CONCLUSION

This research, which aims to elucidate the dynamics of the determinants of lecturer performance in the Islamic education environment, particularly at Nurul Jadid University, has yielded significant empirical insights. Key findings indicate that although work stress does not directly affect job satisfaction, it has a significant impact on lecturer performance. On the other hand, effective communication and lecturers' work ability have been consistently and significantly positively correlated with both job satisfaction and lecturer performance. Furthermore, job satisfaction itself plays a crucial role as a mediator that positively impacts performance. The implications of this study emphasize the urgency for Islamic educational institutions to prioritize the development of adaptive stress management strategies, strengthen internal communication channels, and continuously improve lecturer competence. These measures are crucial not only for improving academic well-being but also for directly driving teaching effectiveness and the overall quality of education, paving the way for broader future research.

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