

# The Effect of Managerial Ability on The Performance of Islamic Religious College Lecturers

Melda Diana Nasution<sup>1</sup>, Faisal Afandi<sup>2</sup>

Islamic Educational Management Department, Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Nort Sumatera, Indonesia

Email : meldadiananasution83@gmail.com<sup>1</sup>, faisalaffandi@stain-madina.ac.id<sup>2</sup>

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## Abstract:

This study aims to determine the effect of managerial leadership abilities on the performance of lecturers at the Islamic Religious College in Padangsidempuan. The type of research used in this research is correlational research. The results showed a significant and positive effect of the leadership's managerial ability on the lecturer's performance at the Islamic Religious College (PTKI) in Padangsidempuan, with a moderate strength of 0.498. This value indicates a relatively low positive relationship, meaning a unidirectional relationship between the X variable and the Y variable. The contribution given by managerial ability is 24.8%. This shows that the leadership's managerial ability will improve the lecturer performance of lecturers and other staff support it. The implications of the results of this study can be used as input for PTKI leaders and lecturers, in improving organizational governance and performance, for the realization of a superior PTKI.

**Keywords:** *Managerial Leadership, Lecturer Performance, Organizational Governance*

## Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh kemampuan manajerial pimpinan terhadap kinerja dosen di Perguruan Tinggi Keagamaan Islam di Padangsidempuan. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian korelasional. Hasil penelitian menunjukkan bahwa ada pengaruh kemampuan manajerial pimpinan terhadap kinerja lecturer Perguruan Tinggi Keagamaan Islam (PTKI) di Padangsidempuan yang signifikan dan positif, dengan kekuatan pengaruh sedang sebesar 0,498. Nilai ini menunjukkan hubungan yang agak rendah positif, maksudnya adalah terjadi hubungan yang searah antara variabel X dan variabel Y. Kontribusi yang diberikan oleh kemampuan manajerial adalah 24,8 %. Ini menunjukkan bahwa kemampuan manajerial pimpinan akan meningkatkan kinerja dosen apabila didukung oleh dosen dan staf lainnya. Implikasi hasil penelitian ini dapat dijadikan masukan bagi pimpinan PTKI dan dosen, dalam meningkatkan tata kelola organisasi dan kinerjanya, demi terwujudnya PTKI yang unggul

**Kata Kunci:** *Manajerial Pimpinan, Kinerja Dosen, Tata Kelola Organisasi*

## INTRODUCTION

The high performance of lecturers can be proven by the authority and work responsibility for learning planning, implementation of learning, evaluation of higher education programs, curriculum management, personnel management, management of higher education equipment and supplies (Jufrizen et al., 2020). Lecturer performance can be seen from the work process or work results (Drastiawati et al., 2020). A job always has work steps (procedures); work procedures always increase work results by work demands (Anwar, 2018). If a job is carried out according to the procedure, it will arrive at the desired work result (Taruno et al., 2012; Mansaray, 2019).

The performance of lecturers cannot be separated from education management which gives authority to leaders in planning, organizing, supervising, and controlling education in higher education (Anwar, 2018). Leaders have various potentials that can be developed optimally so that their subordinates, namely lecturers and academic staff, can improve their performance (Indrasari et al., 2018).

Lecturer performance is carrying out the learning process both in the classroom and outside the classroom in addition to carrying out other activities (Sawaluddin et al., 2022), such as working on higher education administration and learning administration, carrying out guidance, and services to students, and carrying out assessments (Cahyono, 2012; Hefniy et al., 2019). The performance benchmark is job demands that describe the work to be achieved. How far a person can do the job and then compare it with the results achieved is called a person's performance on the job (Hasibuan, 2022).

A lecturer who has high performance should have a positive attitude towards the work he faces; such attitudes are discipline, likes to work seriously, maintaining his work quality, being responsible, highly dedicated, and so on (Hanafi et al., 2018). Lecturer performance does not just happen but is influenced by certain factors (Sari, 2018). Both internal and external factors will impact lecturer performance (Musa & Sawaluddin, 2020). The lecturer's performance factor is a factor that comes from within the lecturer that can affect his performance, such as abilities, skills, personality, perception, motivation to become a lecturer, and family background (Falah & Paresty, 2017).

Zulkarnain (2017) emphasized three aspects of practical managerial skills; 1) Technical Skills. This skill is knowledge of the organizational unit's methods, processes, procedures, and technical-specific activities; 2) Interpersonal skills. These skills are knowledge of human behavior and group processes, the ability to understand feelings, attitudes, and motivations, and the ability to communicate clearly and persuasively; 3) Conceptual Skills, namely cognitive abilities, analytical skills, logical thinking, conceptualizing inductive thinking, and deductive thinking (Saihu & Siregar, 2022). In general, conceptual skills include efficient and practical judgment, foresight, creativity, finding meaning, and successfully managing ambitious and uncertain events.

As leaders and managers in universities, leaders are required to be professional in carrying out their duties, especially in improving the performance of their lecturers (Fitri et al., 2019). The more professional the leader, the greater the expectation of improving lecturer performance (Sr, 2016).

External factors of lecturer performance come from outside the lecturer that can affect their performance, for example, salaries, facilities and infrastructure, physical work environment, and leadership (ability to lead or managerial) (Ali et al., 2021). Many external factors that influence include leadership factors, managerial abilities, facilities and infrastructure, and learning equipment (Purwanto & Asbari, 2020). One of the influencing factors is the head of higher education (Aisyah et al., 2019). Werang et al., (2018) said that there is a significant relationship between the managerial ability of the Leader/Rector and the performance of the lecturers. This statement is supported by Sergiovanni in Sagala, who argues that the quality of education in higher education is a product of the managerial effectiveness of the Leader/Rector, who is supported by lecturers and other staff (Suryanto & Patimah, 2019). The achievement and realization of lecturer performance depend on the leader's managerial skills/ability (Werang, 2014). Performing its role and function as a leader, the manager must have the right strategy to optimize academic staff through cooperation or cooperation and encourage the involvement of all educators in various activities that support higher education programs (Christianingsih, 2016).

From the explanation, it can be explained that one of the indications of a quality higher education institution is the availability of professional/quality lecturers, the availability of quality lecturers is achieved if the lecturers' performance is also of quality. Quality performance will not be formed just like that; there must be parties who are always consistent (Harahap & Rajab, 2022). develop it, which in this case is the head of the university (Chidir et al., 2021). This research focuses on the Effect of Managerial Ability on the Performance of Islamic Religious College Lecturers (PTKI) in Padangsidempuan. The purpose of this study is to analyze the effect of managerial leadership abilities on the performance of PTKI lecturers in Padangsidempuan?

## RESEARCH METHODS

The type of research used is the survey method (Untung, 2019). The survey is a research method using a questionnaire as a research data collection instrument (Rijali, 2018). This study uses a quantitative approach that begins with deductive thinking to derive hypotheses, then conducts field testing, conclusions or hypotheses are drawn based on empirical data. The characteristics of this quantitative research approach are the existence of variables, operations, reliability, hypotheses, validity, and statistical meaning, (Sawaluddin, 2018). The population in this study were all Islamic Universities (PTKI) in Padangsidempuan City, totaling 4 Islamic Universities. The sample in this study was 45 people, as contained in the table below;

**Table 1: Research population**

No	Name of PTKI	Quantity
1	IAIN Padangsidimpian	20
2	UMTS	15
3	PERTINU	5
4	STAITA	5
	<b>Amount</b>	45

Because the population is not more than 100, all populations are studied (Asep, 2018). The data collection technique in this study was using a questionnaire. The research instrument used in this study was used to measure the value of the variables studied using a Likert Scale (Sugiyono, 2019). The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena (Creswell, 2013). The instruments in this study are as contained in the table below;

**Table 2: Research Instruments**

Variable	Sub variable	Indicator		
Managerial Influence	Ability to plan	a. Ability to plan university vision and mission		
		b. The ability of the chairman in making a 1 year work plan		
		c. Ability to plan school finances		
	Ability to organize	a. Ability in staff management d. Ability to mobilize staff e. Ability to empower staff		
	Ability to evaluate lecturer performance.	a. The ability to choose the evaluation method each year b. b. ability to follow up on evaluation results every year		
		Leadership Chairman	Able to apply leadership traits.	
Performance Lecturer	Planning lessons	a. Create annual and semester programs b. Make a syllabus c. Creating RPS d. Make daily agenda		
		Carry out the learning process	a. preliminary b. core activities c. cover	
			Evaluation learning	a. Assessment technique b. Remedial program c. Daily test analysis

The analysis technique was carried out to determine whether or not there was a linear relationship between the independent and dependent variables (Hikmawati, 2020). The test was carried out using the Statistical Package for Social Science (SPSS) program shows the strength of the relationship between research variables (Sugiyono, 2017). for Windows Release 22, through the Test of Linearity at a significance level of 0.05. Calculating the Pearson Product

## RESULTS AND DISCUSSION

To determine the effect of leadership managerial ability on the performance of PTKI lecturers in Padangsidempuan, the data used are, obtained were analyzed using statistical analysis inferential. Inferential statistical analysis using computer assistance with SPSS version 22 program. The results of inferential statistical analysis are intended to answer the research hypotheses formulated previously. Before performing inferential statistical analysis, the first test for normality and homogeneity as a condition for conducting t-test or hypothesis testing. The tests are as follows;

### Test the Validity of Research Instruments

Validity testing is carried out to determine whether it is valid or not a questionnaire of each of these variables. The validity test that has been done in this study are shown. The results of testing the validity of the research instrument for the X1 variable can be seen in the Correlation Table. A research instrument is valid if  $r \text{ count} > r \text{ table}$ . The value of  $r \text{ table} = r (\alpha ; n-2)$ ,  $n =$  number of samples, then  $r \text{ table} = r (0.05 ; 43) = 0.301$ . The following are the results of testing the validity of the research instrument for variable X, namely:

**Table 3: The Results of Testing The Validity of The Research Instrument Variable X**  
Correlations

		1	2	3	4	5	6	7	8	9	10	Total
1	Pearson Correlation	1	.504**	.506**	.914**	.831**	.546**	.555**	.743**	.426**	.461**	.857**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.004	.001	.000
	N	45	45	45	45	45	45	45	45	45	45	45
2	Pearson Correlation	.504**	1	.307*	.549**	.504**	.357*	.273	.389**	.726**	.239	.628**
	Sig. (2-tailed)	.000		.040	.000	.000	.016	.070	.008	.000	.113	.000
	N	45	45	45	45	45	45	45	45	45	45	45
3	Pearson Correlation	.506**	.307*	1	.557**	.506**	.406**	.673**	.772**	.259	.428**	.768**
	Sig. (2-tailed)	.000	.040		.000	.000	.006	.000	.000	.085	.003	.000
	N	45	45	45	45	45	45	45	45	45	45	45
4	Pearson Correlation	.914**	.549**	.557**	1	.914**	.624**	.602**	.690**	.471**	.514**	.906**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.001	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45
5	Pearson Correlation	.831**	.504**	.506**	.914**	1	.546**	.555**	.613**	.426**	.461**	.838**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.004	.001	.000
	N	45	45	45	45	45	45	45	45	45	45	45
6	Pearson Correlation	.546**	.357*	.406**	.624**	.546**	1	.119	.782**	.265	.180	.659**
	Sig. (2-tailed)	.000	.016	.006	.000	.000		.437	.000	.079	.236	.000
	N	45	45	45	45	45	45	45	45	45	45	45

7	Pearson Correlation	.555**	.273	.673**	.602**	.555**	.119	1	.441**	.243	.693**	.710**
	Sig. (2-tailed)	.000	.070	.000	.000	.000	.437		.002	.108	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45
8	Pearson Correlation	.743**	.389**	.772**	.690**	.613**	.782**	.441**	1	.304*	.314*	.836**
	Sig. (2-tailed)	.000	.008	.000	.000	.000	.000	.002		.043	.035	.000
	N	45	45	45	45	45	45	45	45	45	45	45
9	Pearson Correlation	.426**	.726**	.259	.471**	.426**	.265	.243	.304*	1	.190	.559**
	Sig. (2-tailed)	.004	.000	.085	.001	.004	.079	.108	.043		.212	.000
	N	45	45	45	45	45	45	45	45	45	45	45
10	Pearson Correlation	.461**	.239	.428**	.514**	.461**	.180	.693**	.314*	.190	1	.620**
	Sig. (2-tailed)	.001	.113	.003	.000	.001	.236	.000	.035	.212		.000
	N	45	45	45	45	45	45	45	45	45	45	45
Total	Pearson Correlation	.857**	.628**	.768**	.906**	.838**	.659**	.710**	.836**	.559**	.620**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	45	45	45	45	45	45	45	45	45	45	45

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

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

From the table 3, it can be seen that the correlation coefficient value of each item of the instrument variable X is positive and greater than 0.301. This proves that the instrument variable X is declared valid.

The results of testing the validity of the research instrument variable Y can be seen in the Correlation Table. A research instrument is said to be valid, if  $r_{count} > r_{table}$ . The value of  $r_{table} = r(\alpha; n-2)$ ,  $n$  = number of samples, then  $r_{table} = r(0.05; 43) = 0.301$ . The following are the results of testing the validity of the research instrument variable Y, namely;

**Table 4: The Results of Testing The Validity of The Research Instrument Variable Y Correlations**

		1	2	3	4	5	6	7	8	9	10	Total
1	Pearson Correlation	1	.027	.345*	.141	.008	.272	.573**	.621**	.134	.177	.478**
	Sig. (2-tailed)		.859	.020	.354	.959	.071	.000	.000	.379	.244	.001
	N	45	45	45	45	45	45	45	45	45	45	45
2	Pearson Correlation	.027	1	.352*	.299*	.945**	.289	.262	.272	.473**	.318*	.653**
	Sig. (2-tailed)	.859		.018	.046	.000	.054	.082	.071	.001	.033	.000
	N	45	45	45	45	45	45	45	45	45	45	45
3	Pearson Correlation	.345*	.352*	1	.657**	.329*	.748**	.490**	.754**	.316*	.795**	.856**
	Sig. (2-tailed)	.020	.018		.000	.027	.000	.001	.000	.034	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45

4	Pearson Correlation	.141	.299*	.657**	1	.270	.556**	.272	.539**	.269	.737**	.704**
	Sig. (2-tailed)	.354	.046	.000		.073	.000	.071	.000	.074	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45
5	Pearson Correlation	.008	.945**	.329*	.270	1	.265	.241	.242	.442**	.294*	.623**
	Sig. (2-tailed)	.959	.000	.027	.073		.079	.111	.109	.002	.050	.000
	N	45	45	45	45	45	45	45	45	45	45	45
6	Pearson Correlation	.272	.289	.748**	.556**	.265	1	.262	.639**	.260	.567**	.726**
	Sig. (2-tailed)	.071	.054	.000	.000	.079		.082	.000	.084	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45
7	Pearson Correlation	.573**	.262	.490**	.272	.241	.262	1	.249	.235	.451**	.578**
	Sig. (2-tailed)	.000	.082	.001	.071	.111	.082		.099	.120	.002	.000
	N	45	45	45	45	45	45	45	45	45	45	45
8	Pearson Correlation	.621**	.272	.754**	.539**	.242	.639**	.249	1	.244	.563**	.764**
	Sig. (2-tailed)	.000	.071	.000	.000	.109	.000	.099		.106	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45
9	Pearson Correlation	.134	.473**	.316*	.269	.442**	.260	.235	.244	1	.174	.554**
	Sig. (2-tailed)	.379	.001	.034	.074	.002	.084	.120	.106		.253	.000
	N	45	45	45	45	45	45	45	45	45	45	45
10	Pearson Correlation	.177	.318*	.795**	.737**	.294*	.567**	.451**	.563**	.174	1	.747**
	Sig. (2-tailed)	.244	.033	.000	.000	.050	.000	.002	.000	.253		.000
	N	45	45	45	45	45	45	45	45	45	45	45
Total	Pearson Correlation	.478**	.653**	.856**	.704**	.623**	.726**	.578**	.764**	.554**	.747**	1
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	45	45	45	45	45	45	45	45	45	45	45

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

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

From the table 4, it can be seen that the correlation coefficient value of each item of the Y variable instrument is positive and greater than 0.301. This proves that the variable Y instrument is declared valid.

### Research Instrument Reliability Test

Furthermore, the research instrument reliability test results for the X variable can be seen in the Reliability Statistics Table for the Cronbach's Alpha column. Reliability testing on research instruments whose questionnaires have more than two alternative answers used the Cronbach Alpha test, and the research instrument was said to be reliable if the value was above 0.7.

**Table 5: Reliability Test Results variable X**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.772	11

From table 5, it can be seen that the results of the calculation of the reliability of the instrument variable X1 show the correlation coefficient value of 0.772, which is more significant than 0.7 (reliability limit). This proves that the instrument variable X is reliable.

Furthermore, the research instrument reliability test results for variable Y can be seen in the Reliability Statistics Table for the Cronbach's Alpha column. Reliability testing on research instruments whose questionnaires have more than two alternative answers used the Cronbach Alpha test and the research instrument is said to be reliable if the value is above 0.7

**Table 6: Reliability Test Results variable Y**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.763	11

From table 6, it can be seen that the results of the calculation of the reliability of the instrument variable Y show the correlation coefficient value of 0.763, which is greater than 0.7 (reliability limit). This proves that the instrument variable Y is reliable.

#### Data Normality Test (Product Moment Correlation Prerequisite Test)

The purpose of conducting a normality test on a series of data is to determine whether the data population is normally distributed or not. If the data is normally distributed, parametric statistical tests can be used. Moreover, if the data is not normally distributed, then a non-parametric statistical test will be used. The test criteria taken based on the probability value is if the probability (sig) > 0.025 ( $\alpha / 2$ ) then the data is not normally distributed, while if the probability (sig) < 0.025 ( $\alpha / 2$ ), then the data is normally distributed. The results of the data normality test for the X variable can be seen in the table below;

**Table 7: Tests of Normality variable X**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1	.459	45	.000	.501	45	.000
2	.433	45	.000	.508	45	.000
3	.329	45	.000	.763	45	.000
4	.460	45	.000	.458	45	.000
5	.459	45	.000	.501	45	.000
6	.400	45	.000	.686	45	.000
7	.409	45	.000	.619	45	.000
8	.428	45	.000	.639	45	.000
9	.431	45	.000	.582	45	.000
10	.391	45	.000	.689	45	.000
Total	.288	45	.000	.782	45	.000

a. Lilliefors Significance Correction



From the table 7, it can be seen that the probability value of asymp. sig. (2-tailed) = 0.00 and  $/2 = 0.05/2 = 0.025$ . By comparing the value of sig. and significant level ( $\alpha$ ) then it can be seen that, sig. = 0.00 < 0.025. The results of the data normality test for the Y variable can be seen in the table below;

**Table 8: Tests of Normality variable Y**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1	.465	45	.000	.564	45	.000
2	.445	45	.000	.595	45	.000
3	.456	45	.000	.537	45	.000
4	.474	45	.000	.538	45	.000
5	.437	45	.000	.618	45	.000
6	.445	45	.000	.595	45	.000
7	.491	45	.000	.436	45	.000
8	.465	45	.000	.564	45	.000
9	.412	45	.000	.658	45	.000
10	.451	45	.000	.568	45	.000
Total	.277	45	.000	.700	45	.000

a. Lilliefors Significance Correction

From the table 8, it can be seen that the probability value of asymp. sig. (2-tailed) = 0.00 and  $/2 = 0.05/2 = 0.025$ . By comparing the value of sig. and significant level ( $\alpha$ ) then it can be seen that, sig. = 0.00 < 0.025. So it can be concluded that the data for the variable Y is normally distributed.

## Correlation Analysis

**Table 8: The results of Testing The Hypothesis That There is A Partial Effect of The X Variable On The Y Variable.**

		Correlations		
		Y	X1	X2
Pearson Correlation	Y	1.000	.498	.478
	X	.498	1.000	.406
Sig. (1-tailed)	Y	.	.000	.000
	X	.000	.	.003
N	Y	45	45	45

From the Correlation table 8, it can be analyzed that, The results of the calculation of the correlation between the X1 variable and the Y variable obtained a value of  $r = 0.498$ . This value indicates a rather low positive relationship, meaning that there is a unidirectional relationship between the X1 variable and the Y variable, meaning that if the X1 variable increases, the Y variable does not increase somewhat lower. The contribution given by the X1 variable to the Y variable is  $KP = (r)^2 \times 100\% = (0.498)^2 \times 100\% = 24.8\%$ .

Based on the research results obtained through data analysis conducted, the authors present a discussion of the research results, namely as follows:

## **The Effect of Managerial Ability on the Performance of Islamic Religious College Lecturers (PTKI) in Padangsidempuan**

Based on the results of the tests that have been carried out to variable Managerial Ability (X) with variable Performance of Islamic Religious College Lecturers (PTKI) in Padangsidempuan (Y), There is a significant and positive influence of the leadership's managerial ability on the performance of the lecturers of the Islamic Religious College (PTKI) in Padangsidempuan, with a moderate influence of 0.498. This value shows a relatively low positive relationship, meaning a unidirectional relationship between the X variable and the Y variable. The contribution given by Managerial to Lecturer Performance is 24.8%. This shows that the managerial ability of the leadership on the performance of the lecturers in Padangsidempuan will improve the performance of the lecturers if the leadership's managerial ability on the performance of the lecturers in Padangsidempuan is supported by the lecturers and other staff.

Husnan explained in his research that there was a significant influence between lecturer performance due to leadership performance (Husnan, 2013). Khrisma Wijayanti, in her research entitled *The Influence of Study Program Leadership and Lecturer Performance on the Quality of Education in PTKI Management Education at STAI Darunnajah Jakarta*, explains that there is a positive and significant influence on leadership. This research supports the research conducted by Shofa (2013), where the managerial ability of the PTKI leadership has a significant influence on the performance of lecturers. Sangkala (2007) in Mardhotillah (2011) stated that the managerial capabilities of PTKI leaders are a series of implementations in the creation, capture, transfer, and access of knowledge from the correct information when needed to make better decisions, make better decisions business strategy (Suyadi et al., 2022). Because at this time, the ability to manage knowledge has become an essential factor in encouraging a competitive business (Dacholfany, 2017). The managerial capabilities of the PTKI leadership at PTKI in Padangsidempuan are already classified as good because they can run programs to support the performance of lecturers (Alhamuddin et al., 2021). This shows that the managerial ability of the PTKI leadership has a significant influence on lecturer performance (Suryanto & Patimah, 2019).

## **CONCLUSION**

There is a significant and positive influence of the leadership's managerial ability on the lecturers of the Islamic Religious College (PTKI) in Padangsidempuan, with a moderate influence of 0.498. This value shows a relatively low positive relationship, meaning a unidirectional relationship between the X variable and the Y variable. The contribution given by Managerial to Lecturer Performance is 24.8%. This shows that the managerial ability of the leadership on the performance of the lecturers of the Islamic Religious College (PTKI) in Padangsidempuan will improve the performance of the lecturers if the leadership's managerial ability on the performance of the lecturers of the Islamic Religious College (PTKI) in Padangsidempuan is supported by the lecturers and other staff.

## AKCNOWLEGMENT

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