



DRIVING ACADEMIC ADVANTAGE THROUGH VALUES-BASED EMPLOYEE PERFORMANCE: THE INTERPLAY OF LEADERSHIP STYLE, WORK MOTIVATION, AND JOB SATISFACTION

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Abstract: This study examined the relationships between leadership style, work motivation, job satisfaction, and value-based employee performance at the Faculty of Tarbiyah and Teacher Training. The objective was to determine the extent to which these organizational factors influence value-based employee performance, which is essential for enhancing academic service quality, administrative effectiveness, ethical service delivery, and institutional excellence in Islamic higher education. A quantitative descriptive-correlational survey design was employed. The study involved all 48 faculty employees, including program chairs, administrative staff, cleaning personnel, and security personnel. Since the population consisted of fewer than 100 individuals, total sampling was applied. Data were collected using a closed-ended questionnaire based on a four-point Likert scale and analyzed through descriptive statistics, Pearson correlation, and the coefficient of determination. The findings indicated that leadership style had a positive and significant relationship with value-based employee performance ($r = 0.379$, $p = 0.008$), work motivation also showed a positive and significant relationship ($r = 0.421$, $p = 0.003$), and job satisfaction demonstrated the strongest positive correlation ($r = 0.529$, $p < 0.001$). Collectively, these variables explained 14.3% of the variance in employee performance ($R^2 = 0.143$), implying that additional organizational and contextual factors contribute to performance. These findings highlight the importance of participatory leadership, sustained motivation, enhanced job satisfaction, and an ethical organizational culture grounded in Islamic values to strengthen institutional excellence.

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INTRODUCTION

Employee performance is a primary indicator of organizational effectiveness in higher education, directly influencing service quality, bureaucratic efficiency, and the attainment of academic excellence. In the context of Islamic higher education, this performance carries additional urgency as these institutions function as moral communities that integrate bureaucratic aspects with an Islamic work culture (Henrique et al., 2023; Iskamto, 2023; Maheshwari & Kha, 2023). Consequently, institutional governance is required to align professional competence with ethical values such as responsibility, honesty, discipline, and sincerity. This aligns with the concept of value-based leadership, which emphasizes the importance of moderation, accountability, and excellent service in educational management. In conclusion, value-based employee performance in this study is defined as the ability to complete administrative and technical tasks effectively while simultaneously internalizing these Islamic moral values (Gerald, 2023; H.M, 2025; Islamiyah et al., 2026).

At the Faculty of Tarbiyah and Teacher Training UIN Imam Bonjol Padang, empirical phenomena indicate that employee performance still faces tangible challenges regarding service efficiency, timeliness in processing academic documents, and responsiveness to the needs of both students and lecturers. Several key factors influencing this condition include sub-optimal workload distribution amidst a high student-to-staff ratio, limited continuous technical training for educational support personnel, and an incomplete internalization of Islamic work values such as sincerity and accountability into daily bureaucratic routines. If left unaddressed, this weak performance directly impacts stakeholder satisfaction by lowering it, hinders the faculty's administrative digitalization, and delays the achievement of the superior accreditation targets currently pursued by the institution. To address these issues, the faculty leadership including the Dean, Vice Deans, and the Head of Administrative Affairs bears the primary responsibility for creating a supportive work environment through the implementation of value-based leadership, the provision of adequate supporting facilities, and a fair recognition system to motivate employees across all operational levels.

Leadership style, work motivation, and job satisfaction are the primary pillars that collectively serve as a comprehensive measurement to create and sustain value-based employee performance. A leadership style in Islamic higher education plays a strategic and moral role in shaping a work culture that is fair, communicative, and rooted in ethical role-modeling. Meanwhile, work motivation reinforced by religious meaning and institutional recognition acts as an internal driver that enhances employee (H.M, 2025; Iskamto, 2023; Maheshwari & Kha, 2023; Nawaz & Wenqi, 2024) discipline and responsibility. This factor is further completed by job satisfaction, which stems from a conducive work environment, task clarity, and fair appreciation for staff contributions (Prodanova & Kocurev, 2023; Yazici-kabadayi et al., 2023). Satisfied employees have been proven to demonstrate higher loyalty, good

emotional stability, and lower absenteeism in faculty operations. Therefore, a strong synergy among supportive leadership, high motivation, and fulfilled job satisfaction becomes an absolute prerequisite for producing excellent academic services. In conclusion, the integration of these three psychological and organizational aspects ultimately ensures that employee performance can be consistently sustained for the advancement of the institution (Dabdoub et al., 2024; Hunsker, 2023; Thien & Liu, 2024).

Although the relationships among leadership style, work motivation, job satisfaction, and employee performance have been extensively studied in corporate and general education sectors (Aljumah, 2023; Ejigu et al., 2023; Skaalvik & Skaalvik, 2023), their integrated relevance within the unique context of Islamic higher education remains largely unexplored. Indeed, several similar studies have previously been conducted to examine these organizational variables within various public sectors and Islamic secondary schools (Aljumah, 2023; Ejigu et al., 2023; Judi et al., 2025; Muñoz-Fernández et al., 2025; Skaalvik & Skaalvik, 2023). However, those prior works predominantly focused on teaching staff or corporate managers, leaving a significant gap regarding the heterogeneous non-academic workforce at the faculty level. Existing literature rarely frames performance as a value-based concept that merges technical competence with Islamic moral principles. This research gap is significant because Islamic universities operate at the intersection of public bureaucracy and religious values, meaning conventional organizational models fall short of fully capturing how leadership, motivation, and satisfaction drive value-based outcomes. Consequently, this study addresses this critical gap by examining these dynamics contextually, positioning improved value-based performance as the foundational pathway to supporting the institution's broader aspiration for academic excellence.

The novelty of this study lies in its integrated and contextualized examination of leadership style, work motivation, and job satisfaction as psychosocial factors that drive value-based employee performance within Islamic higher education. Unlike previous research that predominantly focuses on corporate employees, teachers, or lecturers, this study uniquely examines a heterogeneous faculty workforce, including program chairs, administrative staff, cleaning personnel, and security staff. Theoretically, this research extends discussions on human resource management and organizational behavior by situating employee performance within a value-based academic institution. Contextually, it highlights the distinctive nature of Islamic higher education, where academic service quality is shaped by both technical competence and core ethical values like trust, responsibility, discipline, and service orientation. Practically, the study offers evidence-informed implications for faculty leaders seeking to enhance staff performance through participatory leadership, motivational reinforcement, and workplace satisfaction. In terms of the conceptual framework, leadership style, work motivation, and job satisfaction are explicitly positioned as the psychosocial predictors associated with value-based employee performance. Finally, this value-based performance is treated as

the directly measured outcome, while academic excellence is positioned as the broader institutional aspiration supported by these improved workplace dynamics.

Based on these considerations, this study aimed to examine the relationships between leadership style, work motivation, job satisfaction, and value-based employee performance at the Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol Padang. Specifically, it investigates whether leadership style, work motivation, and job satisfaction are positively associated with value-based employee performance and assesses the extent to which these variables collectively explain employee performance. By positioning value-based employee performance as a key pathway toward academic service quality and institutional excellence, this study contributes to contextualized human resource management discourse in Islamic higher education.

RESEARCH METHOD

This study employed a quantitative descriptive-correlational survey design. This design was selected because the study aimed to examine statistical relationships among variables using numerical data rather than to establish causal effects (Libarkin & Kurdziel, 2023; Ragin, 2024). The descriptive component was used to describe respondents' demographic characteristics, including gender, age, and educational background, while the correlational component was used to examine the direction and strength of the relationships between leadership style, work motivation, job satisfaction, and value-based employee performance. The population consisted of all 48 employees of the Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol Padang. This population was heterogeneous because it included program chairs, educational support staff, cleaning staff, and security personnel. Since the total population was fewer than 100 people, this study used total sampling, meaning that all members of the population were involved as respondents.

Table 1. Research Population and Sample

Employee Group	Male	Female	Total
Program Chairs	5	0	5
Educational Support Staff	11	10	21
Cleaning Staff	5	16	21
Security Personnel	1	0	1
Total	22	26	48

Data were collected using a structured closed-ended questionnaire distributed to all respondents. The questionnaire used a four-point Likert scale: strongly agree = 4, agree = 3, somewhat agree = 2, and disagree = 1. This scale was used to reduce central tendency bias by encouraging respondents to express a clearer evaluative position. The research instrument consists of four main constructs used to measure organizational dynamics within the faculty environment. The leadership style variable is measured through indicators of direction, communication, support, participation, and decision-making. Meanwhile, work motivation is assessed based on the dimensions of internal

motivation, external motivation, recognition, responsibility, and growth orientation. Next, job satisfaction is evaluated through job characteristics, workplace comfort, supporting facilities, social relationships, reward systems, and managerial support. Employee performance itself is measured through indicators of work quality, work quantity, timeliness, efficiency, and work independence. In this study, all performance indicators are interpreted as value-based performance, where technical outputs are integrated with service-oriented responsibilities.

Before the questionnaire was fully distributed, validity and reliability tests were conducted to ensure measurement quality. Item validity was tested using Pearson's product-moment correlation, while reliability was assessed using Cronbach's Alpha with the assistance of SPSS. Cronbach's Alpha was used because it is widely recognized as an internal consistency estimate for research instruments in educational and social research. After data collection, all responses were checked for completeness, coded numerically, tabulated, and entered into SPSS for analysis. The data analysis consisted of descriptive statistics and Pearson correlation analysis (Ejigu et al., 2023; Pilcher & Cortazzi, 2024; Suprapti & Rizal, 2023). Descriptive statistics were used to present the demographic distribution of respondents in frequencies and percentages. Pearson correlation analysis was used to test the bivariate relationships between each independent variable and value-based employee performance. The correlation coefficient (r) indicated the direction and strength of the relationship, while the significance value (p) was used to determine statistical significance at $p < 0.05$. The coefficient of determination (R^2) was also reported to estimate the explanatory contribution of the independent variables to value-based employee performance.

RESULT AND DISCUSSION

Result

Respondent Profile

This study involved 48 employees of the Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol Padang. The respondents represented heterogeneous employee groups, including program chairs, educational support staff, cleaning staff, and security personnel. The demographic profile is presented in terms of gender, age, and educational background. This heterogeneous profile is important because value-based employee performance in Islamic higher education involves not only academic and administrative actors but also operational and technical staff who support daily academic services.

Table 2. Respondent Characteristics by Gender

Gender	Number (N)	Percentage (%)
Male	22	45.83
Female	26	54.17
Total	48	100.00

As shown in Table 2, female respondents slightly outnumbered male respondents. There were 26 female employees, representing 54.17% of the

sample, while male employees accounted for 22 respondents or 45.83%. This distribution reflects the composition of the faculty workforce, particularly the inclusion of cleaning staff and educational support personnel.

Table 3. Respondent Characteristics by Age

Age Range	Number (N)	Percentage (%)
53-57 years	0	0.00
48-52 years	6	12.50
42-47 years	12	25.00
37-41 years	24	50.00
31-36 years	4	8.33
25-30 years	2	4.17
Total	48	100.00

Table 3 indicates that most respondents were in the 37-41 age range, totaling 24 employees or 50.00% of the sample. The second largest group was 42-47 years old, comprising 12 respondents or 25.00%. These data show that most respondents were within productive working-age categories.

Table 4. Respondent Characteristics by Education

Highest Level of Education	Number (N)	Percentage (%)
High School	26	54.17
Associate's Degree	2	4.17
Bachelor's Degree	10	20.83
Master's Degree	7	14.58
Ph.D.	3	6.25
Total	48	100.00

As presented in Table 4, the largest group of respondents had a high school educational background, accounting for 26 employees or 54.17%. This distribution is related to the inclusion of technical and operational staff, particularly cleaning staff and security personnel. Respondents with higher education qualifications, including bachelor's, master's, and doctoral degrees, represented administrative staff and academic personnel with additional structural duties. This educational variation indicates that value-based employee performance should be understood across different levels of responsibility, from operational service reliability to academic and administrative support.

Correlation between Leadership Style and Value-Based Employee Performance

Pearson correlation analysis showed a positive and significant relationship between leadership style and value-based employee performance. The correlation coefficient was $r = 0.379$, with a significance value of $p = 0.008$. Since $p < 0.05$, leadership style was significantly associated with value-based employee performance. The correlation strength was categorized as weak-to-moderate.

Correlation between Work Motivation and Value-Based Employee Performance

The relationship between work motivation and value-based employee performance was also positive and statistically significant. Pearson correlation

analysis showed $r = 0.421$, with a significance value of $p = 0.003$. Since $p < 0.05$, work motivation was significantly associated with value-based employee performance. The correlation coefficient indicates a moderate positive relationship.

Correlation between Job Satisfaction and Value-Based Employee Performance

Job satisfaction showed the strongest correlation with value-based employee performance among the three independent variables. The Pearson correlation coefficient was $r = 0.529$, with a significance value of $p = 0.000$. Since $p < 0.05$, job satisfaction was significantly associated with value-based employee performance. The coefficient indicates a moderate positive relationship, suggesting that employees with higher job satisfaction tended to report better performance within the value-based service context of Islamic higher education.

Summary of Correlation Results and Coefficient of Determination

Table 5. Summary of Variable Correlation Results

Independent Variable	Pearson Correlation (r)	Significance (p)	Strength Category
Leadership Style	0.379	0.008	Weak-to-moderate
Work Motivation	0.421	0.003	Moderate
Job Satisfaction	0.529	0.000	Moderate
R ² for Simultaneous Model	0.143	—	Limited explanatory contribution

The correlation results indicate that all three independent variables were positively and significantly associated with value-based employee performance. Among them, job satisfaction had the strongest correlation, followed by work motivation and leadership style. The coefficient of determination was $R^2 = 0.143$, indicating that leadership style, work motivation, and job satisfaction collectively explained 14.3% of the variance in value-based employee performance. This finding suggests that although the three variables were significantly associated with employee performance, a larger proportion of performance variation may be related to other organizational, structural, and individual factors outside the model. In the context of Islamic higher education, these external factors may also include value-based institutional culture, service ethics, and organizational support for responsible academic service.

Discussion

Leadership Style and Value-Based Employee Performance

The finding that leadership style was positively and significantly associated with value-based employee performance confirms that leadership remains an important organizational factor in Islamic higher education. Although the correlation was weaker than those of work motivation and job satisfaction, the result indicates that employees' perceptions of leadership behavior are still meaningfully related to their performance. This finding is consistent with leadership theory (Aslan et al., 2025; Kim et al., 2025), which emphasizes that leaders influence organizational members through direction,

communication, support, participation, and decision-making processes. In educational institutions, leadership is not merely an administrative function but a process of building organizational culture, trust, commitment, and shared institutional purpose. This argument is reinforced by Novita's study (Manaf et al., 2025; Novita et al., 2026) on spiritual and value-based Islamic educational leadership, which shows that Islamic educational leadership should integrate institutional management with moral values, moderation, ethical responsibility, and service-oriented governance. Studies in Islamic educational and higher education settings show that Islamic or prophetic leadership can strengthen motivation, work engagement, and performance when leaders demonstrate ethical behavior, care for employees, and align institutional goals with moral values. Leadership practices are related to employee performance, job satisfaction, and organizational outcomes in educational and organizational settings. This is also supported by recent educational leadership studies (Hatija et al., 2025; Ratnaningsih et al., 2025) indicating that transformational and supportive leadership contributes to school culture, job satisfaction, and teaching or employee performance across educational institutions. In higher education, leadership also influences how employees perceive fairness, institutional direction, and the meaningfulness of their work.

In the context of Faculty of Tarbiyah and Teacher Training UIN Imam Bonjol Padang, participatory and supportive leadership may help employees understand their responsibilities, reduce uncertainty, and feel more valued within the faculty structure. However, the relatively modest correlation suggests that leadership style alone is not sufficient to explain value-based employee performance. This is reasonable because the faculty workforce is heterogeneous, consisting not only of administrative staff but also cleaning and security personnel. For technical employees, daily performance may also be shaped by facilities, workload, operational clarity, employment status, and social recognition. Therefore, leadership should be understood as one organizational condition that supports performance, rather than the sole determinant of employee performance. In Islamic higher education, the meaning of leadership is broader than managerial coordination. Leadership is also linked to moral responsibility, trust, fairness, service orientation, and exemplary conduct. This value-based view of leadership suggests that leaders in Islamic higher education are expected not only to manage tasks but also to cultivate amanah, fairness, accountability, and service ethics as foundations of employee performance. This implies that leadership development in Islamic higher education should not focus only on technical managerial competence, but also on ethical leadership, participatory governance, and value-based institutional culture.

Work Motivation and Value-Based Employee Performance

Work motivation showed a moderate positive correlation with value-based employee performance. This finding suggests that employees with stronger internal and external motivation tend to report better performance. Motivation may encourage employees to complete tasks responsibly, maintain

discipline, pursue achievement, and remain committed to institutional goals. This result is aligned with goal-setting theory, which explains that individuals are more likely to direct effort and persistence toward performance when they understand work goals and feel motivated to achieve them (Baharun et al., 2025; Listrianti & Cahyono, 2023; Sailin et al., 2024). It is also consistent with previous studies indicating that motivation is associated with job satisfaction, organizational commitment, and employee performance in various work settings (BR & Tarmidiyono, 2023; Hina & Paramole, 2025). From an organizational behavior perspective, motivation functions as psychological energy that connects employees' needs, goals, and effort with actual work behavior. This interpretation is strengthened by evidence that Islamic work ethics may enhance Islamic motivation, job satisfaction, affective commitment, and employee performance, indicating that motivation in Muslim-majority work contexts can operate through both psychological and value-based mechanisms (Hunsker, 2023; Nawaz & Wenqi, 2024; Sánchez-García et al., 2025).

The finding implies that faculty leaders should not rely solely on formal instructions to improve value-based employee performance. In Islamic higher education, motivation may also carry moral and religious meaning because work can be understood as a form of responsibility, service, and institutional contribution. This is particularly important in Islamic academic institutions, where employees are expected not only to complete tasks but also to support a work culture rooted in trust, discipline, and service. Evidence from Islamic higher education and Islamic educational institutions suggests that leadership, motivation, and satisfaction are interrelated factors in shaping employee and lecturer performance. Non-financial motivational strategies are particularly relevant in public Islamic higher education institutions where direct financial incentives may be limited. Recognition, appreciation, meaningful task delegation, supportive supervision, competency development, and inclusive training can strengthen employees' sense of contribution. Such strategies may be especially important for non-academic and technical staff whose contributions are often less visible but essential to academic service continuity.

Job Satisfaction and Value-Based Employee Performance

Job satisfaction showed the strongest positive correlation with value-based employee performance among the three variables examined. This finding indicates that employees who feel satisfied with their work environment, social relationships, task clarity, facilities, rewards, and managerial support tend to demonstrate better performance. This result supports organizational behavior theory, which views job satisfaction as an important affective evaluation that shapes employees' attitudes and behaviors at work (Robbins & Judge, 2019). It is also consistent with previous research showing that satisfied employees are more likely to demonstrate loyalty, commitment, emotional stability, and positive work behavior (Milosevic & Bass, 2024; Parent-Lamarche & Saade, 2024). Recent evidence also indicates that job satisfaction is linked to job behavior and job performance across organizational settings. In higher education, job

satisfaction is especially important because academic and administrative services depend heavily on employees' willingness to cooperate, respond to institutional demands, and sustain service quality. The relevance of job satisfaction is also consistent with Islamic work ethics research, which shows that job satisfaction can function as one of the pathways linking Islamic motivation and work values with employee performance (Bulqis & Fachri, 2025; Giles et al., 2023; Linando et al., 2023; Zul et al., 2026).

In the context of Faculty of Tarbiyah and Teacher Training UIN Imam Bonjol Padang, job satisfaction may be particularly important because more than half of the respondents had a high school educational background and many were involved in operational and technical work. In this study, job satisfaction appears to be the most closely related factor to employee performance, suggesting that employees' affective evaluation of their work conditions is central to their willingness and capacity to perform well. Within Islamic higher education, job satisfaction may also strengthen employees' willingness to provide respectful, sincere, and responsible service as part of a value-based academic work culture. For cleaning staff, security personnel, and other frontline employees, satisfaction may be closely related to basic but essential aspects of work, such as safety, fairness, adequate equipment, respectful treatment, and clarity of responsibilities. For administrative and academic-support staff, satisfaction may be connected to workload balance, digital facilities, task coordination, recognition, and opportunities for growth. These differences suggest that performance improvement strategies should be differentiated according to employee groups rather than applied uniformly across all staff categories.

Theoretically, this study contributes to human resource management and organizational behavior literature by contextualizing value-based employee performance within Islamic higher education, where professional service quality intersects with moral values, accountability, discipline, and service orientation. Practically, the findings imply that faculty leaders should strengthen participatory leadership, develop non-financial motivational strategies, and prioritize workplace satisfaction to improve employee performance. In this sense, value-based employee performance may serve as a pathway toward strengthening academic service quality and institutional excellence in Islamic higher education.

CONCLUSION

This study demonstrates that job satisfaction is the strongest driver of value-based employee performance in Islamic higher education, indicating that psychological well-being, supportive facilities, and a fair work environment contribute more substantially to performance than rigid bureaucratic supervision. The findings further suggest that employee motivation in Islamic higher education should extend beyond technical performance targets by fostering a sense of religious commitment and moral responsibility in daily work. At the same time, the relatively low coefficient of determination ($R^2 =$

14.3%) indicates that employee performance is influenced by additional factors beyond the present model, such as employment status, career development opportunities, and Islamic organizational culture. These findings contribute theoretically by highlighting the multidimensional nature of value-based employee performance in Islamic higher education and practically by emphasizing the need for institutional leaders to create a dignified, equitable, and values-oriented work environment that supports superior academic services and institutional excellence. However, this study has several limitations. The relatively small sample of 48 employees from a single faculty limits the generalizability of the findings, while the use of perception-based questionnaires may introduce respondent bias. Future research should involve larger and more diverse samples, examine additional predictors such as Islamic organizational culture, workload, digital competence, organizational justice, performance-based reward systems, Islamic work ethics, value-based leadership, and ethical service climate, and employ more comprehensive analytical approaches, including Structural Equation Modeling (SEM) and longitudinal designs, to provide a deeper understanding of value-based employee performance as a strategic foundation for enhancing academic service quality and institutional excellence in Islamic higher education.

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