



DETERMINAN DISIPLIN KERJA DOSEN : PENDEKATAN *STRUCTURAL EQUATION MODELING* DENGAN PROGRAM *LISREL 8.8*

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ABSTRACT :

This study aims to analyze the influence of university leadership, organizational culture, and lecturer job satisfaction on work discipline. The research method uses a quantitative survey approach. The population of this study is lecturers of Private Islamic Religious Universities (PTKIS) in the West Java, and 107 lecturers were taken as a sample using random sampling techniques. The data collection technique is carried out by means of a questionnaire through google form media. The data analysis technique uses Structural Equation Modeling (SEM) with the help of IBM Statistical Package for Social Sciences (SPSS) Version 20 for Windows and Lisrel 8.8 software. The results of the SEM analysis prove that there is a positive and significant direct influence of university leadership on lecturer work discipline, lecturer job satisfaction on lecturer work discipline. However, there is no positive and significant influence of organizational culture on work discipline. This study recommends that universities optimize their leadership roles to improve lecturers' work discipline, considering the positive and significant influences found. In addition, it is necessary to develop strategies to strengthen lecturers' job satisfaction, because job satisfaction has also been proven to have a significant influence on discipline. On the contrary, since organizational culture does not have a significant influence, further evaluation of the elements of the organizational culture is required, to determine whether certain aspects of that culture need to be adapted or integrated with other approaches that are more effective in supporting the work discipline of lecturers.

KEYWORDS: *Leadership, Organizational Culture, Job Satisfaction, Work Discipline, SEM*

INTRODUCTION

Private Islamic Religious Universities (PTKIS) in West Java have an important role in producing human resources who are not only academically superior, but also have an Islamic character. In realizing this goal, lecturers as teaching staff have a strategic position in ensuring the quality of education. However, lecturers' performance in carrying out these responsibilities is greatly influenced by various factors, one of which is work discipline. Good discipline reflects compliance with established work rules and standards, which contribute directly to increasing organizational productivity and effectiveness (Mangkunegara. A, 2013). Achieving optimal work discipline requires various determinants or determining factors, which include leadership, organizational culture, motivation and job satisfaction (Stephen P. Robbins, 2017).

Various studies have been conducted to understand the influence of higher education leadership, organizational culture, and job satisfaction on work discipline. For example, a study by (Maryunizah, 2021) shows that good leadership mastery in higher education institutions contributes significantly to improving lecturer discipline and performance. Apart from that, a strong

organizational culture and good job satisfaction, as stated by (Muhidin & Yanthy, 2023) and (Sopiah, 2021) can improve work discipline. These studies highlight that the interaction between leadership factors, organizational culture, and job satisfaction has a significant influence in shaping work discipline in higher education.

This research is different from previous research because its approach uses Structural Equation Modeling (SEM), which allows analysis of direct and indirect relationships between higher education leadership variables, organizational culture, job satisfaction, and work discipline. SEM is able to integrate these variables into a more complex structural model, thereby providing more in-depth and holistic analysis results than traditional statistical methods. For example, previous research, such as that conducted by (Muhidin & Yanthy, 2023) or (Maryunizah, 2021), generally used path or multivariate analysis to explore direct relationships between variables. However, this approach is not fully able to capture the mediation or moderation effects between variables. With SEM, this research not only measures the direct influence of higher education leadership on work discipline, but also tests how organizational culture and job satisfaction mediate this relationship.

Aspects or behaviors that can be measured to determine the extent to which an individual or group complies with the rules and procedures established in the work environment. The following are several indicators of work discipline that are relevant, especially for lecturers: 1) Attendance and accuracy, lecturers are present according to the time specified to start teaching activities or other tasks, are not frequently absent, reduce the frequency of absences without clear reasons and support schedule regularity lesson. respect rest time, use rest time in accordance with existing policies, without exceeding the established limits. 2) Fulfillment of duties and responsibilities, namely carrying out tasks according to procedures, lecturers carrying out teaching tasks by following the existing curriculum and guidelines, on time in submitting work. complete and submit work or reports on time, whether for administration, assessment, or other tasks. Consistency in performance, lecturers demonstrate a stable and continuous level of performance, both in teaching and other tasks. 3) Quality of work, delivery of material is carried out well, in accordance with established academic standards, lecturers prepare learning materials well before teaching, and utilize appropriate learning media, lecturers provide assessments that are objective, fair, and in accordance with existing evaluation standards . 4) Compliance with Rules and Policies. lecturers comply with the rules and policies that apply at the school, whether related to teaching, school rules, or professional ethics, lecturers demonstrate behavior that is in accordance with the norms and ethics of the educational profession, including in interacting with students, parents and colleagues, respecting and implementing policies set by the school, such as school activity schedules, use of facilities, and classroom management.

According to (Stephen P. Robbins, 2017) leadership is a person's ability to influence, direct and motivate organizational members to achieve certain goals. The ability to influence will be a determining factor in achieving employee work results in the organization. Leaders need to have the authority to plan, manage, build relationships, and direct employee behavior so that organizational goals can be achieved (Supriyanto, 2022). According to Wahjosumidjo, leadership is translated into terms of traits, personal behavior, influence on other people, interaction patterns, collaborative relationships, the position of an administrative position, and perceptions of others regarding the legitimacy of influence (Siti Aisyah; Badrudin, 2016). There are several leadership models that are relevant in the context of leadership, including: 1) Transformational Leadership:

Transformational leaders are described as leaders who motivate their followers to achieve something more than they expected, inspire, encourage employees to innovate and see problems from a different point of view. (Zainuddin, Z., Badrudin, B., & Haryanti, 2020). 2) Instructional Leadership: Colleges with an instructional leadership style focus on learning and teaching. Hallinger (2018) stated that instructional leadership influences improving student learning outcomes through supervision and improving the quality of teaching. 3) Situational Leadership: According to Hersey and Blanchard (2016), the situational leadership approach emphasizes that there is no one ideal leadership style, but rather leaders must adapt their leadership style to the needs of the situation and the individuals they lead.

Organizational culture is also an important factor that can influence lecturer behavior and commitment. A strong organizational culture creates a conducive work environment, thus increasing the commitment and discipline of teaching staff (Schein, 2010). Cameron and Quinn (2006) developed an organizational culture model which divides culture into four types (Kusumaningtyas & Darmastuti, 2016). namely: 1) Clan Culture: A culture that is collaborative and supports employee development. 2) Adhocracy Culture: A culture that focuses on innovation and risk taking. 3) Market Culture: A culture that focuses on results and achieving goals. 4) Hierarchy Culture: A culture that focuses on clear structures, rules and procedures.

Organizational culture and work discipline have a close relationship in a work environment. A strong and positive organizational culture is often a supporting factor in creating good work discipline among organizational members. A strong and positive organizational culture can be the main driver for creating work discipline in the work environment. Through the values, norms and practices internalized by organizational members, organizational culture shapes disciplined work attitudes and behavior.

In addition, lecturers' job satisfaction is an important variable that has a significant influence on their level of discipline and performance (Wulandari, 2018). Job satisfaction is the attitude shown by employees, both in positive and negative forms, towards the work they do. This satisfaction encourages employees to continue to provide full dedication, including energy, thoughts, even resources, for the success and progress of the organization where they work (Moh. Sulhan, Nandang Abdurohim, 2022).

Locke (1976) suggested that job satisfaction consists of positive feelings towards work based on a person's assessment of various aspects of work that are considered important. Some of the indicators proposed by Locke include: 1) Salary and Financial Rewards: Locke believes that satisfaction increases if a person feels that his income is commensurate with the efforts made, responsibilities undertaken, and meets his life's needs. 2) Working Conditions: Physical conditions and working environment have an influence on individual comfort and satisfaction. A supportive environment will provide a sense of comfort which ultimately increases job satisfaction. Conversely, unsupportive working conditions tend to reduce satisfaction. 3) Responsibility and Autonomy: Locke emphasized that when a person is given the authority and responsibility to make decisions, he feels more valuable and appreciated by the organization. Responsibilities that are tailored to individual abilities increase motivation and encourage individuals to work better. 4) Career Development and Advancement Opportunities. According to Locke, individuals tend to feel more satisfied if they have the opportunity to progress on the job, whether through training, education, or promotion. Satisfaction increases when individuals feel their work contributes to continued professional growth.

To understand the complex relationship between these various determinants of work discipline, the Structural Equation Modeling (SEM) approach becomes relevant. SEM allows analysis of direct and indirect relationships between variables, thereby providing a more comprehensive understanding of the factors that influence work discipline (Hair, 2019). In this case, the use of the Lisrel 8.8 program allows researchers to model structural relationships between variables with high accuracy and test existing theoretical models..

RESEARCH METHODS

The research uses a quantitative approach with survey methods. The primary research data source was obtained directly from respondents by distributing questionnaires via Google Form using random sampling. The research population was lecturers at Private Islamic Religious Universities (PTKIS) in West Java. The sample using random sampling technique was 107 lecturers. This sample size meets the sample size of SEM (Sujarweni, 2018).

The analysis method for this research uses the SEM analysis approach with the help of IBM Statistical Package for Social Sciences (SPSS) Version 20 for Windows and Lisrel 8.5 software. According to (Ghozali, 2005) "SEM is used to test the relationship between complex variables".

There are two variables in this research, namely exogenous variables (independent variables) and endogenous variables (dependent variables). Exogenous variables (independent variables) are variables that influence or cause changes or the emergence of dependent variables, and endogenous variables (dependent variables) are variables that are influenced or caused by the existence of independent variables (Sugiono, 2017), as explained in table 1.

Table 1. Research Variables

Variable	Indicator	Measurement Scale	Data Type
Higher Education Leadership (KPT)	Transformational Leadership (KPT1)	Likert Scale	Ordinal
	Instructional Leadership (KPT2)		
	Situational Leadership (KPT3)		
Organizational Culture (BOR)	Clan Culture (BOR1)	Likert Scale	Ordinal
	Adhocracy Culture (BOR2)		
	Market Culture (BOR3)		
	Hierarchy Culture (BOR4)		
Lecturer Job Satisfaction (KKD)	Salary and Financial Rewards (KKD1)	Likert Scale	Ordinal
	Working Conditions (KKD2)		
	Responsibility and Autonomy (KKD3)		
	Career Development and Advancement Opportunities (KKD4)		
Lecturer Work Discipline (DKD)	Attendance and Punctuality (DKD1)	Likert Scale	Ordinal
	Fulfillment of Duties and Responsibilities (DKD2)		
	Quality of Work (DKD3)		
	Compliance with Rules and Policies (DKD4)		

Based on the explanation above, the framework for this research is as follows:

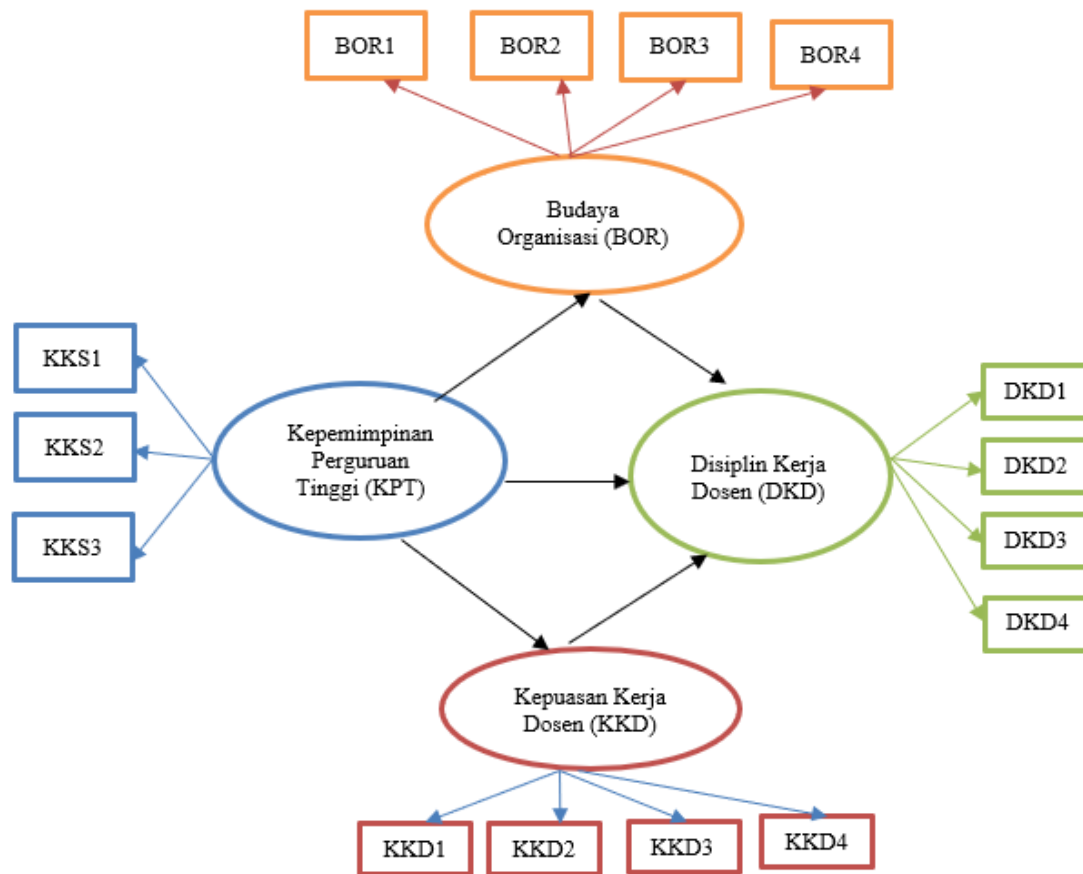


Figure 1 Framework of Thinking

Based on the framework of thinking, the hypotheses in this research are:


1. First hypothesis: "Higher education leadership has a positive and significant effect on lecturer work discipline."
2. Second hypothesis: "Organizational Culture has a positive and significant effect on Lecturer Work Discipline".
3. Third hypothesis: "Lecturer Job Satisfaction has a positive and significant effect on Lecturer Work Discipline".

RESULTS AND DISCUSSION

Respondent Profile

The respondents who participated in this research were 107 lecturers from Private Islamic Religious Universities (PTKIS) in West Java. Overall information on the profile of these respondents can be seen in table 2. From table 2 it can be seen that men dominate the work of PTKIS lecturers in West Java, because more than half of the teachers are men. The study showed that 67.3% of respondents were men. In line with the lecturers' latest educational qualifications, the majority of PTKIS lecturers in West Java have a Master's degree, namely more than 83.1% of them, and 54.2% have the functional position of lecturer, followed by 2% who have a PhD. It must be acknowledged that the qualifications of lecturers in this study represent the qualifications of lecturers at PTKIS in West Java, because lecturers at higher education institutions are required to have a minimum qualification of master's degree. Most respondents (90.7%) have been permanent lecturers at PTKIS in West Java, with more than 50.5% having taught for more than 6 years. More than 57.9% of respondents have lecturer certification.

Table 2 Respondent Profile

Item	Profile	Frequency	%
Gender	Male	72	67.3%
	Female	35	32.7%
Employment Status	Permanent Lecturer	97	90.7%
	Non-permanent Lecturer	10	9.3%
Functional Position	Educator Staff	18	16.8%
	Assistant Expert	28	26.2%
	Lecturer	58	54.2%
	Senior Lecturer	3	2.8%
	Professor	0	0.0%
Teaching Experience	> 1 Year	6	5.6%
	1 – 2 Years	13	12.1%
	2 – 4 Years	18	16.8%
	4 – 6 Years	16	15.0%
	> 6 Years	54	50.5%
Highest Education	Bachelor's Degree (S1)	16	1.9%
	Master's Degree (S2)	89	83.1%
	Doctoral Degree (S3)	2	15.0%
Lecturer Certification	Certified	62	57.9%
	Not Certified 	45	42.1%

Source: (process data, 2024)

Normality Test

One of the conditions for using SEM analysis is that the data must be normally distributed (Kasanah, 2015). The normality test is carried out to test whether the data is normally distributed or not. A random variable is said to be normal if the p-value is greater than 0.05 (Sujarweni, 2018). Based on the results of the normality test with the Lisrel 8.8 program, it can be seen that the p-value is greater than 0.05, so it can be said that the data is normally distributed, as seen in table 3.

Table 3 Normality Test Results

Variable	p-value	Conclusion
Higher Education Leadership (KPT)	0.355	Normal
Organizational Culture (BOR)	0.505	Normal
Lecturer Job Satisfaction (KKD)	0.604	Normal
Lecturer Work Discipline (DKD)	0.194	Normal

Source: (data from Lisrel, 2024)

Validity and Reliability Test

The validity test in this research used Confirmatory Factor Analysis (CFA). An instrument is said to be valid if the loading factor value exceeds 0.4 (Zamzam, 2014). Meanwhile, the Reliability test uses the Construct Reliability (CR) value, the Construct Reliability value must be greater than 0.60 (Zamzam, 2014). The CFA results can be seen in table 4 below:

Table 4 Loading Factor and CR values

Indicator	Loading Factor	Construct Reliability	Average Variance Extracted (AVE)
KPT1	0.76	0.90	0.78
KPT2	0.92		
KPT3	0.93		
BOR1	0.80	0.93	0.79
BOR2	0.89		
BOR3	0.92		
BOR4	0.88		
KKD1	0.78	0.89	0.71
KKD2	0.79		
KKD3	0.86		
KKD4	0.84		
DKD1	0.76	0.87	0.69
DKD2	0.78		
DKD3	0.87		
DKD4	0.77		

Source: (data from Lisrel, 2024)

The loading factor values recorded above 0.76 are all above the minimum threshold set at 0.4 (Zamzam, 2014), so it can be said that respondents' answers to the question items used can measure constructs or variables. Meanwhile, the CR value: leadership was recorded at 0.90, organizational culture 0.93, job satisfaction 0.89, and work discipline 0.87, all of which were above the minimum threshold set at 0.70 (Donkoh et al., 2023). The Average Variance Extracted (AVE) for the construct ranged from 0.70 to 0.79 all above the minimum threshold of 0.5 (Donkoh et al., 2023). which indicates that the items used to measure the construct explain more than 50% of the variance in the construct.

Goodness of Fit Model Testing

The suitability of the model to the factor pattern is carried out using Confirmatory Factor Analysis (CFA), each indicator is tested whether it really explains the construct or not. Confirmatory Factor Analysis (CFA) techniques are used to organize measurements that describe the latent components of research items. The goodness-of-fit indices obtained were as follows: Chi-square 103.91, degrees of freedom 84, and p-value = 0.069 (≥ 0.05), RMSEA = 0.047 (< 0.05), CFI = 0.99 (≥ 0.9), IFI = 0.99 (≥ 0.9). From the goodness of fit test results, it can

be seen that all criteria show a good model. All criteria have met the Cut of Value value, therefore the model is suitable and suitable for use as explained in Figure 2, so that interpretation can be carried out for further discussion.

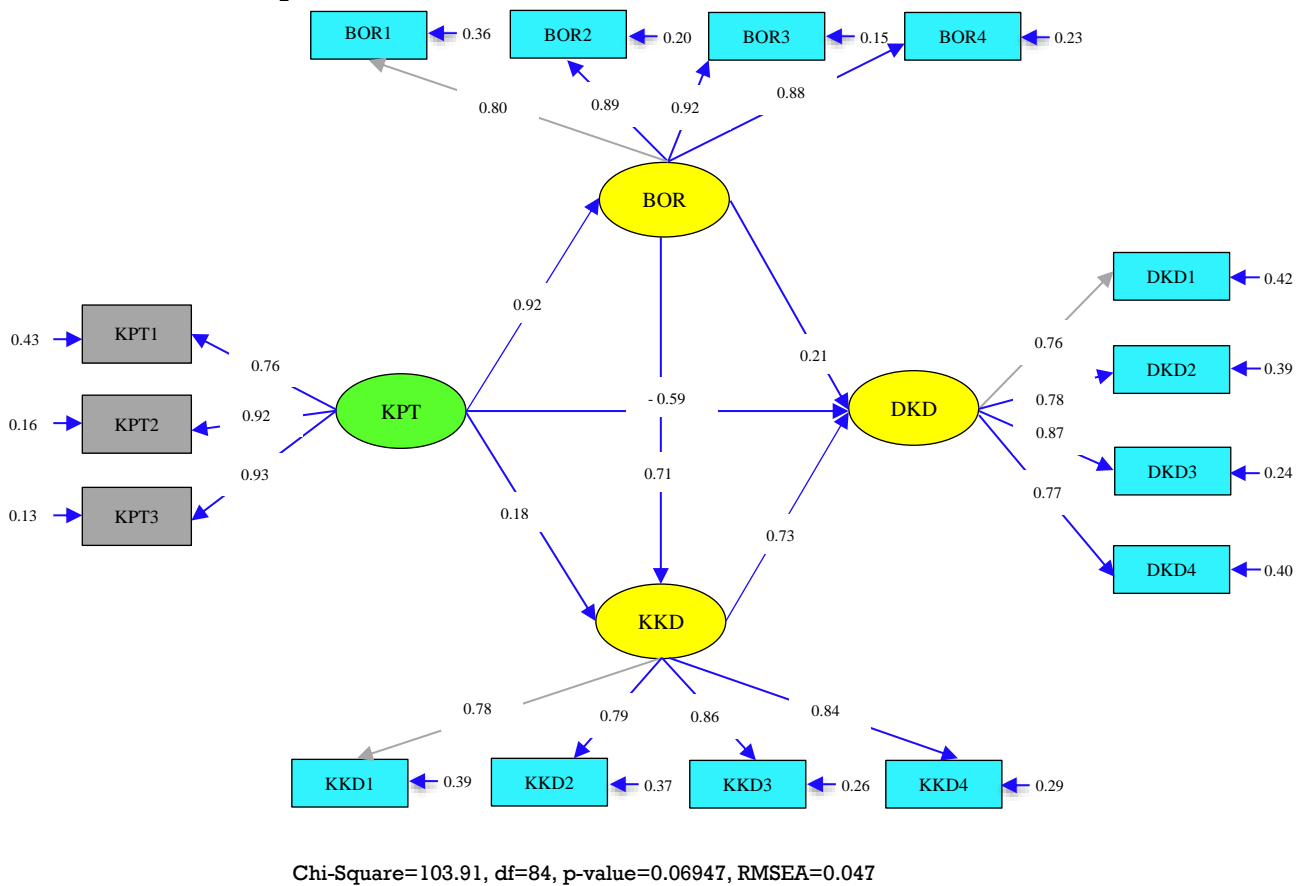


Figure 2 Model Fit

Hypothesis Testing

Hypothesis testing will be carried out to determine whether there is a significant relationship between the variables studied, in accordance with the research objectives that have been determined with testing criteria using t-values based on the results of the analysis. Based on the results of Structural Equation Modeling (SEM), the t-value is obtained as shown in table 5. From table 5, the hypothesis test for each research hypothesis is as follows:

1. The first hypothesis "university leadership has a positive and significant effect on lecturers' work discipline". Based on calculations, the t-value for higher education leadership is greater than 1.64, namely 1.76. So the hypothesis is accepted. This means that higher education leadership has a positive and significant influence on lecturers' work discipline.
2. The second hypothesis "organizational culture has a positive and significant effect on lecturers' work discipline". Based on calculations, the t-value of organizational culture is smaller than 1.64, namely 0.53. So the hypothesis is rejected. This means that organizational culture has no positive and insignificant effect on lecturers' work discipline

- The third hypothesis "lecturer job satisfaction has a positive and significant effect on lecturer work discipline". Based on calculations, the t-value of lecturer job satisfaction is greater than 1.64, namely 2.58. So the hypothesis is accepted. This means that lecturer job satisfaction has a positive and significant effect on lecturer work discipline.

Table 5 Structural Model Testing

Correlation	Coefficient	t-value	Explanation
Leadership – Organizational Culture	0.92	8.94	Significant
Leadership – Job Satisfaction	0.18	0.90	Not Significant
Leadership – Work Discipline	0.59	1.76	Significant
Organizational Culture – Job Satisfaction	0.71	3.29	Significant
Organizational Culture – Work Discipline	0.21	0.53	Not Significant
Job Satisfaction – Work Discipline	0.73	2.58	Significant

Source: (data from Lisrel, 2024)

DISCUSSION

The Influence of Higher Education Leadership on Lecturer Work Discipline

Leadership has a very important role in managing higher education, especially in building a disciplined work culture. Effective leaders are able to create a conducive work environment, motivate staff to comply with rules, and encourage commitment to duties and responsibilities. Leadership in higher education includes a leader's ability to direct, influence and inspire staff in carrying out their duties. An effective leader will set a clear vision, demonstrate integrity, and set an example of discipline. According to Sulhan (2022) a leader must motivate his subordinates to carry out their responsibilities more than they want (Moh. Sulhan, Nandang Abdurohim, 2022).

Then the results of descriptive statistics show that the leadership of Private Islamic Religious Universities in the West Java region is classified as having very good qualifications. The majority of respondents responded strongly agreeing with the leadership of higher education institutions with a response of 86.98%. This shows that the leadership of Private Islamic Religious Universities in the West Java region implements the characteristics of transformational leadership, instructional leadership, and situational leadership in directing, motivating, monitoring the development of higher education, and can take the best approach in solving problems based on the existing situation..

Based on the results of hypothesis testing, it shows overall that leadership has a positive and significant influence on the work discipline of lecturers at Private Islamic Religious Universities in the West Java region of 0.59 (59%). It is at a fairly strong level because it is in the 0.40 – 0.599 category (Qomusuddin, 2019), which means that the relationship between higher education leadership and the work discipline of lecturers at private Islamic Religious Universities in the West Java region has a fairly strong relationship. These results explain that the stronger the higher education leadership, the better the lecturers' work discipline.

This research contradicts research by (Setiawan, 2018) and (Burhanuddin,

B., Makrus, M., & Wargianto, 2018) that there is no positive and significant influence of leadership on lecturers' work discipline. However, this research is in accordance with the results of research conducted by (Maryunizah, 2021) that there is an influence of leadership on the discipline of lecturers at the LP3I Polytechnic in Bandung City. The better the leadership mastery, the greater the discipline of lecturers at the LP3I Polytechnic in Bandung City. Also supported by studies (Stephen P. Robbins, 2017) showing that a participative, communicative and fair leadership style can increase work discipline, because employees feel appreciated and motivated to work according to the rules. Work discipline includes compliance with rules, responsibility for tasks, and regularity in carrying out obligations.

In higher education, leaders who are able to create a clear system of rewards and sanctions will help encourage discipline in academic and non-academic staff. Apart from that, leaders who are able to handle conflict wisely will also help create harmony that encourages discipline. Leaders who are able to motivate, communicate well, and set an example of discipline will create a productive work environment. Thus, universities can achieve organizational goals optimally.

The Influence of Organizational Culture on Lecturer Work Discipline

Organizational culture is a set of values, norms, beliefs and practices shared by members of an organization to create a consistent identity and way of working. In general, organizational culture is considered to have a close relationship with work behavior, including work discipline. However, there are certain conditions where organizational culture does not have a significant influence on the level of discipline.

Based on the results of hypothesis testing, it shows overall that organizational culture does not have a positive and significant influence on the work discipline of lecturers at Private Islamic Religious Universities in the West Java region. There is a low relationship, namely 0.21 (21%) because it is in the 0.200 – 0.399 category (Qomusuddin, 2019), which means that the relationship between organizational culture and the work discipline of lecturers at Private Islamic Religious Universities in the West Java region has a low relationship. This also contradicts research (Sopiah, 2021) and (Muhidin & Yanthy, 2023) which states that there is an influence of organizational culture on work discipline.

However, from SEM analysis it can be seen that organizational culture has a positive and significant effect on lecturer job satisfaction of 0.71 (71%) which is included in the strong category. It is understandable that organizational culture tends to influence emotional aspects (such as job satisfaction) more than operational aspects (such as discipline), because culture often shapes a work atmosphere that supports comfort and interpersonal relationships. Discipline is more influenced by formal systems and supervision than by elements of organizational culture (Stephen P. Robbins, 2017). In line with research (Santoso, 2022) that organizational culture has a positive and significant effect on job satisfaction.

The Influence of Job Satisfaction on Lecturer Work Discipline

Job satisfaction is a positive emotional condition that arises when employees feel satisfied with their work. Job satisfaction not only increases motivation and productivity but can also influence the level of work discipline. In this context, high work discipline is often the result of high levels of job satisfaction. Employees who are satisfied with their jobs tend to be more committed and involved in the organization. This commitment motivates them

to comply with work rules and norms.

The results of descriptive statistics show that the job satisfaction of lecturers at private Islamic religious universities in the West Java region is classified as having good qualifications, the majority of respondents gave agreeing responses with a response of 83.95%. This shows that lecturers at private Islamic religious universities in the West Java region are satisfied with their work. This is because lecturers feel that the organization values their contributions, the physical work environment (room, temperature, lighting, etc.) is comfortable. The facilities provided by the organization, such as tables and chairs, are adequate to support lecturer productivity, my work environment is clean and well organized, the organization provides adequate access to technological facilities (e.g. computers, internet), as well as freedom of decision making, and there are opportunities to develop lecturer skills. So they are more motivated to obey the rules and maintain discipline.

Based on the results of hypothesis testing, it shows that overall lecturer job satisfaction has a positive and significant influence on the work discipline of lecturers at Private Islamic Religious Universities in the West Java region of 0.73 (73%). It is at a strong level because it is in the 0.60 – 0.79 category (Qomusuddin, 2019) which means that the relationship between lecturer job satisfaction and lecturer work discipline at Private Islamic Religious Universities in the West Java region has a strong relationship. These results explain that the stronger the lecturer's job satisfaction, the better the lecturer's work discipline.

The results of this research are in accordance with the results of research conducted by (Muhidin & Yanthy, 2023) which states that there is an influence of job satisfaction on lecturer discipline, the better the job satisfaction, the better the lecturer's work discipline. Also supported by studies (Stephen P. Robbins, 2017) job satisfaction encourages positive behavior in the workplace, including discipline. Employees who are satisfied with the work environment tend to reduce deviant behavior, such as absenteeism or tardiness, which reflects better discipline. satisfaction reinforces behavior that is aligned with organizational goals.

CONCLUSION

The research results show that leadership, organizational culture, and job satisfaction have different roles in influencing the work discipline of lecturers at Private Islamic Religious Universities in West Java. Effective leadership, with transformational, instructional and situational styles, has a fairly strong influence on lecturers' work discipline (59%), indicating that leaders who are able to motivate and set an example can improve discipline. Meanwhile, organizational culture has a low influence on work discipline (21%), although this culture significantly influences lecturers' job satisfaction (71%), which supports emotional comfort and interpersonal relationships. Job satisfaction itself has a strong influence on work discipline (73%), confirming that lecturers who feel appreciated, have adequate facilities and opportunities for self-development tend to be more disciplined at work. The combination of these factors is important for creating a productive work environment and supporting the achievement of organizational goals.

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