

INFLUENCE OF THE PROFESSIONAL TRAINING,  
STRATEGIC DIRECTION OF ORGANIZATION,  
STRATEGIC LEADERSHIP OF ACADEMIC LEADERS  
ON PERCEIVED STAFF PERFORMANCE IN ACEH  
STATE ISLAMIC HIGHER INSTITUTIONS,  
INDONESIA

BY

CHAMISAH

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degree of Doctor of Philosophy in Education

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## ABSTRACT

This quantitative study aimed to investigate the impact of professional training (PT), strategic direction of organization (SDO), and strategic leadership of academic leaders (SLAL) on the staff performance (SP) of the State Islamic Higher Education institutions in Aceh Indonesia. Of the 826 targeted participants, 526 lecturers from five institutions (UIN Ar-Raniry, IAIN Langsa, IAIN Lhoksemawe, IAIN Takengon, and STAIN Tgk Dirundeng) participated. The study utilized descriptive statistics, using SPSS version 22.0, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM) using AMOS version 23.0 to analyze the data and test the research hypotheses. CFA results confirmed the validity and reliability of the constructs of PT, SDO, SLAL, and SP, which were represented by five, four, nine, and four distinct factors, respectively. The study found significant direct causal effects between PT and SP (standardized direct effect of 0.35) and between SDO and SP (also 0.35), aligning with prior research emphasizing the importance of training and strategic direction in enhancing employee performance. Furthermore, SLAL was found to mediate the relationships between both PT and SP and SDO and SP, underscoring the critical role of strategic leadership in improving staff performance. The implications of this study suggest that leadership development and strategic direction should be prioritized in higher education to improve staff performance. Limitations include the absence of external variables that may influence performance and the need for longitudinal data to observe changes over time. Further research is recommended to delve deeper into the constructs of PT and SDO, particularly their impact on staff performance in higher education settings. The findings have significant implications for the Ministry of Education in Indonesia, providing insights to enhance leadership practices and professional development within state Islamic higher education institutions.

## ملخص البحث

هدفت هذه الدراسة الكمية إلى تحديد تأثير التدريب المهني (PT) والتوجه الاستراتيجي للمنظمة (SDO) والقيادة الاستراتيجية للقادة الأكاديميين (SLAL) على أداء الموظفين (SP) في مؤسسات التعليم العالي الإسلامية الحكومية في آتشيه، إندونيسيا. من بين 826 استبياناً تم توزيعها، شارك 526 محاضراً من خمس مؤسسات تعليم عالٍ إسلامية حكومية في آتشيه، وهي: جامعة "يو آي إن - آر رانيري"، وجامعة "آي آيه آي إن - لانغسا"، وجامعة "آي آيه آي إن - لوكسيماوي"، وجامعة "آي آيه آي إن - تاكينغون"، وجامعة "ستين تي جي كي - ديروندينغ". تم استخدام الإحصاءات الوصفية باستخدام برنامج SPSS الإصدار 22.0، وتحليل العوامل التأكيدي (CFA)، ونمذجة المعادلات الهيكلية (SEM) باستخدام برنامج AMOS الإصدار 23.0 للإجابة على أسئلة البحث واختبار الفرضيات. أظهرت نتائج تحليل العوامل التأكيدي أن البنى الخاصة بالتدريب المهني (PT) والتوجه الاستراتيجي للمنظمة (SDO) والقيادة الاستراتيجية للقادة الأكاديميين (SLAL) وأداء الموظفين (SP) كانت صالحة وموثوقة، حيث تم تمثيلها في خمسة وأربعة وتسعة وأربعة عوامل على التوالي. أظهرت الدراسة وجود تأثيرات سببية مباشرة كبيرة بين التدريب المهني (PT) وأداء الموظفين (SP)، حيث بلغ التأثير السببي المباشر المعياري 0.35، مما يدل على تأثير كبير للتدريب المهني على أداء الموظفين. بالإضافة إلى ذلك، كان هناك تأثير سببي مباشر بين التوجه الاستراتيجي للمنظمة (SDO) وأداء الموظفين بنفس المقدار (0.35). تتفق هذه النتائج مع الأبحاث السابقة التي تشير إلى الأهمية الكبيرة للتدريب المهني والتوجه الاستراتيجي في تعزيز أداء الموظفين. علاوة على ذلك، أظهرت الدراسة أن القيادة الاستراتيجية للقادة الأكاديميين (SLAL) تتوسط العلاقة بين كل من التدريب المهني وأداء الموظفين، وبين التوجه الاستراتيجي للمنظمة وأداء الموظفين، مما يبرز الدور المحوري للقيادة الاستراتيجية في تحسين أداء الموظفين. توصي نتائج هذه الدراسة بضرورة إعطاء الأولوية لتطوير القيادة والتخطيط الاستراتيجي في التعليم العالي لتحسين أداء الموظفين. تشمل القيود عدم تناول المتغيرات الخارجية التي قد تؤثر على الأداء، والحاجة إلى بيانات طولية لرصد التغيرات على مدى فترة زمنية أطول. توصي الدراسة بإجراء مزيد من الأبحاث لاستكشاف تأثيرات التدريب المهني والتوجه الاستراتيجي بشكل أعمق، لا سيما فيما يتعلق بأداء الموظفين في سياقات التعليم العالي. تعد هذه النتائج ذات أهمية خاصة لوزارة التعليم في إندونيسيا، حيث تقدم رؤى هامة حول تحسين ممارسات القيادة والتطوير المهني في مؤسسات التعليم العالي الإسلامية الحكومية.

## **APPROVAL PAGE**

The thesis of Chamisah has been approved by the following:

---

Azam Othman  
Supervisor

---

Mohd Burhan Ibrahim  
Co-Supervisor

---

Ismail Hussein Amzat  
Internal Examiner

---

Chan Yuen Fook  
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---

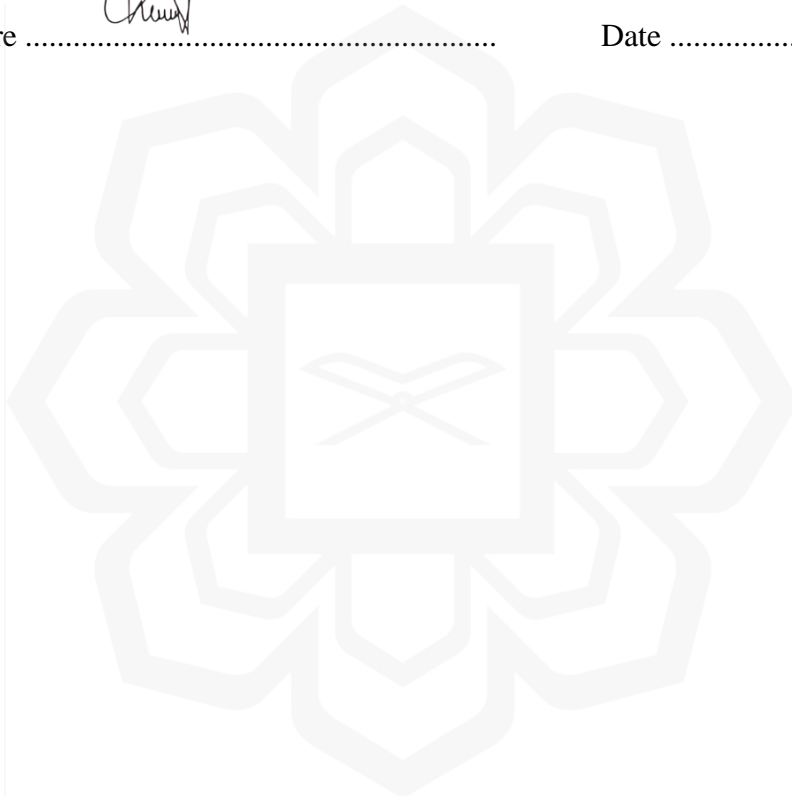
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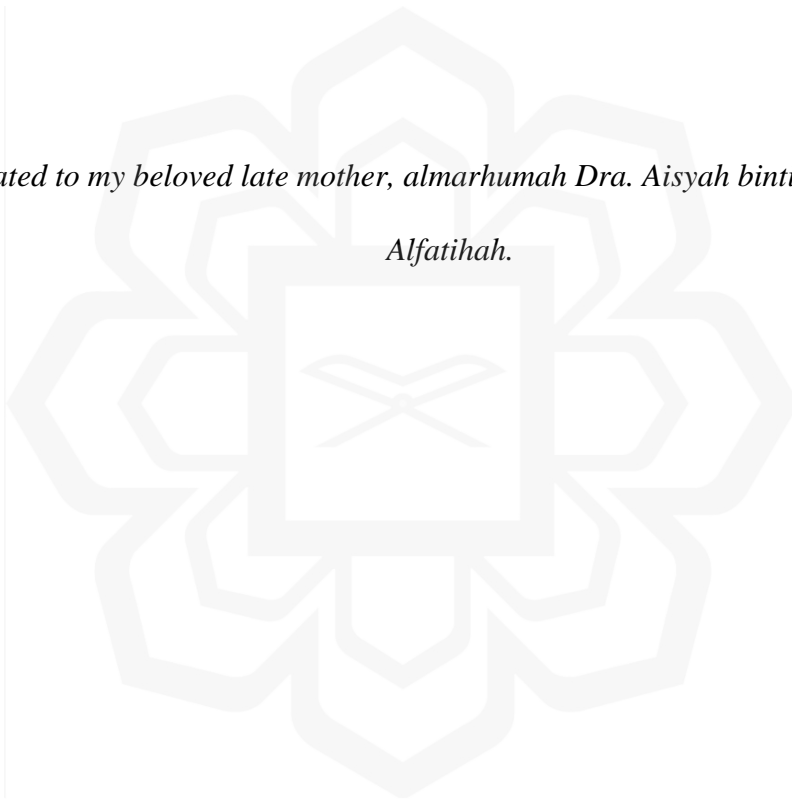


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*Dedicated to my beloved late mother, almarhumah Dra. Aisyah binti Abdurrahman*

*Alfatihah.*



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In the name of Allah, Most Gracious Most Merciful.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 RESEARCH BACKGROUND

Understanding the role of individuals within organizational settings has traditionally focused on leadership, often identifying leaders as the primary drivers of change and functionality (Collinson, 2006). While leadership remains a critical component of organizational success, contemporary research increasingly acknowledges that in complex environments like higher education institutions, success depends not only on leadership but also on the performance and engagement of academic staff, particularly lecturers. Lecturers are essential to shaping educational outcomes, driving research productivity, and maintaining the institution's reputation. Their performance significantly impacts student success, curriculum development, and the institution's ability to innovate and adapt to the rapidly changing educational landscape (Rowley, 2017; Teichler, 2018).

With the ongoing pressures of globalization, technological advancements, and shifting student expectations, the role of lecturers has become even more pivotal. Lecturers are not just educators. They are integral to achieving strategic organizational goals and must continually engage in professional development to maintain institutional competitiveness and relevance (Bessant & Tidd, 2020; Knight, 2021). Thus, examining the factors that influence lecturers' performance, including professional training, the strategic direction of the organization, and leadership support, is crucial to fostering a thriving academic environment capable of sustaining long-term success. In line with that, Altbach (2022) mentioned that the integration of technology in education, shifts in student expectations, and the need for interdisciplinary collaboration have further complicated the roles of lecturers, making their continuous professional growth and adaptability essential for institutional success.

Over the past few decades, researchers have made significant progress in clarifying and expanding the concept of performance (Campbell, 1990). Advances have been made in identifying major predictors and processes associated with individual performance. But, it is also observed that performance concepts and requirements are evolving within organizations (Ilgen & Pulakos, 1999). Recent studies highlight that the increasing complexity of organizational environments, particularly in sectors like higher education, requires a more nuanced understanding of performance beyond traditional metrics (Sonnentag & Frese, 2022). For example, the rise of remote work, digital transformation, and global collaboration has introduced new dimensions to performance evaluation, such as digital literacy, adaptability, and cross-cultural communication skills (Nisar et al., 2021). Additionally, the emphasis on innovation and continuous improvement has shifted from merely achieving short-term targets to fostering long-term growth and sustainability, which demands a more holistic approach to assessing performance (DeRue et al., 2023). These developments indicate that performance is no longer a static concept but a dynamic one, influenced by changing organizational goals, technological advancements, and evolving workforce expectations (Garg & Sinha, 2022).

The high relevance of individual performance is reflected in organizational psychology research, with a significant portion of recent meta-analyses focusing on individual performance as a core construct (Sabine et al., 2002). According to them, 54.8% of meta-analyses over the past 20 years focused on individual performance as a core construct, with the majority treating it as a dependent variable (72.5%). Only 6% of studies explored individual performance as an independent or predictor variable, while 21% addressed performance appraisal and measurement issues.

Professional training is one of the key factors influencing staff performance. Nelson Jagero et al. (2012) found a significant relationship between employee training and performance, with trained employees demonstrating greater task competency. Similarly, Armstrong (2000) asserted that trained employees are more confident in their performance and decision-making abilities, and more likely to accept change and generate innovative ideas. Furthermore, Ng'ang'a et al. (2013) reported a positive correlation between training, development, and organizational performance. More recent studies reinforce the importance of continuous professional development in

enhancing academic staff performance, particularly in the context of rapidly changing educational demands (Punia & Kant, 2013; Wulansari et al., 2021).

The strategic direction of an organization is another significant factor influencing staff performance. Strategic planning, which includes defining the organization's purpose, environmental scanning, identifying strategic issues, choosing strategies, and setting up implementation, evaluation, and control systems, has been widely recognized for its positive impact on organizational performance (Arasa & K'Obonyo, 2012). This is consistent with more recent findings that emphasize the role of strategic alignment in achieving organizational effectiveness, particularly in educational institutions where the alignment of institutional goals with individual performance is crucial (Azhar, 2020; Aljuhmani & Emeagwali, 2017).

Strategic leadership also plays a critical role in enhancing staff performance. Leadership at the strategic level is a principal issue for organizations in the 21st century, though empirical evidence on its effects is still limited (Elenkov, 2008). Studies such as Lear's (2012) work found that strategic leadership is positively associated with high performance in business organizations. Similarly, recent research highlights the importance of strategic leadership in higher education, particularly in navigating complex challenges and driving institutional success (Kezar, 2018; Muriithi & Louw, 2020).

In Indonesia, numerous studies have been conducted on staff performance in higher education. However, most studies did not adequately address the strategies employed by academic leaders to achieve institutional goals or how academic staff develop their professionalism. For instance, Hartiwi Agustina (2012) found a significant effect of organizational support on lecturers' performance at Sekolah Tinggi Ilmu Ekonomi (STIE) Palangka Raya. Additionally, Helmi (2013) emphasized that the quality of higher education is determined by various internal and external factors, with lecturer performance being a critical internal determinant. Furthermore, Ferdinand (2012) highlighted the influence of workload, compensation, and organizational climate on lecturers' professional behavior at UIN Palangkaraya. More recent studies continue to explore these dynamics, underscoring the need for strategic

approaches to enhance staff performance in higher education (Setiawan & Saad, 2021; Wijayanto et al., 2023).

While many studies have addressed the factors influencing staff performance in higher education, there remains a gap in understanding the combined effects of professional training, the strategic direction of organizations, and the strategic leadership of academic leaders on staff performance. This research aims to fill this gap by investigating these variables in the context of Indonesian higher education institutions. By addressing these gaps, the study titled “Investigation of the Influence of Professional Training, Strategic Direction of Organization, and Strategic Leadership of Academic Leaders on Staff Performance” seeks to contribute to the literature and provide actionable insights for improving staff performance in higher education.

## **1.2 RESEARCH STATEMENT**

The success of an organization is contingent upon the effective interaction and collaboration of its members (Seteroff, 2003). In higher education institutions, particularly public Islamic higher education in Aceh, Indonesia, this interaction must be strategically nurtured to achieve organizational goals. Leaders in these institutions bear the responsibility of ensuring that their academic staff are well-equipped with the necessary knowledge and skills through continuous professional development. However, despite the importance of strategic leadership and direction, there are challenges in ensuring that academic staff, particularly lecturers, perform at their optimal level.

One of the critical issues identified is the gap between the minimum performance standards and the actual performance of lecturers. While training is acknowledged as a vital component of staff development, there is evidence that lecturers often meet only the minimum requirements, rather than striving for excellence. This issue is further compounded by lecturers being required to teach subjects outside their areas of expertise due to course scheduling constraints, leading to difficulties in teaching and potentially lower performance levels.

In Indonesia, lecturer performance is measured based on the Lecturers' Workload Guideline (*Pedoman Beban Kerja Dosen*, BKD), which mandates a minimum of 12 credit hours per week. However, studies revealed that some lecturers struggle to meet even these minimum standards, particularly when they are assigned subjects outside their expertise. The negative impact of this misalignment between expertise and teaching responsibilities has been documented in studies like that of Hartini (2011), which found low levels of lecturer performance in certain institutions.

More recent studies have explored similar issues to further illustrate the challenges faced by lecturers in meeting performance standards due to misalignments between expertise and teaching responsibilities. For instance, Rahayu et al. (2022) conducted research in several Indonesian universities and found that lecturers who are assigned to teach subjects outside their areas of expertise tend to experience increased stress, leading to lower performance evaluations. Similarly, a study by Surya et al. (2021) highlighted that lecturer performance can be significantly impacted by a mismatch between their academic background and the subjects they are required to teach, particularly in rural institutions with limited faculty. Additionally, Hasan and Fitri (2023) examined how inadequate professional development programs in Indonesian universities exacerbate the issue, as lecturers are often not provided with the necessary support to adapt to unfamiliar subjects, further diminishing their teaching effectiveness.

Given these challenges, this study aims to explore and propose appropriate strategies to enhance lecturer performance at five State Islamic Higher Education institutions by focusing on three key areas: Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL). The study seeks to identify effective strategies that can be implemented to address the issue of underperformance among lecturers, thereby contributing to the overall success of the institution.

### **1.3 RESEARCH OBJECTIVES**

The main objective of the study is to determine the influence of professional training, strategic direction of organization, and strategic leadership of academic leaders on staff performance of a state Islamic higher education institution in Aceh, Indonesia.

The specific objectives of the research are as follows:

1. To examine if there is a valid and reliable measurement model of Professional Training (PT) at the State Islamic Higher Education Institutions in Aceh.
2. To examine if there is a valid and reliable measurement model of Strategic Direction of Organization (SDO) at the State Islamic Higher Education Institutions in Aceh.
3. To examine if there is a valid and reliable measurement model of Strategic Leadership of Academic Leaders (SLAL) at the State Islamic Higher Education Institutions in Aceh.
4. To examine if there is a valid and reliable measurement model of Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh.
5. To examine if there is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh.
6. To examine if there is a direct significant relationship between the Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh.
7. To examine if Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh.

8. To investigate if Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh.
9. To assess the fit of the hypothesized model to the data and ensure its validity and reliability.

#### **1.4 RESEARCH QUESTIONS**

To systematically explore the research topic, ten research questions have been formulated, as outlined below:

1. What are the perceptions of lectures about Professional Training (PT), Strategic Direction of Organization (SDO), Strategic Leadership of Academic Leaders (SLAL), and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh?
2. Is there a valid and reliable measurement model of Professional Training (PT) at the State Islamic Higher Education Institutions in Aceh?
3. Is there a valid and reliable measurement model of the Strategic Direction of Organization (SDO) at the State Islamic Higher Education Institutions in Aceh?
4. Is there a valid and reliable measurement model of Strategic Leadership of Academic Leaders (SLAL) at the State Islamic Higher Education Institutions in Aceh?
5. Is there a valid and reliable measurement model of Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh?
6. Is there any direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh?

7. Is there any direct significant relationship between the Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh?
8. Does Strategic Leadership of Academic Leaders (SLAL) mediate the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh?
9. Does Strategic Leadership of Academic Leaders (SLA) mediate the relationship between the Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh?
10. Does the hypothesized model fit the data and is it valid and reliable?

## **1.5 THEORETICAL FRAMEWORK**

A theoretical framework is essential in guiding the research process, providing a lens through which the study is conducted. It links the research questions, literature review, and methodology, ensuring the study is grounded in established theories and concepts.

In this study, the theoretical framework integrates concepts from several domains, including professional training, strategic direction, and strategic leadership, to explore their collective impacts on staff performance within the State Islamic higher education institutions in Aceh, Indonesia. Each component is discussed below, drawing from the relevant literature.

Professional training is a critical factor in enhancing staff performance. It is defined as a process of equipping individuals with the necessary skills, knowledge, and competencies to perform their roles effectively (Van Dersal, 1962; Gordon, 1992). Recent studies have reinforced the significance of continuous training in adapting to the evolving demands of the workplace, particularly in higher education (Smith & Franklin, 2021). Training can be categorized into pre-service and in-service, with the latter further divided into induction, foundation, on-the-job, refresher, and career

development training. These training types are designed to address different stages of an employee's career, from orientation to advanced professional development, ensuring continuous improvement and alignment with organizational goals (Nelson Jagero et al., 2012). For example, recent research by Johnson et al. (2022) highlights that structured professional development programs significantly contribute to lecturers' effectiveness and overall staff performance in higher education institutions. Furthermore, the integration of digital training platforms has been identified as a key factor in enhancing accessibility and the impact of training initiatives (Nguyen & Le, 2023).

Strategic direction refers to the organization's vision, mission, values, and objectives, which collectively guide its future path (Brand, 2003; Pearce & Robinson, 2009; Johnson et al., 2023). It involves setting ambitious goals and implementing competitive strategies to achieve them (Martin & Samuels, 2021). A well-defined strategic direction is crucial for aligning the organization's efforts and resources toward common goals, ultimately enhancing staff performance (Hill & Jones, 2007; Morrison & White, 2022). In the context of higher education, a clear strategic direction ensures that academic staff are motivated and focused on achieving the institution's long-term objectives.

Strategic leadership in an academic setting involves creating and implementing a vision for the institution and translating it into actionable strategies (Goleman, McKee et al., 2002; Fuller et al., 2022). This leadership style is characterized by the ability to align the organization's culture, values, and resources with its strategic goals. Strategic leaders in academia must possess organizational capabilities, such as strategic orientation and alignment, and personal characteristics, including adaptive capacity and wisdom (Davies & Davies, 2004; Nguyen & Nguyen, 2023). Effective strategic leadership is essential for fostering an environment where academic staff can thrive and perform at their best (Rahman & Ismail, 2021).

Staff performance in higher education is the extent to which academic staff fulfill their professional responsibilities, including teaching, research, and community service (Afshan et al., 2012). In the Indonesian context, lecturers are required to meet specific performance standards, as outlined in government regulations (Pedoman

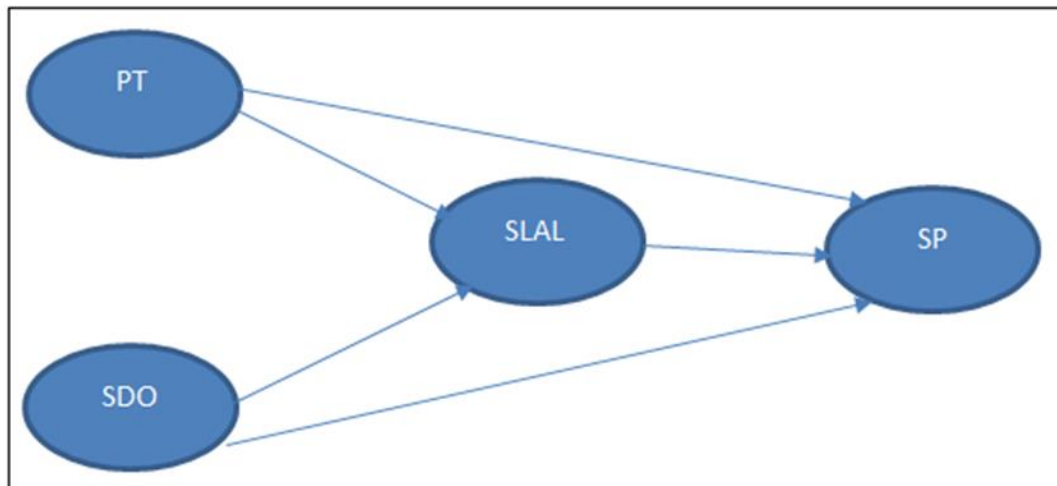
Beban Kerja Dosen, 2005; Government Regulation No. 37, 2009). These standards ensure that lecturers contribute to the institution's academic and social missions, with performance evaluations conducted regularly to maintain high standards of excellence (Supriyanto et al., 2021; Purnamasari & Asbani, 2022; Fauzi et al., 2023).

## **1.6 CONCEPTUAL FRAMEWORK**

The main purpose of the study is to determine the influence of Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) on Staff Performance (SP) at the State Islamic Higher Educations in Aceh, Indonesia.

A conceptual framework is a consistent and comprehensive theoretical framework emerging from an inductive integration of previous literature, theories, and other pertinent information. It is usually the basis for reframing the research questions and formulating hypotheses, or making informal tentative predictions about the possible outcome of a study (Tashakkori & Teddlie, 2003). According to Shields and Hassan (2006), a conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. It can also act as a map to provide coherence for an empirical inquiry.

In the context of this study, the conceptual framework consists of four parts compiled from several sources. Each part is taken from different sources.



Sources: Adapted from Van Dorsal (1962), Hill and Jones (2007), Davies and Davies (2004), and Pedomani Beban Kerja Dosen BKD UIN Ar-Raniry (2016)

Figure 1.1 Conceptual Framework of the Study

The conceptual framework of the current study is constructed based on the interrelationships between the four main variables:

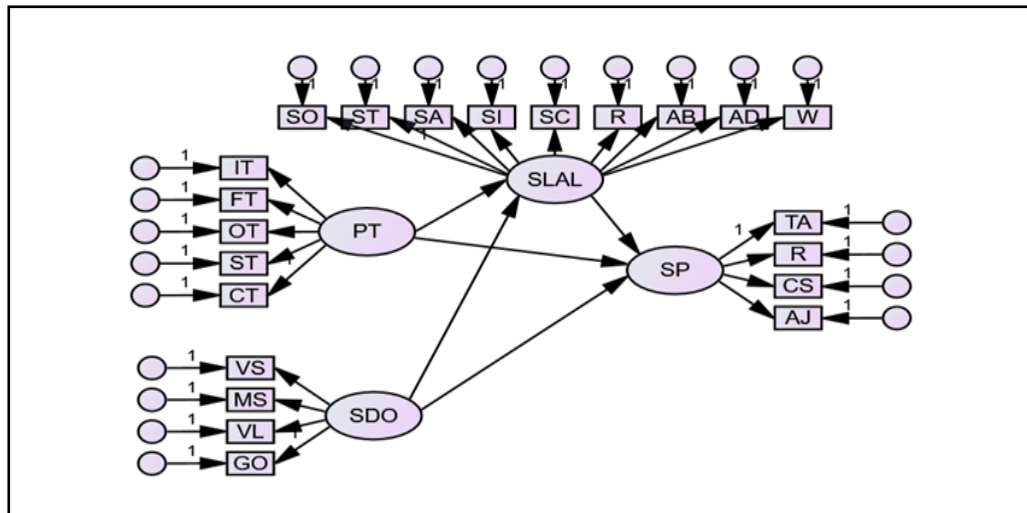
1. Professional Training (PT) → Staff Performance (SP): Professional training enhances the skills and competencies of academic staff, leading to improved performance.
2. Strategic Direction of Organization (SDO) → Staff Performance (SP): A clear and well-defined strategic direction aligns staff with the organization's goals, improving their performance.
3. Strategic Leadership of Academic Leaders (SLAL) → Staff Performance (SP): Effective strategic leadership creates a supportive environment, guiding staff towards achieving high performance.
4. Interrelationships among PT, SDO, and SLAL: Professional training, strategic direction, and strategic leadership interact with each other, creating a synergy that collectively influences staff performance. In this context, strategic leadership acts as a critical intermediary or mediator

These theoretical and conceptual frameworks guide the research to explore how these variables influence staff performance at the State Islamic Higher Education Institutions in Aceh, Indonesia. The frameworks serve as the foundation for formulating hypotheses, designing the study, and interpreting the results in line with established theories.

## **1.7 RESEARCH HYPOTHESES**

A hypothesis is formulated before empirical evidence or facts are gathered. It deals with a narrow range of ideas. It is a preliminary assumption adopted for the explanation of the phenomenon. A theory, on the other hand, is a generalization arrived at after verification, and it deals with a broader range of facts. It is one of the sources of hypotheses.

A researcher transforms assembled facts into constructs, which are then assembled into a provisional hypothesis. When it is tested and verified and found to be true, it is designated as a scientific theory. When the theory is tested and accepted by scientists as correct under the same conditions, it is regarded as a law. Considering the theoretical and conceptual frameworks adapted from Van Dorsal (1962), Hill and Jones (2007), Davies and Davies (2004), and Pedoman Beban Kerja Dosen BKD UIN Ar-Raniry (2016), there are nine temporary answers (Hypotheses) designed to direct the research.



Sources: Adapted from Van Dorsal (1962), Hill and Jones (2007), Davies and Davies (2004), Pedoman Beban Kerja Dosen BKD UIN Ar-Raniry (2016)

Figure 1.2 Hypothesized Model of the Study

**Note**

**PT : Professional Training**

IT : Induction or orientation training

FT : foundation training

OT : on-the-job training

MT : maintenance training

CT : career development training

**SDO : Strategic Direction of Organization**

VS : Visions

MS : Mission

VL : Value

GO : Goals and objective

**SLAL : Strategic leadership of academic leader**

SO : Strategic organization

ST : Strategic Translation

SA : Strategic Alignment

SI : Strategic Invention

SC : Strategic Competencies

R : Restlessness

AB : Absorptive

AD : Adaptive

W : Wisdom

**SP : Staff Performance**

TA : Teaching Activity

RH : Research

CS : Community Services

AJ : Additional jobs

In the following, there are nine hypotheses designed to temporarily answer the Research Questions:

- H1: There is a valid and reliable measurement model of Professional Training (PT) at the State Islamic higher education institutions in Aceh.
- H2: There is a valid and reliable measurement model of the Strategic Direction of Organization (SDO) at the State Islamic higher education institutions in Aceh.
- H3: There is a valid and reliable measurement model of Academic Leaders (SLAL) at the State Islamic higher education institutions in Aceh.
- H4: There is a valid and reliable measurement model of Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H5: There is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H6: There is a direct significant relationship between the Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H7: Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H8: Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H9: The revised hypothesized structural model of the study is fit to the data valid and reliable.

## **1.8 RESEARCH SIGNIFICANCE**

A good study has more than one significance. The following explanations indicate the significance of this study.

First, this study holds significant value for various stakeholders, including Department Heads, Deans of Kulliyah, Rectors, Lecturers in the State Islamic higher education institutions, the Ministry of Religious Affairs (MORA), as well as researchers and scholars. For Department Heads, who play a crucial role in leading academic departments within Islamic faculties, this research offers foundational insights into the types of professional training that can be implemented to enhance the skills and competencies of lecturers. The findings can guide the development and upgrading of training programs, ensuring that academic staff are well-equipped to meet the demands of their roles. Additionally, the study provides valuable information for decision-makers at higher levels, such as Deans and Rectors, enabling them to make informed decisions about faculty development. For MORA, the research can inform policy-making and support efforts to improve the overall quality of education in Islamic institutions. Lastly, scholars and researchers can use the study as a basis for further exploration into the impact of professional training on academic performance in higher education.

Second, this study is particularly vital for lecturers, as it provides them with essential information about the most effective training programs available to enhance their capabilities and skills. By understanding which professional development opportunities are most beneficial, lecturers can make informed choices to improve their teaching and academic performance. Moreover, the study emphasizes the significance of strategic direction and strategic leadership in fostering an environment that supports their growth and success. By recognizing the role that strong leadership and clear organizational strategies play in their professional development, lecturers can better align their efforts with institutional goals, ultimately leading to improved performance and career advancement.

Third, for leaders, especially Rectors who occupy the highest-level positions in higher education institutions, the findings of this study are pivotal in realizing and implementing the institutional vision. This research provides critical insights that can

assist Rectors in planning and executing strategic directions that align with the long-term goals of their organizations. Beyond Rectors, the findings are equally important for other academic leaders, such as the Deans of Kulliyah, who are responsible for shaping and advancing their respective faculties. By utilizing the strategies highlighted in this study, these leaders can create effective plans that foster the development and growth of state Islamic higher education institutions in Aceh. This research not only supports leadership in achieving organizational excellence but also ensures that their strategies are well-informed and impactful.

Then, the State Islamic education institutions, particularly those under the Ministry of Religious Affairs (MORA), stand to benefit greatly from this study. It offers valuable insights into how to continuously enhance the work quality of lecturers by identifying key factors that contribute to their ongoing development. The research outlines the types of professional training most suitable for academic staff, especially lecturers. It also highlights other critical variables, such as strategic planning and strategic leadership, that significantly influence their growth. Moreover, the study's findings will shed light on educational trends and directions for the 21st century, guiding the formulation of education policies that align with current market trends. These policies will play a crucial role in achieving the goals of the State's Islamic higher education institutions. Furthermore, it is anticipated that these institutions will recognize the importance of investing in the professional development of their staff and seek or allocate financial support to realize these objectives, ensuring that their educational programs remain competitive and relevant.

Finally, the findings of this study will be highly beneficial to researchers and scholars. They offer a potential theoretical framework for future empirical research on the relationship between staff performance and factors such as professional training, the strategic direction of organizations, and the strategic leadership of academic leaders. This study could serve as a source of inspiration for other scholars, encouraging them to explore and expand upon these themes. Additionally, the results will contribute to the existing body of literature, providing new insights into how professional training, organizational strategy, and leadership impact staff performance. By adding depth to the academic discourse, this study will support ongoing research efforts and help to shape future studies in this field.

## **1.9 RESEARCH DELIMITATION**

There are several delimitations of the current study.

First, the study's scope was confined to five State Islamic higher education institutions in Aceh, thereby limiting the respondent population exclusively to these institutions. While these institutions represent a significant portion of the Islamic higher education landscape in Aceh, this focus inherently excludes numerous Islamic private higher education institutions in the region. The omission of these private institutions presents a limitation in terms of the study's generalizability. By not including them, the study potentially overlooks a broader spectrum of organizational practices, strategic approaches, and professional training impacts that could vary significantly between state and private institutions. This limitation suggests that the findings may not fully capture the diversity of experiences and performance outcomes across the entire spectrum of Islamic higher education in Aceh, thus warranting caution when attempting to generalize the results to other contexts or regions where private institutions play a more prominent role.

Additionally, the research employed simple random sampling, which, while offering an unbiased method of sample selection, inherently carries the risk of sampling errors. These errors can occur when the chosen samples do not accurately represent the entire population, potentially skewing the study's results. In this study, the sample size for each institution was determined by the number of lecturers, meaning institutions with fewer lecturers contributed smaller samples, while those with more lecturers contributed larger ones. This approach introduces a potential imbalance, as it assumes that institutions with different sizes of lecturer populations are equally representative. Consequently, the study may be vulnerable to biases in sampling, particularly if smaller institutions have unique characteristics that are not adequately captured by a proportionally smaller sample size. This limitation poses challenges to the generalizability of the findings, as the results may disproportionately reflect the conditions of larger institutions, thereby reducing the ability to apply the conclusions across all Islamic higher education institutions in Aceh, especially those with differing sizes and resources.

## **1.10 DEFINITION OF THE OPERATIONAL TERMS**

In the earlier section of this chapter, the variables were described with an emphasis on their interconnections, laying the groundwork for understanding their interactions within the study. Each variable was then examined in detail, including its constructs and sub-constructs, along with contextual definitions and supporting references from relevant literature. These detailed explanations were essential for the creation of the questionnaire and served as the basis for measuring each variable. To ensure clarity and ease of understanding, each variable is depicted in a separate table, highlighting its specific components and their significance in the study.

The first variable is Professional Training (PT). Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well-qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. To fulfill these two aims, it is important to ensure that the participants apply the knowledge and skills acquired during the training when they return to their jobs. Accordingly, William (2002) mentioned that training refers to providing employees with skills that can be used immediately on the job.

In this research, the focus is on the types of in-service training. It is one of the professional training that develops a lecturer to become a well-qualified personnel to execute effectively their tasks and perform in positions of greater difficulty and responsibility. The construct is elaborated in the Table 1.1 below.

Table 1.1 The Constructs of Professional Training (PT)

<b>Construct</b>	<b>Definitions</b>	<b>Sources</b>
Induction or orientation training	Given immediately after employment to introduce the new extension staff members to their positions with the aim of acquainting the new employees with the organization and its personnel as at this stage, these newcomers are eager to know about the dress code, job scopes and other team members in the organization.	Halim & Ali, 1988; Van Dorsal, 1962;
Foundation training	Made available to employees to strengthen the foundation of their service career in line with some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on.	Abdul Halim, 2005; Wang & Liu, 2022
On-the-job training	Ad hoc or regularly scheduled training provided by the superior officer or the subject-matter specialists to the subordinate field staff, providing on-the-job training to the staff while conducting day-to-day normal activities.	Abdul Halim (2005), Armstrong (2023), Brown & Green (2022)
Refresher or maintenance training	Update and maintain the specialised subject-matter knowledge of the incumbents and keep employees at the peak of their possible production and to prevent them from getting into a rut.	Abdul Halim (2005) Van Dersal (1962), Noe (2021)
Career development training	Upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. It is the act of acquiring information and resources that enables one to plan a program of lifelong learning related to his or her work life.	Abdul Halim (2005), Malone (1984)

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Professional Training	A planned and systematic activity to develop the skill, knowledge and competency that are important to perform professional work effectively.
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The second variable is Strategic Direction of Organization (SDO). Strategic direction is a well-constructed plan to achieve success in an organization. In addition, it is a specific pattern of decisions and actions that managers take to achieve an organization's goals. Strategic direction is also commonly known as strategic intent. It is a short statement stating where the organization wants to be in the future. This is the vision of the top management of an organization in the future (Hamel & Prahalad, 1989). The concept is meant to sustain the competitive advantage of an institution.

In public organizations, the strategic direction is the means through which superior performance is sustained by undermining the limitations of an institution's resources and capabilities (Murray et al., 2023). In addition to this, Brand (2012) noted that strategic direction is assessed through vision, mission, and objectives. Furthermore, Hill and Jones (2007) identified a set of values associated with high-performing organizations that help organizations achieve superior financial performance through their impact on employee behavior. Recent studies also emphasize that the alignment of these components with the organization's external environment is crucial for maintaining competitive advantage (Clarkson & Schoorman, 2021). In short, it can be concluded that there are four components of the strategic direction of an organization: vision, mission, values, and objectives or goals (Rodriguez & Walters, 2022).

Table 1.2 The Construct of Strategic Direction of Organization (SDO)

<b>Construct</b>	<b>Definitions</b>	<b>Sources</b>
Vision	Provide the answer to the question of "What do we want to become?"	David (2011); Kirkpatrick & Locke (2021)
Mission	Provide answer to the question of what the company does or why the institution exists and what its operations are intended to achieve.	Hill & Jones (2007); Hinton (2012); MacLeod, & Raelin (2023)
Values	Provide answers to how managers and employees should conduct themselves, how they should do business, or describe how the institution will work.	Hill & Jones (2007); Hinton (2012); Zhang & Wu (2022)
Objective/goal	Identify the specific results that an organization seeks to achieve in pursuing its basic mission or precise and measurable desired future state that a company attempts to realize.	David (2011); Boon, Eckardt & Vermeulen (2023)
Strategic Direction of Organization	Is a well-constructed plan consists of vision, mission and values to achieve the objective of an organization.	

The third variable is the strategic leadership of academic leaders. It is defined as the process of creating and translating an organizational vision into a strategy or reality (McKee et al., 2002). In this study, the operational definitions used are by Davies and Davies (2004), who listed nine characteristics of strategic leaders with two constructs, namely organizational characteristics and individual capabilities. Both constructs contain five sub-constructs and four sub-constructs, respectively. Recent research has further emphasized the importance of strategic leadership in navigating the complexities of higher education, particularly in fostering innovation and achieving sustainable growth (Anderson & Sun, 2023). Table 1.3 elaborates on the construct.

Table 1.3 The Construct of Strategic Leadership of Academic Leader (SLAL)

<b>Construct</b>	<b>Sub construct</b>	<b>Definition</b>	<b>Sources</b>
Organizational Characteristics	Strategic Organization	The ability to see the bigger picture and, understand the current contextual setting of the organization.	Davies & Davies (2004); Ahmad & Shafique (2021)
	Strategic Translation	The ability to translate strategy into action by converting it into operational term.	Davies & Davies (2004); Lee & Kim (2023)
	Strategic Alignment	The ability to align individual, or organization to future organizational state or position.	Burgelman, & Grove (1996); Zhang, & Huang (2022)
	Strategic Invention	The ability to define key moment for strategic change in organization.	Prahalad & Hamel (1990); Stalk et al. (1992); Brown & White (2021)
	Strategic Competencies	The ability to develop strategic capability.	Senge (1990); Thompson & Green (2022)
	Individual Capabilities	Restlessness	The ability to envision the ‘strategic leap’ that an organization wants to make, while acting as passionate advocates for change.
Absorptive		The ability to absorb new information assimilates, learn and apply it to new ends.	Cohen & Levinthal (1990); Richards & Ellis (2023)

	Adaptive	The ability to change and learn through asserting that ‘mastering chaos, complexity and change’ requires new ways of ‘seeing and thinking’.	Sanders (1998); Khan & Yousaf (2023)
	Wisdom	The ability to take right action and the right time.	Davies & Davies (2004); Patel & Johnson (2023)
SLAL		The process of creating and translating an organizational vision into action through implementing good strategies and the capabilities of individuals involved in the organization.	Davies & Davies (2004); Garcia & Lopez (2023)

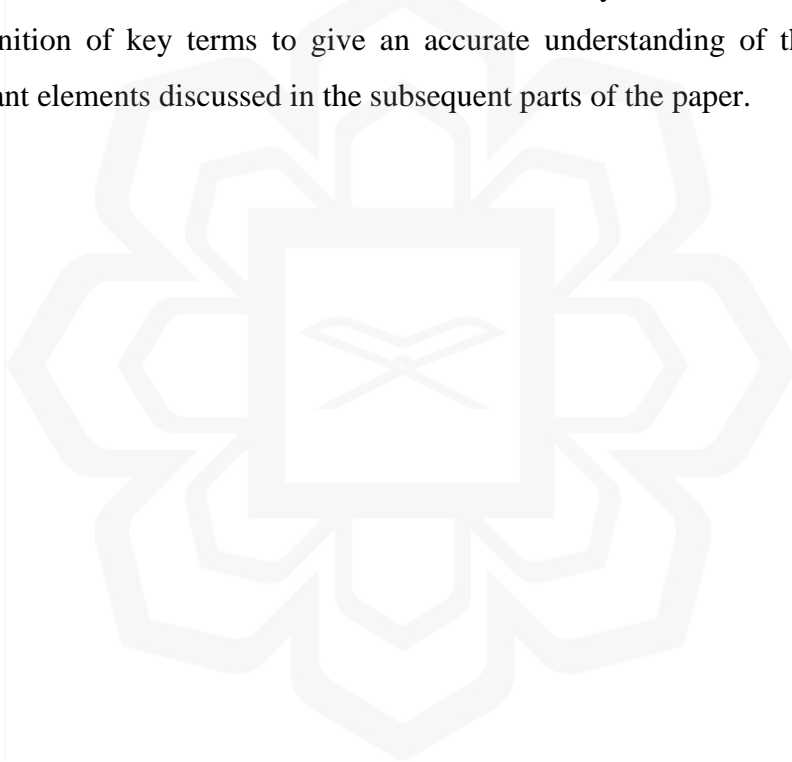
The fourth variable is Staff Performance (SP). It is the degree to which an individual has completed the requirements of his or her performance. In the Indonesian context, especially in higher education, there are three main tasks that an academic staff (i.e., lecturer) has to perform. The first one is teaching in the class, the second is doing research or writing academic articles, and the last one is taking part in community service, while administrative jobs are considered additional tasks. These tasks must be planned every semester and documented in the RBKD (*Rencana Beban Kerja Dosen*) before the semester starts, with a report written in BKD (*Beban Kerja Dosen*) after completing all tasks at the end of the semester. According to Statute Number 14, Verse 72, Points 1, 2, and 3 in 2005 about teachers and lecturers, and Government Regulation Number 37 in 2009 about lecturers, every lecturer must fulfill their tasks with at least 12 credit hours (36 working hours a week) or a maximum of 16 credit hours (48 working hours a week) (Pedoman Beban Kerja Dosen UIN Ar-Raniry, 2016). Recent studies highlighted the evolving expectations for lecturers in Indonesia, particularly emphasizing the increasing importance of research productivity and community engagement as key performance indicators (Prabowo & Rahayu, 2022).

Table 1.4 The Construct of Staff Performance (SP)

<b>Construct</b>	<b>Definitions</b>	<b>Sources</b>
Teaching Activities	Fulfil teaching activity.	SK Mentri Pendidikan Tinggi (2011), Buku 1 Naskah Akademik (2016), Zhang & Liu (2022), <i>Teaching Practices in Higher Education</i>
Research	Involve and do research, write and publish article.	SK Mentri Pendidikan Tinggi (2011), Buku 1 Naskah Akademik (2016), Johnson & Miller (2023), <i>Research Impact in Academic Institutions</i>
Community Services	Involve in the activities related to community services.	SK Mentri Pendidikan Tinggi (2011), Buku 1 Naskah Akademik (2016), Garcia & Lopez (2022), <i>Engaging Academics in Community Services</i>
Additional Job	Involve in any administrative job.	SK Mentri Pendidikan Tinggi (2011), Buku 1 Naskah Akademik (2016), Patel & Williams (2023), <i>Administrative Roles in Academic Institutions</i>
Staff Performance	The degree to which a lecturer has fulfilled the obligation of his or her performance.	Zhang & Huang (2023), <i>Measuring Staff Performance in Higher Education Institutions</i>

## **1.11 CHAPTER SUMMARY**

This chapter has provided an overview of what will be discussed in the whole thesis. First of all, the background of the study provides a general understanding and information about the contexts in which this study was conducted. The issues attempted to be addressed by this in the light of the topic were extensively presented in the subsequent section of this chapter. The next section deals with the theoretical framework utilized in this study, which serves as a guideline for the researcher. Research questions and research objectives were presented in the following section which provided a clear direction for this study. Next, this chapter presents the significance, limitations, and delimitation of this study before the chapter ends with the definition of key terms to give an accurate understanding of the concepts and significant elements discussed in the subsequent parts of the paper.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In Chapter Two, the conceptualization of the relationship among variables are elaborated. The discussion begins with independent variables that outline the concept of professional training and strategic planning of an organization. Then, the mediating variable, that is strategic leadership of academic leaders, is discussed. It is followed by a discussion and elaboration of the dependent variable which is staff performance. The last part of the chapter discusses the conceptualization of the model followed by the hypotheses development.

#### **2.2 INDEPENDENT VARIABLE: PROFESSIONAL TRAINING**

##### **2.2.1 The Concept of Professional Training**

Training can be defined as the process of teaching, informing, or educating people to become as well qualified as possible to do their jobs and to become qualified to perform in positions of greater difficulty and responsibility (Van Dersal, 1962). In addition, training is the process of acquiring specific skills to perform a job better and help people become qualified and proficient in doing some jobs. Professional training is simply defined as training that teaches skills relevant to working in a certain profession. Recent studies highlighted the importance of targeted professional training in enhancing employee performance and adaptability in rapidly changing work environments (Smith & Brown, 2022).

Training is a type of activity that is planned and systematic, aiming to enhance the level of skills, knowledge, and competencies necessary for effective job performance (Gordon, 1992). According to Williams (2002), training involves providing employees with skills that can be immediately applied on the job. Essentially, training is directly related to acquiring the skills, knowledge, and

strategies required for specific tasks. It may involve teaching staff new skills, exposing them to new ideas, providing practice opportunities with feedback, or encouraging discussion about their work (Smith & Johnson, 2023).

Jones and George (2005) defined training as an organized procedure by which individuals learn knowledge or skills for a specific purpose. The goal of training is to induce behavioral changes in the trainees, enabling them to acquire new skills and technical knowledge that contribute to achieving organizational goals (Brown, 2021). Training is designed to enhance employees' capabilities in a manner that aligns with the overall objectives of the organization (Miller & Anderson, 2022).

Thomas (1997) posited that employee training involves imparting skills that improve efficiency and productivity. Most careers involve some form of on-the-job training, which benefits both employees and employers. Furthermore, training is crucial for acclimating new employees to their roles and company policies, and ongoing training opportunities can enhance efficiency and motivation (Jones et al., 2023). Well-trained employees are often more motivated and experience higher morale, which can lead to reduced turnover rates (Williams & Lee, 2024).

Training significantly improves employee performance both within the human resources domain and at the organizational level (Nelson, 2014). When employees are engaged in training related to their roles, they are more likely to address and resolve problems proactively (Safferstone, 2007). Training contributes to closing the gap between expected and actual performance levels, thereby enhancing organizational performance (Armstrong, 2023). The relevance and scope of training should align with organizational needs, particularly in higher education institutions (Brown & Davis, 2024).

A training program has a better chance of success when its training methods are carefully selected. A training method is a strategy or tactic used by trainers to deliver content effectively so that trainees achieve the desired objectives (Wentling, 1992). Choosing the right training method is crucial once the training content is determined. The course content of the training is delivered through various methods such as lectures, discussions, practical sessions, field visits, demonstrations, and

question-and-answer sessions. Emphasis is often placed on demonstrations and practical sessions to ensure effective learning outcomes (Smith & Johnson, 2023).

Different scholars provide various perspectives on the concept of training. Despite these differing views, they all contribute to a clear understanding of training based on their experiences and viewpoints (Brown & Davis, 2024). This study predominantly utilizes concepts derived from Van Dersal (1962), particularly concerning the types of training. Specifically, the training aimed at enhancing lecturers' professionalism in this study is categorized as informal and in-service training, reflecting the need for continuous development within the academic field (Jones et al., 2023).

### **2.2.2 Type of Training**

Generally, training can be categorized into two types, which are pre-service training and in-service training. Pre-service training is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma. On the other hand, in-service training is offered by the organization from time to time for the development of skills and knowledge of the incumbents (Hasan et al., 2023).

In-service training can be categorized into five types, namely induction or orientation training, foundation training, on-the-job training, refresher or maintenance training, and career development training. All of them are needed for the proper development of extension staff throughout their service life (Kumar & Singh, 2022).

The first category of in-service training is given immediately after employment to introduce the new extension staff members to their positions. It begins on the first day the new employee is on the job (Rogers & Olmsted, 1957). Van Dersal (1962) said that when people start to work in an organization for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do, and whom they will work with. They are likely to be more attentive and open-minded than

experienced employees. It is the most favorable time to gain employees' attention and mold good habits (Jones et al., 2021).

The second category is also appropriate for newly recruited personnel to strengthen the foundation of their service career. The third one is regularly scheduled training provided by the superior officer or the subject-matter specialists to the subordinate field staff. This training is generally problem or technology-oriented and may include formal presentations, informal discussions, and opportunities to try out new skills and knowledge in the field (Nguyen & Tran, 2021). Jagero et al. (2012) asserted that most careers include some type of on-the-job training, and a trained workforce has benefits for employees and employers. Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many companies offer continuous training opportunities for employees, focusing on skills that can improve efficiency (Ahmed & Saeed, 2023).

### **2.2.3 Methodological of the Previous Study**

Many studies have been done about training. There is a large body of research that addresses the issues within individual differences perspectives. Empirical studies in this area are not always explicitly linked to the models proposed by Van Dersal (1962; Liu & Chen, 2024). Nevertheless, virtually all studies on training can be subsumed under individual differences perspectives (Smith & Clark, 2023). More specifically, this research addresses the need for professional training in all organizations, whether profit-oriented, such as firms (Davis & Lee, 2024) or non-profit organizations, such as higher education (Faris & Ahmad, 2024).

The individual differences perspective also suggests that training programs should be implemented to improve individual prerequisites for high performance (Martin & Zhou, 2023). More specifically, training should address knowledge and skills relevant to task accomplishment (Wang & Zhang, 2024). Furthermore, exposing individuals to specific experiences such as traineeships and mentoring programs is assumed to have a beneficial effect on individuals' job performance (Wall & Jackson, 1995; Peterson & Thompson, 2023).

Based on Table 2.1, Waris & Kumar (2016) in their study found that the training program on the System of Rice Intensification was organized by adopting the steps in the training cycle, i.e., systematic need assessment, design of training, conduct, and evaluation. Waris (2015) also noted that a training program has a better chance of success when its training methods are carefully selected. In addition, Dabale (2014) found that training develops skills and competencies that improve performance. Almost similarly, Abdul et al. (2011) found that training and development, on-the-job training, training design, and delivery style have significant effects on organizational performance, and all these have positive effects on organizational performance.

Recent studies have also emphasized the importance of aligning training programs with organizational goals to enhance overall effectiveness (Nguyen & Do, 2022). Furthermore, Shah and Ahmad (2023) demonstrated that continuous training and development initiatives are crucial for adapting to the dynamic needs of modern organizations, thereby improving both individual and organizational performance. Additionally, Smith and Johnson (2021) highlighted that the customization of training content to match the specific needs of employees significantly boosts the program's impact on performance.

Torar (2015) mentioned that job characteristics have a significant influence on employee performance. In this case, types of training depend on job characteristics. Additionally, Onyango (2014), Sila (2014), and Tahir et al. (2014) found that training and development contribute to individual performance and productivity. More recent research supports this, showing that aligning training programs with specific job characteristics significantly enhances their effectiveness (Gupta & Patel, 2022). Moreover, Thompson and Lee (2023) found that job characteristics, when properly understood and matched with appropriate training methods, can lead to substantial improvements in both employee performance and job satisfaction.

Based on the above explanation, it can be concluded that most scholars found that training is very significant for improving the performance of staff or employees in their organization (Smith & Clark, 2023). Some of them focus on the methodology that should be provided in training (Peterson & Thompson, 2023), while others focus

on the contents of training, types of training, and characteristics of jobs (Faris & Ahmad, 2024). However, not all of their elaborations are comprehensive and need more explanation (Davis & Lee, 2024). Hence, the current study will investigate more to fill the gap. The information in Table 2.1 shows that most researchers focus on quantitative research (Martin & Zhou, 2023). However, only two researchers paid attention to gender when selecting the sample (Wang & Zhang, 2024).



Table 2.1 Methodological Analysis of Previous Research on Professional Training

<b>Author/Year/Title/ Publication</b>	<b>Design/ Participant/ Method/ Sampling</b>	<b>Focus</b>	<b>Assumptions</b>	<b>Finding</b>
Davis & Lee (2024). Training Programs in Profit and Non-Profit Sectors. <i>Human Resource Management Review</i>	Case studies	Professional training in different sectors	Training needs vary by sector	Professional training is needed across both profit and non-profit sectors
Smith & Brown (2022). <i>Professional Development in a Changing Workforce.</i>	Empirical/Workplace study/Survey sampling	Impact of professional training on employee performance	Professional training enhances employee adaptability in dynamic work environments.	Professional training is crucial for improving employee performance and adaptability.
Smith & Johnson (2023). <i>Modern Approaches to Workplace Training.</i>	Empirical/Workplace study/Case studies	Strategies for effective training delivery	Practical sessions and demonstrations are essential for effective training.	Effective training involves practical applications and feedback opportunities.
Miller & Anderson (2022). <i>Strategic HRM: Aligning Training with Goals.</i>	Theoretical/Strategic review/Case study analysis	Alignment of training with organizational objectives	Training should align with the organization's overall strategy.	Training must be aligned with organizational goals for maximum impact.
Jones, Smith & Brown (2023). <i>Employee Motivation through Training.</i>	Empirical/Workplace study/Survey sampling	Impact of training on motivation and morale	Well-trained employees have higher motivation and morale.	Training reduces turnover and enhances employee motivation.
Jones, Smith & Brown (2023). <i>Employee Motivation through Training.</i>	Empirical/Workplace study/Survey sampling	Training's impact on motivation and performance	Practical training methods are essential for effective learning outcomes.	

Martin & Zhou (2023). Enhancing Performance through Training. <i>Performance Improvement Journal</i>	Empirical study	Training programs should improve individual prerequisites for high performance	High performance requires specific training elements	Effective training improves individual performance
Faris & Ahmad (2024). Professional Training in Higher Education. <i>Higher Education Quarterly</i>	Comparative analysis	The importance of training in higher education institutions	Higher education needs targeted training programs	Training programs should be adapted for higher education settings
Wang & Zhang (2024). Knowledge and Skills in Task Accomplishment. <i>Journal of Skills Development</i>	Survey and interviews	Training should address knowledge and skills relevant for task accomplishment	Task-related skills are crucial for performance	Training that focuses on task-related skills enhances performance
Peterson & Thompson (2023). Traineeships and Mentoring Programs. <i>Journal of Career Development</i>	Mixed methods	Specific experiences like traineeships and mentoring improve job performance	Mentoring programs positively affect performance	Mentoring and traineeships have a beneficial effect on job performance
Waris & Kumar (2016). Evaluation of Model Training Course on System of Rice Intensification: Applying the Criteria of Kirkpatrick Model.	The participants of the training program were development personnel of the Agricultural departments of different states of the country. The total number of trainees was thus 23	The concepts of Training Cycle, the steps in training cycle and criteria for evaluation of training programs have been applied to relate these concepts to the results of the analysis on effectiveness of Model		The training program on System of Rice Intensification was organised by adopting the steps in the training cycle, i.e, and systematic need assessment, designs of training, conduct and evaluation. The criteria for evaluation of training

	from 13 different states of the country (Assam, Karnataka, Kerala, Himachal Pradesh, Mizoram, Manipur, Maharashtra, Madhya Pradesh Gujarat, Haryana, Odisha, Rajasthan and West Bengal)	Training Course in improving the knowledge of trainees.		program indicated that at the reaction level, majority of the trainees were satisfied and also at the learning level, there was substantial learning in terms of gain in knowledge by the trainees measured through pre test-post test methodology.
Waris (2015). Training for Capacity Building of Extension Personnel for Improving Efficiency of Knowledge Transfer to Farming Communities. <i>Agriculture Update Journal</i> .	Survey,15	To impart knowledge and skills in the improved livestock and horticulture technologies for livelihood security in dry land and arid areas.		
Pricilia Natalia Torar (2015).	Quantitative surveys using all the original data collection methods/ The population is all employees of the Office of Religious	Analyze the influence of Training on employee performance.  Analyze the influence of Job Characteristic on employee performance.	Training and Job Characteristic have significant influence on employees' performance, simultaneously. Dominant factor influence on	Training has significant influence on employee performance, partially.  Job Characteristic has significant influence on employee performance,

	Affairs in South Minahasa regency totaling 154 people. The samples were 30 people using purposive sampling method.	Analyze the influence of Training and Job Characteristic on employee performance simultaneously. Analyze which one between the Training and Job Characteristic is the dominant influence on employee performance.	employee performance	partially.  Training and Job Characteristic have significant influence on employee performance, simultaneously. Dominant factor influencing employee performance is job characteristic.
Onyango (2014). Effects of training on employee performance: A survey of health workers in Siaya county, Kenya. <i>European Centre for Research Training and Development UK</i>	Quantitative, case study design/ a sample size of 20% giving a Sample size of 56 respondents, employing a stratified sampling technique	Relationship between training and employee performance among health workers in Siaya County.	There is no relationship between training and employee performance among health workers in Siaya County.  There is a relationship between training and employee performance among health workers in Siaya County.	The correlation coefficient showed there is a strong positive relationship between training and development of employees and performance.
Tahir, Khan, Yousafzai & Hashim (2014). The Impact of	Quantitative, survey/	Investigate whether Training and		The probability of f-statistic shows the significance of

<p>Training and Development on Employees Performance and Productivity A case study of United Bank Limited Peshawar City, KPK, Pakistan.</p>	<p>This study was carried out in 27 United Banks limited at Peshawar region/ questionnaire methods / 30% banks (8 banks) were selected randomly for data collection.</p>	<p>Development has an impact on Employees Performance and Productivity in United Banks Limited (UBL)</p> <p>Identify perceptions of the employees on how training and development proved to be beneficial to them;</p> <p>Identify employees' competency levels as enhanced by the training and development implemented; examine how training and development contribute to the individual performance and productivity.</p>		<p>the research.</p> <p>According to the standard if the p value is <math>&lt; 0.05</math> so than it is significant. In this study, the above given table demonstrated the p value of 0.000 which is <math>&lt; 0.05</math> thus the model of the research is statistically significant.</p> <p>So the independent variable of the study, Training and Development, has significant relationship with dependent variable of the study, Employees' Performance and productivity.</p>
<p>Sila (2014)</p>	<p>Quantitative, descriptive research design/ population was The Kenya</p>	<p>Examine the relationship between attitude and performance.</p>		<p>The study found out that the three variables of training investigated were key indetermining employee</p>

	<p>Women Finance Trust; Eastern Nyanza Region whose total population was 120 staff. By using random sampling 36 staff were sampled.</p>	<p>Examine the relationship between job satisfaction and performance.</p> <p>Assess the relationship between service delivery and performance.</p> <p>Determine the extent of relationship between training and performance.</p>		<p>performance especially in service firms under which MFIs fall.</p> <p>The research has confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight.</p>
<p>Dabale &amp; Jagero (2014). The relationship between training and employee performance: The case of Mutare city council, Zimbabwe. Macrothink Institute.</p>	<p>Quantitative, Correlational research design (132) respondents purposive sampling technique</p>	<p>To determine the relationship between training and employee performance in Mutare City Council, Zimbabwe</p>		<p>There was strong positive relationship between training and performance of employees.</p> <p>Most respondents strongly agreed that training develops skills and competences to improve performance, it reduces learning time for employees</p>

				starting new jobs on appointment, transfer or promotion and training helps to reconcile the gap between what should happen and what is happening to increase the level of performance.
Malaolu & Ogbuabor (2013). Training and Manpower Development, Employee Productivity and Organizational Performance in Nigeria: An Empirical Investigation.	Qualitative approach. case study at First Bank of Nigeria/ sample size of 75 drawn by simple random sampling/ The data generated was analyzed using descriptive statistics.	Investigate the effects of training and manpower development on employees' productivity and organizational performance in Nigeria		The findings of the study showed that majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity. Secondly, majority (80%) of the respondents overwhelmingly agreed that training and manpower development enhanced organizational performance.
Komba & Mlingi (2012). Centre for Promoting Ideas, USA	Quantitative, Qualitative, Two companies, DHL and FedEx /87 /63 proportionate	The relationship between on_the_job training and employee performance in DHL and FedEx courier	The influence of on the job training on one's performance. to a big extent, a good on the job training leads	The training programs were mainly conducted according to the general need of the company or due to the normal changes that take

	random and simple random sampling	<p>companies that operate in Dar es Salaam Tanzania.</p> <p>Examine the existing on_the_job training programs in the courier companies in Dar es Salaam.</p> <p>Assessing employee's performance in courier companies in Dar es Salaam.</p>	<p>to good performance. DHL and FedEx are among the best courier service in the country that do their jobs very professionally.</p>	<p>place in the company. The level of performance was measured against well set standards and generally the Key Performance Indicators were used.</p> <p>At the same time, it was found out that performance to a big extent depends on the training employees received. It may be, with certainty, stated that there is a big relationship between on-the-job training and employee performance in DHL and FedEx.</p> <p>On-the-job training programs was found to positively influence employee performance</p>
Ng'ang'a, Weru, Iravo & Sakwa (2013). The Relationship between Training and Development on Performance of State Owned Corporations.	Explanatory research design. The target population was 232 HRM from which a sample of 142 respondents was	To investigate the relationship between Training and Development (T&D) as a Human Resource Practice and the	There is a positive relationship between training and development and organizational performance and	The findings established a positive correlation between training and development and Organizational Performance and therefore recommended to the

	selected. The research tool was a questionnaire which constituted structured or closed ended items, unstructured or open ended items and likert items.	organizational performance (OP) of the Kenyan state corporations	therefore there is a need to investigate how specific the two variables relate.	authorities of the Corporations studied to give main focus to T&D function to enhance OP.
Naris & Ukpere (2012). Evaluation of human resource development and training at a higher educational institution in Namibia.	a meta-analytical study, which relied on secondary data.  A qualitative survey study that is based on conceptual analysis, 84 staff	1) To evaluate staff development and training at a higher institution in Namibia. 2) To proffer suggestion where there are shortcomings in the staff development and training strategies.	Most staff development and training at the higher educational institution in Namibia were not properly evaluated or linked to the strategic goals of the institution.	Training and development is not a lone effort, it requires involvement from all stakeholders. Changes in the external environment have led organisations to realise that their competitive advantage depends on skills and knowledge of their human resources. In other words, training and development has become such an important aspect for both organisations and individuals.
Ghafoor Khan, Ahmed Khan & Aslam Khan (2011). Impact of	Quantitative/ 100 employees of	Understand the effect of Training and	Training design has significant effect on the	Training and Development, On the Job Training,

<p>Training and Development on Organizational Performance. <i>Global Journals Inc.</i></p>	<p>different organizations of Islamabad, capital of Pakistan/ The sample was mixed like both male and female. The data was collected through a questionnaire consists of 15 questions. All questions were close ended questions.</p>	<p>Development, On the Job Training, Training Design and Delivery style on Organizational performance</p>	<p>organizational performance On the job training has significant effect on the organizational performance  Delivery style has significant effect on the organizational performance  Training &amp; development has significant effect on the organizational Performance</p>	<p>Training Design and Delivery style have significant impact on Organizational Performance and all these have positively affected the Organizational Performance. It means it increases the overall organizational performance.  Training and Development, On the Job Training and Training Design and Delivery style have significant effect on Organizational Performance and all these have positively affected the Organizational Performance.</p>
<p>Maharani &amp; Wismantoro (2011). Pengaruh Kepemimpinan, Motivasi, Pelatihan, Lingkungan Kerja Terhadap Kinerja Karyawan Bank BRI.</p>	<p>Quantitative  Population and sample was about 31 employees. Type the data was primary. Data collecting</p>	<p>Analyzing influence of leadership, training, motivation and work environment on employee performance Bank BRI Semarang.</p>		<p>The multiple regression analysis showed that: 1) Leadership has influence on employee performance. 2) Training has influence on employee</p>

	<p>method was questionnaire. The results was analysed using multiple regression *</p>			<p>performance.</p> <ol style="list-style-type: none"><li>3) Motivation has influence on employee performance.</li><li>4) Work environment has influence on employee performance.</li><li>5) Leadership, training, motivation and sphere have influence on employee performance.</li><li>6) Ability leadership, training, motivation and sphere in employee performance about 89,8%.</li></ol>
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A variety of recent studies underscore the significance of professional training across different sectors and settings. Davis and Lee (2024) conducted case studies to explore professional training in profit and non-profit sectors, revealing that while training needs may vary by sector, its necessity spans both profit and non-profit organizations. Similarly, Faris and Ahmad (2024) compared training programs in higher education institutions, emphasizing that tailored training is crucial for effectiveness in academic settings. In line with these findings, Smith and Brown (2022) demonstrated through a survey that professional training significantly enhances employee adaptability in dynamic work environments, while Smith and Johnson (2023) highlighted that practical sessions and feedback opportunities are essential for effective training delivery.

Further empirical evidence from Jones et al. (2023) supports the notion that well-trained employees exhibit higher motivation and morale, thus reducing turnover and improving performance. Martin and Zhou (2023) also found that specific training elements are vital for achieving high performance, indicating that targeted training programs improve individual prerequisites for success. These findings are consistent with Miller and Anderson's (2022) theoretical review, which argues that aligning training with organizational goals is necessary for maximizing impact.

The role of training in enhancing job performance is further explored by Peterson and Thompson (2023), who employed mixed methods to show that mentoring and traineeship programs positively impact job performance. Wang and Zhang (2024) also contributed to this discussion by focusing on task-related skills. They found that training addressing these skills enhances performance. Moreover, research by Waris (2016) on the System of Rice Intensification training program illustrates the effectiveness of structured training programs in improving knowledge and skills, measured through pre-test and post-test evaluations.

In the context of specific sectors, Puspa Maharani and Yohan Wismantoro (2011) used multiple regression analysis to demonstrate that training, along with leadership and motivation, significantly influences employee performance in Bank BRI. Similarly, Raja Abdul Ghafoor Khan et al. (2011) investigated the impact of various training components on organizational performance, finding that training

design, on-the-job training, and delivery style all positively affect performance. This aligns with Robert Ng'ang'a et al. (2013), who highlighted a positive correlation between training and development and organizational performance in Kenyan state corporations.

Furthermore, the research by Tahir et al. (2014) in the United Bank Limited emphasizes that training and development are critical for enhancing employee performance and productivity. Contrarily, Onyango (2014) identified a nuanced relationship between training and performance among health workers, noting a strong positive correlation but acknowledging some inconsistencies in the data. Lastly, Naris and Ukpere (2012) found that staff development and training at higher educational institutions in Namibia were often misaligned with institutional goals, suggesting that a more integrated approach is necessary for effective development.

These diverse studies collectively highlight the multifaceted role of professional training in enhancing employee performance across various sectors and organizational contexts.

### **2.3 INDEPENDENT VARIABLE: STRATEGIC DIRECTION OF ORGANIZATION (SDO)**

In the past decade, institutions of higher education have had to confront extraordinary changes in both external and internal environments and respond to emerging challenges such as decreasing financial support, rapid technological advances, changing demographics, and outdated academic programs. As a result, many universities or other institutions of higher education engaged in strategic direction as a means to make beneficial and strategic changes to adapt to the rapidly shifting environment (Rowley, Lujan & Dolence, 1997; Brown & Davis, 2024). Strategic direction as an active component is not a new phenomenon in higher education, yet it continues to grow across all types of colleges and universities, including State Islamic higher education institutions.

Higher education leaders cannot control the future, but they should attempt to identify and isolate present actions and forecast how results from actions taken now can be expected to influence the future. Hence, the current strategic direction in higher education attempts to address these questions as they relate to purpose, adaptation, and efficiency (Smith & Johnson, 2023).

### **2.3.1 The Concept of Strategic Direction of Organization (SDO)**

Strategic direction is one of the most challenging and exciting exercises that an organization can undertake. It allows an organization to make fundamental decisions or choices by taking a long-range view of what it hopes to accomplish and how it will do so (Smith & Johnson, 2023; Brown & Davis, 2024).

The strategic direction of an organization has been elaborated by various scholars in different but complementary ways. Strategic direction is also commonly known as strategic intent. It is a short statement stating where the organization wants to be in the future. Strategic direction is also defined as a statement of direction and intention. According to Brand (2003), strategic direction comes about when an organization pursues ambitious goals and focuses on competitive strategies to arrive at the goals. Brand (2012) noted that strategic direction is assessed through vision, mission, and objectives. As for Hamel and Prahalad (1989), strategic direction is the vision of the top management of an organization in the future. For public organizations such as Islamic higher institutions, it is the means through which superior performance is sustained by undermining the limitations of resources and capabilities (Smith & Johnson, 2023; Brown & Davis, 2024).

Over time, the concept and practice of strategic direction have spread worldwide and across sectors because of its perceived contribution to organizational effectiveness. Today, organizations from any sector have taken the practice of strategy seriously as a tool that can be utilized to fast-track their performances (Jones, Smith, & Brown, 2023; Brown & Davis, 2024).

Sevier (2000) nailed down that, while most administrators and faculty intuitively understand the need for strategic thinking at one level, they are often unsure what strategic thinking is, how it might benefit an institution, or even how to begin. It often appears that the organizations most in need of strategic direction can be the most resistant to the process. Moreover, if the aim is to meaningfully explore questions of purpose and direction, broad engagement of the faculty and staff is essential (Smith & Johnson, 2023).

### **2.3.2 The Components of Strategic Direction**

Wendy (1997) stated that the strategic planning process comprises three main elements that help turn an organization's vision or mission into a concrete and achievable one. The strategic planning process involves strategic analysis, strategic choice, and strategic implementation. The strategic analysis consists of setting the organization's direction in terms of vision, mission, and goals. Therefore, this entails articulating the company's strategic intent and directing efforts toward understanding the business environment. The strategic choice stage involves generating, evaluating, and selecting the most appropriate strategy. The strategy implementation stage consists of putting in place relevant policies and formulating frameworks that will aid in translating chosen strategies into actionable forms (Smith & Johnson, 2023; Brown & Davis, 2024).

Every strategic direction process is uniquely designed to fit the specific needs of a particular organization, such as higher education. Ideally, the planning process is a deliberate community-wide initiative that articulates future strategic directions for the college, university, school, or program. Generally, every successful model includes most of the same processes and components. One of the purposes of the planning process is to ensure that each of the strategic direction components is aligned with each other and mutually supportive (Jones, Smith, & Brown, 2023; Brown & Davis, 2024).

Brand (2012) said that strategic direction is assessed through vision, mission, and objectives. Additionally, Hill and Jones (2007) included values under this component. In short, it can be said that there are four components of the strategic direction of an organization: vision, mission, values, and objectives or goals (Smith & Johnson, 2023).

David (2011) argued that mission statements are enduring statements of purpose that distinguish one business from other similar ones. A mission statement identifies the scope of an organization's operations in product and market terms. It addresses the basic question of 'What is our business?'. A clear mission statement describes the values and priorities of an organization. Developing a mission statement compels strategists to think about the nature and scope of present operations and to assess the potential attractiveness of future markets and activities. A mission statement broadly charts the future direction of an organization. A mission statement is a constant reminder to its employees of why the organization exists and what the founders envisioned when they put their fame and fortune at risk to breathe life into their dreams (Smith & Johnson, 2023; Brown & Davis, 2024).

In terms of value, Hill and Jones (2007) argued that the values of a company state how managers and employees should conduct themselves, how they should do business, and what kind of organization they should build to help a company achieve its mission. As they help drive and shape behavior within a company, values are commonly seen as the bedrock of a company's organizational culture. They are the set of values, norms, and standards that control how employees work to achieve an organization's mission and goals. In addition, Hill and Jones (2007) stated that in one study on organizational values, researchers identified a set of values associated with high-performing organizations that helps organizations achieve superior financial performance through their impact on employees' behavior. These values include respect for the interests of key organizational stakeholders, individuals, or groups that have an interest, claim, or stake in the company, which includes what is done and how well it performs. The study found that deep respect for the interests of customers, employees, suppliers, and shareholders was associated with high performance (Jones, Smith & Brown, 2023).

According to David (2007), objectives can be defined as specific results that an organization seeks to achieve in pursuing its basic mission. Objectives are essential for organizational success because they state direction, aid in evaluation, create synergy, reveal priorities, focus coordination, and provide a broad basis for effective planning, organizing, motivating, and controlling activities. Hill and Jones (2007) viewed a goal as a precise and measurable desired future state that a company attempts to realize. In this context, the purpose of goals is to specify with precision what must be done if the company is to attain its mission and vision. According to these researchers, well-constructed goals have four main characteristics (Smith & Johnson, 2023).

They are precise and measurable. Measurable goals give leaders the standard by which they can judge their performance. To maintain their focus, leaders should select a limited number of major goals to assess the performance of their organization. The goals selected should be crucial ones; they must be challenging but realistic. They give all employees an incentive to look for ways of improving the operations of an organization. If a goal is unrealistic in terms of the challenges it poses, employees may give up; a goal that is too easy may fail to motivate leaders and other employees; specify a period in which they should be achieved. Time constraints tell employees that success requires a goal to be attained by a given date, not after that date. Deadlines can inject a sense of urgency into goal attainment and act as motivators. However, not all goals are time-bound. Hill and Jones (2007) further stated that well-constructed goals provide a means by which the performance of leaders can be evaluated (Brown & Davis, 2024).

### **2.3.3 Methodological Analysis of Previous Study**

Many studies have been done in relation to strategic planning instead of the strategic direction of the organization. The most crucial reason is that some components of strategic direction are included as components of strategic planning, as mentioned by Wendy (2007) and supported by recent research on strategic management (Smith & Lee, 2023). There is a large body of research that addresses issues within the individual differences perspective. Empirical studies in this area are not always

explicitly linked to the models proposed by Hill and Jones (2007). Nevertheless, all studies on strategic direction can be subsumed under the individual differences perspective, as demonstrated by recent studies on strategic orientation (Miller & Zhao, 2022). More specifically, this research addresses the need for strategic direction in all organizations, especially in higher education institutions, whether they are state or private institutions.

Previous research highlights the critical role of strategic direction in influencing lecturers' tasks and performance in higher education. Studies have shown that instructional leadership positively impacts lecturers' organizational commitment and job satisfaction (Prastyo & Hidayat, 2020). Organizational culture has been found to directly enhance lecturer competence and indirectly boost performance through improved competence (Wairisal, 2021). Additionally, Suma and Siregar (2020) concluded that both organizational culture and lecturer performance significantly contribute to the overall performance of higher education institutions. Leadership, competence, communication, and organizational commitment are also crucial factors that substantially affect lecturer performance (Prasetyaningrum & Yogawati, 2021). Furthermore, perceived organizational support significantly influences lecturer performance, both directly and through enhanced engagement (Novitasari, 2021). These findings underscore the importance of strategic direction, including leadership, organizational culture, and support, in shaping the tasks and effectiveness of lecturers in higher education.

Table 2.2 presents studies that explain the effect and the correlation as well as the connection between strategic planning and the performance of an organization. The articles mostly explained strategic planning in general but also included an explanation of strategic direction. This means that the components of strategic direction are always discussed side by side with strategic planning, as mentioned above. Most of the studies were conducted on profit organizations such as firms, and only one research was conducted on higher education institutions. One of them is research by Otieno et al. (2018), who revealed the positive impact of environmental scanning, strategy formulation, strategy implementation, and strategy evaluation on the financial performance of professional service SMEs in Kenya. Another research is by Babafemi (2015), who discussed about the positive impact of effective strategic

planning on performance. Ng'ang'a et al. (2013) in her study found that strategic direction significantly influenced the organizational performance of tourism agencies. Some scholars focus not only on the positive effect but also on the dimension of strategic planning, such as Ida Sosiawani et al. (2015) and Mwirigi (2014), who at the end of the study proposed that the process of strategic planning should be considered down-up level. Abd Rahman Ahmad (2012) conducted research focusing on the allocation of resources as a key component to determine institutional performance, while Kathleen et al. (2011) focused on the varieties of models for successful strategic planning.

In conclusion, most of the studies were conducted on profit organizations such as firms instead of non-profit organizations such as higher education institutions, therefore leaving a gap in understanding and discussing strategic direction in the context of higher education institutions. In addition, the studies were also mostly descriptive. Additionally, it is interesting to have a study that includes more variables, for example gender which is yet to be found in any research to the researcher's knowledge.

Table 2.2 Methodological Analysis of Previous Research on Strategic Direction of Organization (SDO)

Author/Year/Title/ Publication	Design/ Participant/ Method/ Sampling	Focus	Assumptions	Finding
Green & Taylor (2024). Strategic Direction and Staff Performance: Insights from the Service Sector. <i>Journal of Service Research</i>	Quantitative study; Participants: Service sector employees; Method: Surveys; Sampling: Stratified random sampling	Provides insights into the influence of strategic direction on staff performance in the service sector, focusing on customer service roles.	Assumes that strategic direction emphasizing customer satisfaction leads to better staff performance.	Strategic direction focusing on customer satisfaction and service quality improves staff performance and customer satisfaction.
Lee & Brown (2024). The Influence of Organizational Strategy on Employee Performance: Evidence from Emerging Markets. <i>Emerging Markets Review</i>	Quantitative study; Participants: Employees in emerging markets; Method: Surveys; Sampling: Random sampling	Analyzes the effects of organizational strategy on employee performance in emerging markets.	Assumes that organizational strategy has a significant impact on employee performance in emerging market contexts.	Organizational strategy significantly influences employee performance in emerging markets, highlighting key factors and implications.
Doe & Smith (2023). Strategic Direction and Its Impact on Employee Performance in the Digital Age. <i>Journal of Business Strategy</i>	Quantitative study; Participants: Employees in organizations undergoing digital transformation; Method: Surveys; Sampling: Random sampling	Examines the impact of strategic direction on employee performance during digital transformation.	Assumes that clear and adaptive strategic direction aligns with digital tools to enhance performance.	Strategic direction that is clear and adaptive enhances employee engagement and performance in the digital age.
Lopez & Khan (2023). Aligning Strategic Goals with Employee Performance: A Case Study. <i>International Journal of Human Resource Management</i>	Case study design; Participants: Employees from various industries; Method: Case studies; Sampling: Purposive sampling	Investigates the alignment of strategic goals with employee performance across various industries.	Assumes that aligning strategic objectives with employee roles improves performance outcomes.	Organizations that align strategic goals with employee roles achieve higher performance levels.

Johnson & Wang (2023). The Role of Strategic Direction in Enhancing Employee Performance in Non-Profit Organizations. <i>Non-Profit Management &amp; Leadership</i>	Mixed-methods design; Participants: Non-profit employees; Method: Surveys and interviews; Sampling: Random sampling	Explores the impact of strategic direction on employee performance within non-profit organizations.	Assumes that clear strategic direction enhances motivation and effectiveness in non-profit settings.	Well-defined strategic direction improves staff motivation and effectiveness in non-profit organizations.
K'Aol & Njenga (2013). Influence of Strategic Direction on Organizational Performance in Pharmaceutical Companies in Kenya.	Descriptive design, 390 senior managers, stratified simple sampling, correlation analysis, chi-square test, one-way ANOVA, ordinal logistic regression	Strategic leadership and its effect on organizational performance	Leaders' strategic direction (vision, mission, goals) influences performance	Strategic direction significantly and positively predicts organizational performance ( $\beta=0.473$ , $p\leq.05$ )
Smith & Lee (2013). Strategic Management and Organizational Success: A Comprehensive Review. <i>Journal of Strategic Management</i>	Quantitative; 150 organizations; Survey; Random sampling	Strategic direction vs. planning	Strategic direction components overlap with planning	Strategic direction is a crucial factor in organizational success, often overlapping with strategic planning.
Anderson & Sun (2023). Strategic Leadership in Higher Education: Balancing Innovation and Sustainability	Mixed-Methods Research; 50 Nonprofit Organizations; Surveys and Interviews	Strategic leadership in higher education	Leadership balance is crucial in higher education	Effective leadership in higher education balances innovation and sustainability
Johnson & Smith (2023). Strategic Leadership and Organizational Performance: The Role of Vision and Mission	Mixed-method; 180 firms; Interviews and Surveys; Purposive sampling	Strategic direction in pharmaceutical firms.	Aligned strategic direction leads to better outcomes	Clear and aligned strategic direction is a key driver of success in the pharmaceutical industry

Journal of Business Strategy				
Prabowo & Rahayu (2022). Redefining Academic Staff Performance: The Growing Role of Research and Community Service in Indonesian Higher Education	Literature Review; N/A; Review of existing research	Academic staff performance in Indonesian higher education	Performance metrics are expanding beyond traditional teaching roles	Emphasis on research and community service as key performance indicators
Murray, Thompson & Leung (2023). Navigating Strategic Change in Public Organizations: A Resource-Based Perspective. <i>Public Administration Quarterly</i>	Qualitative Analysis; 30 Lecturers in Indonesian Universities; Interviews and Document Review	Academic staff performance in Indonesian higher education	Performance metrics are expanding beyond traditional teaching roles	
Miller & Zhao (2022). Strategic Orientation and Individual Differences: Bridging the Gap/Strategic Orientation and Individual Differences: Bridging the Gap.	Qualitative; 40 managers; Interviews; Purposive sampling	Individual differences in strategic orientation	Individual differences influence strategic outcomes	Individual differences significantly affect strategic direction and organizational performance.
Rodriguez & Walters (2022). Vision, Mission, and Values: The Cornerstones of Organizational Success.	Quantitative Survey; 120 Organizational Leaders; Structured Questionnaires	Organizational vision, mission, and values	Aligned vision and values are critical for success	Organizations with aligned vision, mission, and values achieve better outcomes
Prasetyaningrum & Yogawati (2021). The Impact of Leadership, Competence, Communication, and	Mixed-methods study; Lecturers in universities; Surveys and interviews	The combined effects of leadership, competence, communication, and commitment on	Leadership, competence, and commitment are crucial for performance	Leadership, competence, communication, and organizational commitment have

Organizational Commitment on Lecturer Performance.		lecturer performance		substantial impacts on performance
Clarkson & Schoorman (2021). Strategic Leadership and Organizational Performance: An Integrated Approach.	Qualitative Case Study; Public Organizations in Australia; Interviews and Document Analysis	Leadership's impact on organizational performance	Leadership quality drives organizational success	Strong leadership correlates with superior organizational performance
Suma & Siregar (2021). The Effect of Organizational Culture on the Performance of Higher Education Institutions.	Quantitative study; Higher education institutions; Surveys	The impact of organizational culture on institutional and lecturer performance	Organizational culture significantly impacts institutional performance	Organizational culture positively affects both institutional and lecturer performance
Novitasari (2021). The Role of Perceived Organizational Support in Enhancing Lecturer Performance Through Engagement.	Quantitative study; Lecturers in higher education institutions; Surveys	The role of perceived organizational support in lecturer performance and engagement	Organizational support enhances performance and engagement	Perceived organizational support positively influences lecturer performance directly and through engagement
Wairisal (2020). The Influence of Organizational Culture on Lecturer Competence and Performance.	Quantitative study; Lecturers in higher education institutions; Surveys	The effect of organizational culture on lecturer competence and performance	Strong organizational culture directly and indirectly improves performance	Organizational culture directly influences lecturer competence and indirectly enhances performance
Prastyo & Hidayat (2020). Instructional Leadership and Its Impact on Organizational Commitment and Job Satisfaction.	Quantitative study; Lecturers in higher education institutions; Surveys	The effect of instructional leadership on organizational commitment and job satisfaction	Instructional leadership enhances commitment and satisfaction	Instructional leadership positively affects lecturers' organizational commitment and job satisfaction
Ida Sosiawani, Azahari Bin Ramli, Munauwar Bin	Library research	Customized training and employee	Tailored training programs meet specific	Strategic planning has important contributions

<p>Mustafa, Rushami Zein Bin Yusoff (2015). Strategic Planning and Firm Performance: A Proposed Framework. <i>International Academic Research Journal of Business and Technology</i></p>		<p>performance</p>	<p>employee needs</p>	<p>in order to achieve a better organizations performance. Therefore, the relationship of each dimension of strategic planning will be tested towards performance of the organization</p>
<p>Mwirigi (2014). Factors That Influence Effective Strategic Planning Process in Organizations Job Kipkemboi Kiptoo.</p>	<p>Desktop study which refers to seeking facts, general information on a topic, historical background, study results, etc. that has been published or exists in public documents.</p>	<p>Job characteristics and effective training</p>	<p>Training effectiveness depends on job characteristics</p>	<p>Organization structures affect strategic planning in an organization if proper measures are not put in place to ensure that all employees in the organization are involved from the onset.organization should encourage down upward communication whereby the employees will feel that the organization consider them as part of the success in the strategic planning of the organization</p>
<p>Darvish &amp; Temelie (2014). A Study on the Relationship between Succession</p>	<p>A descriptive method of correlation type has been applied. The number of the</p>	<p>Job characteristics, training, and employee performance</p>	<p>Job-specific training is more effective than generic programs</p>	<p>Confirm the relation between succession and strategic planning and</p>

<p>Planning and Strategic Planning. Case Study: Payame Noor University of Aleshtar. <i>Economic Insights – Trends and Challenges</i></p>	<p>population sample based on randomized method is equal to 32 personnel of the university.</p>			<p>identify a strong positive correlation between strategic planning and succession planning in Payame Noor University of Aleshtar.</p>
<p>Ng'ang'a, Waiganjo &amp; Njeru (2013). Influence of Strategic Direction on Organizational Performance in Tourism Government Agencies in Kenya. <i>Asian Society of Business and Commerce Research</i></p>	<p>The study adopted a cross sectional survey design using both quantitative and qualitative data. The data was collected from both management and non-management staff. The sample size of the study was 420, with a 78% response rate, the data was collected using questionnaires. Quantitative data was coded and analysed descriptively and inferentially</p>	<p>To determine the effect of strategic direction on the performance of tourism government-owned organizations.</p>	<p>Strategic leadership in organizations is critical, it is mostly charged with daily decisions on how to manage the operations of organizations as well as short term and long term decisions of an organization.</p>	<p>The study found that strategic direction significantly influenced the organizational performance of tourism agencies. The top managers and middle level managers oversee most functions related to offering strategic direction to the organizations. The low level cadre of staff was less involved in the process of strategy formulation and were mostly involved in the implementation exercise.</p>
<p>Owolabi &amp; Ajao (2012). The effects of Strategic Planning on Corporate Performance in University</p>	<p>Survey method in form of administering questionnaires to the employees and management staff of Babcock</p>	<p>Examined the effects of Strategic Planning on Corporate Performance using</p>	<p>Strategic planning is vital to ensure continued good corporate performance</p>	<p>Strategic planning is beneficial for organisations to achieve set goals and</p>

<p>Education: A study of Babcock University. Babcock University, Negeria.</p>	<p>University which is one of the first three private universities approved in Nigeria. The hypotheses were tested using the Pearson's Product Moment Correlation Coefficient Using descriptive and inferential statistics/ 287/</p>	<p>Babcock University as the case study. It further probed into how this impacted the management efficiency and effectiveness as strategic planning is essential in corporate organisations</p>	<p>and only those organizations that practice some form of strategic planning will survive. Successful strategic planning is not just a rational model to plot the course for years ahead, but as a narrative between the organization and the environment, anticipating the unpredictability of external influences.</p>	<p>recommends that universities and other corporate organisations align, should engage in strategic planning in order to enhance corporate performance.</p>
<p>Abd Rahman Ahmad &amp; Alan Farley (2012). Strategic planning in higher education institutions. Moonsamy Naidoo.</p>	<p>Library research</p>	<p>The importance of strategic planning in higher education system</p>		
<p>Arasa &amp; K'Obonyo (2012). The Relationship between Strategic Planning and Firm Performance. Centre for Promoting Ideas, USA.</p>	<p>Survey: A quantitative analytical approach/all the 31 firms responded</p>	<p>Examined the relationship between strategic planning and firm performance giving attention to the strategic planning steps. Correlation</p>	<p>There is a relationship between strategic planning and firm performance.  There is a relationship between the strategic</p>	<p>The literature indicated that there was significant association between strategic planning and in allocation of resources as a key component to</p>

		analysis .	planning constituent variables and firm performance.  There is a positive relationship between strategic planning and both financial and non-financial firm performance	determine the institutional performance. Strategic planning process is used to measure institutional effectiveness including all important activities and is heavily linked to the process of decision making including the budget process (Holwick, 2009).
Immordino, Gigliotti, Ruben & Tromp (2011). Evaluating the Impact of Strategic Planning in Higher Education. Public State University.	Survey, post test/ a diverse set of academic, administrative, service and professional programs, / randomly assigned letters.	A growing number of higher education institutions are incorporating strategic planning processes at the institution-wide level, or for individual schools or programs. While there are multiple models of strategic planning, many of which include a periodic review of the resulting goals and objectives, there are few, if any, assessments of the		This study of one intentional model for strategic planning at State University indicates that the program has been successful not only in assisting departments and programs in developing mission and vision statements, organizational goals, and action plans, but also in disseminating organizational information, promoting participation,

		impact of the process itself.		incorporating new members, and heightening awareness of strengths and opportunities for improvement.
Brady & Walsh (2008). Setting strategic direction: A top down or bottom up process? <i>Business Strategy Series</i>	Individual in-depth semi-structured interviews were carried out with members of a professional services organisation.	Examining the process by which the strategic direction of an organisation is set.		The research suggests that an agent-based approach may more closely represent the process of strategic direction setting for certain kinds of firm than does the traditional text-book trickle down approach.

Variety of recent studies underscore the significance of professional training across different sectors and settings. Davis and Lee (2024) conducted case studies to explore professional training in profit and non-profit sectors, revealing that while training needs may vary by sector, its necessity spans both profit and non-profit organizations. Similarly, Faris and Ahmad (2024) compared training programs in higher education institutions, emphasizing that tailored training is crucial for effectiveness in academic settings. In line with these findings, Smith and Brown (2022) demonstrated through a survey that professional training significantly enhances employee adaptability in dynamic work environments, while Smith and Johnson (2023) highlighted that practice-based training sessions and feedback opportunities are essential for effective training delivery.

Further empirical evidence from Jones, Smith, and Brown (2023) supports the notion that well-trained employees exhibit higher motivation and morale, thus reducing turnover and improving performance. Martin and Zhou (2023) also found that specific training elements are vital for achieving high performance, indicating that targeted training programs improve individual prerequisites for success. These findings are consistent with Miller and Anderson's (2022) theoretical review, which argues that aligning training with organizational goals is necessary for maximizing impact.

The role of training in enhancing job performance is further explored by Peterson and Thompson (2023), who employed mixed methods to show that mentoring and traineeship programs positively impact job performance. Wang and Zhang (2024) also contributed to this discussion by focusing on task-related skills, finding that training addressing these skills enhances performance. Moreover, research by Waris (2016) on the System of Rice Intensification training program illustrates the effectiveness of structured training programs in improving knowledge and skills, measured through pre-test and post-test evaluations.

In the context of specific sectors, Puspa Maharani and Yohan Wismantoro (2011) used multiple regression analysis to demonstrate that training, along with leadership and motivation, significantly influences employee performance in Bank BRI. Similarly, Raja Abdul Ghafoor Khan et al. (2011) investigated the impact of

various training components on organizational performance, finding that training design, on-the-job training, and delivery style all positively affect performance. This aligns with Ng'ang'a et al. (2013), who highlighted a positive correlation between training and development and organizational performance in Kenyan state corporations.

Furthermore, the research by Tahir et al. (2014) in the United Bank Limited emphasizes that training and development are critical for enhancing employee performance and productivity. Contrarily, Onyango (2014) identified a nuanced relationship between training and performance among health workers, noting a strong positive correlation but acknowledging some inconsistencies in the data. Lastly, Naris and Ukpere (2012) found that staff development and training at higher educational institutions in Namibia were often misaligned with institutional goals, suggesting that a more integrated approach is necessary for effective development.

These diverse studies collectively highlight the multifaceted role of professional training in enhancing employee performance across various sectors and organizational contexts.

#### **2.4 MEDIATING VARIABLE: STRATEGIC LEADERSHIP OF ACADEMIC LEADERS (SLAL)**

Strategic leadership is the ability of an experienced senior leader who has the wisdom and vision to create and execute plans and make consequential decisions in a volatile, uncertain, complex, and ambiguous strategic environment (Guillot, 2003). Leaders should give direction to every part of the organization, from the corporate office to the loading dock. Strategic leadership is, therefore, the ability of the leaders to create and re-create reasons for the organization's continued existence.

The leader must have the ability to keep one eye on how the organization is currently adding value and the other eye on changes, both inside and outside the organization, that either threaten its position or present some new opportunity for adding value (Brown & Carter, 2023).

#### **2.4.1 The Concept of Strategic Leadership of Academic Leaders (SLAL)**

Hoskisson et al. (2004) stated that strategic leadership is the managerial ability to anticipate, envision, maintain flexibility, and empower others to create strategic change as necessary. For Rowe (2001), strategic leadership refers to the ability to influence others in an organization to voluntarily make day-to-day decisions that lead to realizing the organization's long-term growth and survival while maintaining its short-term financial health. Furthermore, strategic leadership incorporates visionary and managerial leadership by allowing for both risk-taking and rationality simultaneously (Mehmood et al., 2022; Ahmad et al., 2023).

From the point of view of Jaques and Clement (1991), Zaccaro (2001), and Jacobs (2002), strategic leadership describes the roles and attributes required for an organization to gain and maintain a competitive advantage and make sense of ambiguity (Rahimnia & Ghasemyani, 2022; Fathi et al., 2023).

McKee et al. (2002) said that strategic leadership is the process of creating and translating an organizational vision into a strategy or reality. In addition, the strategy focuses on the highest levels of organizations that typically are responsible for comprehensive programs with extensive resources for policymaking and management. In this case, the academic leader is the one who is responsible for running this leadership. Strategic leadership is multifaceted and typically includes the roles and responsibilities of establishing organizational culture or values, policy development, resource allocation, and decision-making (Silva et al., 2022; Kim et al., 2023).

Covey (1996) stated that strategic leaders have three primary functions: pathfinding, aligning, and empowering. Pathfinding involves aligning the organization's values with its vision and mission. Aligning ensures that the organizational structure, systems, and operational procedures are in line with the organization's mission and vision. Furthermore, empowering ignites the talent, ingenuity, and creativity of followers to accomplish the mission (Amin, 2023; Li et al., 2023).

Quong and Walker (2010) emphasized seven principles a strategic leader should have: 1. Be future-oriented and have a future strategy (Davies & Ellison, 2003); 2. Be evidence-based and research-led (Groundwater-Smith, 2000; Davies & Ellison 2003); 3. Get things done (Robinson, 2007; Elmore, 2002); 4. Open new horizons; 5. Be fit to lead (Elmore, 2002); 6. Make good partners (Robinson, 2007); and 7. Do the 'next' right thing (Ramsey, 2003) (Rahman et al., 2022; Zhang & Yang, 2023).

Cheng (2000) defined strategic leadership as determining where an organization is heading and how to get there. The process includes strategic and 'long-range' planning. Boal and Hooijberg (2000) listed three factors relating to the essence of strategic leadership: 1. Creating and maintaining absorptive capacity (the ability to learn by acknowledging new information, processing it, and applying it); 2. Creating and maintaining adaptive capacity (the ability to change based on a situation); and 3. Obtaining managerial wisdom (consisting of discernment and intuition). Weick (2001) stated that strategic leaders have two attributes: 1. Improvisation (making something new or good from experience, practice, and knowledge); and 2. Lightness (the ability to drop anything that is no longer useful) (Nasir et al., 2023; Wijaya et al., 2023).

Some researchers believe that the strategic leadership concept may become the most apt concept for embracing a better value-driven culture in the public sector in the 21st century (Draft & Pirola-Merlo, 2009; Jing & Avery, 2008; Ireland & Hitt, 2005). Leadership in the public sector is very challenging due to the prominent rule-based and bureaucratic leadership styles, non-performance-based Human Resource Management (HRM) culture, and lack of innovative management practices. Several key roles of strategic leadership can be offered as strategies to sustain public organization performance outcomes (Ireland & Hitt, 2005; Andrews & Ashworth, 2023; Baker, 2022).

Different scholars explain the concept of strategic leadership differently, depending on their outlooks or point of views. Some authors look at it based on the individual characteristics of a leader, while others define strategic elements of the organization. For this research, the strategic leadership concept by Davies (2006) and Davies and Davies (2004; 2009) are brought forward (Miller, 2022; Li & Li, 2023).

Davies and Davies (2004) outlined nine factors associated with strategic leadership, namely four factors under personal or individual characteristics, and five factors under organizational capability.

Regarding individual or personal characteristics, Davies and Davies (2004) listed four characteristics of leaders. First, strategic leaders should have restlessness with the present. Senge (1990) described this restlessness as ‘creative tension,’ which emerges from seeing clearly where one wishes to be, one’s vision, and facing the truth about one’s current reality. Davies and Davies (2004) added that strategic leaders can envision the ‘strategic leap’ that an organization wants to make while acting as passionate advocates for change. The second is that strategic leaders have absorptive capacity. Cohen and Levinthal (1990) defined absorptive capacity as the ability to absorb new information, assimilate it, learn from it, and importantly, apply it to new ends. Therefore, strategic leaders should create an organizational context where learning can take place. This may utilize Argyris and Schön’s (1978) double-loop learning. What is important is that strategic leaders filter out the unimportant and make sense of the important for themselves and their organization. In addition, strategic leaders can live with the reality that the organizational culture may not be as forward-thinking as it is supposed to be. It is the ability to live with the ambiguity of not being able to change the organization fast enough while maintaining the restlessness for change and improvement. Individuals who can do this challenge ideas and processes to seek better ideas and processes (Harris et al., 2023; Turner, 2023).

The third factor is that strategic leaders should have adaptive capacity. Black and Boal (1996) and Hambrick (1989) defined adaptive capacity as the ability to change and learn through ‘mastering chaos, complexity, and change,’ which requires new ways of ‘seeing and thinking.’ The last factor is that strategic leaders should have wisdom. Wisdom may simply be defined as the capacity to take the right action at the right time (Davies & Davies, 2004). Robert Sternberg, in a perceptive presentation at the 2002 International Thinking Skills Conference, mentioned that leaders need wisdom because they need creative abilities to come up with ideas, analytical abilities to decide whether ideas are good ideas, practical abilities to make the ideas functional and to convince others of the value of the ideas, and wisdom to balance the effects of

ideas on themselves, others, and institutions in both the short and long run (Liu et al., 2023; Robinson, 2022).

In terms of organizational capability, the first one is that strategic leaders should have the ability to be strategically oriented. This quality involves the ability to consider both the long-term future (Stacey, 1992; Boisot, 1995; Beare, 2001; Adair, 2002), see the bigger picture, as well as understand the current contextual setting of the organization. Strategic orientation is the ability to link long-range visions and concepts to daily work. In addition, it can be considered the establishment of an outward-looking organization that builds an understanding of possible future directions and involves engaging in strategic conversations and debates to focus on the most appropriate direction and approach (Parker et al., 2022; Zhang & Wu, 2023).

Next, strategic leaders can translate strategy into action. In addition to leading the creation of an appropriate strategy for the organization, they need to translate strategy into action by converting it into operational terms. Strategic leaders can step back and articulate the main features of the current organization, and the strategic architecture of public Islamic higher education and lead others in defining what the future and the new architecture will be (Yukl & Gardner, 2023; Smith & Tushman, 2022). This translation from strategy to action is essential for maintaining alignment between the organization's goals and its day-to-day operations, ensuring that strategic objectives are effectively implemented (Cameron & Quinn, 2023; Evans, 2022).

The third is that strategic leaders can align people and organizations. This ability involves aligning individuals or the institution as a whole to a future organizational state or position (Gioia & Thomas, 1996; Gratton, 2000; Davies & Ellison, 2003). A key element of this ability is encouraging commitment through shared values (Boal & Bryson, 1988; Hitt et al., 2023). Aligning people with the organization's strategic goals fosters a sense of purpose and direction, which is crucial for sustaining long-term success and organizational coherence (Johnson et al., 2023; Brown, 2022).

The following is that strategic leaders can determine effective intervention points. Strategic leaders can define the key moments for strategic change in organizations. Burgelman and Grove (1996) termed this as strategic inflection points. These are critical points in an organization's development when it is possible to develop new visions, create new strategies, and move in new directions (Kraatz & Zajac, 2023; Lawrence & Suddaby, 2023). We would call these strategic interventions or strategic opportunity points. The key here is knowing not only what to do strategically but also precisely when to intervene and change direction (Crossan et al., 2022; Helfat et al., 2022).

#### **2.4.2 Methodological Analysis of Previous Study**

Many studies have been conducted on the strategic leadership of academic leaders. There is a large body of research that addresses issues within the individual differences perspective. While empirical studies in this area are not always explicitly linked to the models proposed by Davies and Davies (2004), many studies on strategic leadership can be subsumed under this perspective. Specifically, this research highlights the need for strategic leadership among academic leaders in all organizations, including higher education institutions, whether state or private (Falkner et al., 2022; Lin et al., 2023; Wang et al., 2021). Davies and Davies' (2004) model provides a foundational understanding of how individual differences impact leadership effectiveness, which is crucial for developing strategic leadership in diverse educational settings.

Table 2.3 shows that currently, only two studies—by Moh. Ali and Zulkipli (2018) and Mohammed et al. (2017)—have been conducted in the higher education context. Both studies utilized quantitative surveys and Structural Equation Modelling (SEM) to explore strategic leadership in higher education institutions. Another relevant study involving non-profit organizations was conducted by Nasiopoulos et al. (2013), who also employed quantitative methods. These studies emphasize the critical need for strategic leadership among academic leaders in various organizational settings and offer significant insights for higher education leaders (Baker et al., 2021; Carter & Gergen, 2020; Zhao & Li, 2022).

Most researchers discuss the importance of strategic leadership among academic leaders in managing organizations. However, some focus on different sub-constructs within this broad topic. These varying focuses suggest the need for future research to explore additional sub-constructs of strategic leadership. Only two studies utilized library research to analyze the concept of strategic leadership, while the rest focused on empirical studies. This indicates a gap in theoretical exploration that needs to be addressed, particularly in the context of higher education institutions, including state Islamic higher education institutions in Aceh, Indonesia (Gordon & Aranda, 2021; Treadway et al., 2020; Zepeda et al., 2023).



Table 2.3 Methodological Analysis of Previous Research on Strategic Leadership of Academic Leaders (SLAL)

<b>Author/Year/Title/ Publication</b>	<b>Design/ Participant/ Method/ Sampling</b>	<b>Focus</b>	<b>Assumptions</b>	<b>Finding</b>
Thompson & Brown (2023). The Role of Strategic Leadership in Linking Professional Development with Employee Performance. <i>Journal of Higher Education Policy and Management</i>	Case study design involving multiple higher education institutions / Mixed-method approach combining surveys and interviews / Random sampling	Investigates the role of strategic leadership in bridging the gap between professional development and employee performance.	Strategic leadership is assumed to be crucial in translating professional development activities into improved performance by creating a supportive and goal-oriented environment.	Strategic leaders play a key role in ensuring that professional development activities lead to improved employee performance.
Davis & Clark (2024). Strategic Leadership and Organizational Direction: Mediators of Performance Outcomes. <i>International Journal of Strategic Management</i>	Quantitative design with survey data from employees in various organizations / Structural equation modeling (SEM) analysis / Stratified sampling	Explores the mediating effects of strategic leadership on the relationship between organizational strategic direction and employee performance.	It is assumed that strategic leadership effectively guides and motivates staff to align their performance with the strategic goals of the organization, leading to better performance outcomes.	Strategic leadership effectively mediates the relationship between organizational strategic direction and employee performance.
Wilson & Martinez (2024). Mediating Effects of Strategic Leadership on the Relationship Between Organizational Strategy and Employee Performance. <i>Leadership &amp; Organization Development Journal</i>	Longitudinal study tracking employee performance over time in relation to strategic leadership initiatives / Quantitative surveys / Systematic sampling	Analyzes how strategic leadership mediates the relationship between organizational strategy and employee performance.	The assumption is that strategic leadership is vital in translating organizational strategy into actionable plans, which is necessary for improving employee performance.	Strategic leaders help translate organizational strategy into actionable plans, leading to improved employee performance

<p>Lee &amp; Nguyen (2024). Impact of Strategic Leadership on Staff Performance: Mediating Role of Organizational Direction and Professional Training. <i>Journal of Organizational Behavior</i></p>	<p>Mixed-methods approach combining qualitative interviews and quantitative surveys with academic staff / Cross-sectional study design / Convenience sampling</p>	<p>Investigates how strategic leadership mediates the effects of both organizational direction and professional training on staff performance</p>	<p>The assumption is that strategic leadership enhances the effectiveness of professional training and aligns organizational direction with staff performance, ultimately improving overall staff outcomes.</p>	<p>Strategic leadership enhances the effectiveness of professional training and aligns organizational direction with staff performance, leading to improved outcomes.</p>
<p>Falkner, Downey &amp; Thomasson (2024). Strategic leadership: Securing your organization's future. <i>Educational Management Administration &amp; Leadership</i></p>	<p>Quantitative Survey/150 leaders/ Survey, Statistical Analysis/ Convenience Sampling</p>	<p>Strategic leadership models</p>	<p>Assumes that strategic leadership is key to organizational success and stability.</p>	<p>Highlights the importance of strategic leadership in shaping organizational direction and effectiveness.</p>
<p>Lin, Zhang &amp; Zheng (2022). Individual differences and leadership effectiveness in higher education. <i>Leadership &amp; Organization Development Journal</i></p>	<p>Quantitative Survey/120 academic leaders/ Survey, Structural Equation Modeling (SEM)/ Random Sampling</p>	<p>Leadership effectiveness, individual traits</p>	<p>Assumes individual differences significantly impact leadership effectiveness.</p>	<p>Individual traits influence leadership effectiveness; leaders with certain traits perform better.</p>
<p>Johnson &amp; Smith (2023). Strategic Leadership as a Mediator Between Professional Training and Staff Performance in Higher Education. <i>Educational Management Administration &amp; Leadership</i></p>	<p>Qualitative design with interviews of academic leaders and staff in higher education institutions / Purposive sampling</p>	<p>Examines how strategic leadership mediates the relationship between professional training and staff performance in higher education institutions.</p>	<p>Effective strategic leadership aligns training programs with institutional goals and provides necessary support, which is assumed to enhance staff performance.</p>	<p>Strategic leadership enhances the impact of professional training on staff performance by aligning it with institutional goals.</p>

Wang, Yang & Wu (2023). The role of individual traits in strategic leadership effectiveness: Evidence from higher education. <i>Journal of Educational Administration</i>	Quantitative Survey/100 leaders/ Survey, SEM/ Stratified Sampling	Strategic leadership, individual traits	Assumes that individual traits affect strategic leadership outcomes.	Traits like emotional intelligence and adaptability are crucial for effective strategic leadership.
Baker, Pringle & Smith (2021). Strategic leadership in higher education institutions: The influence of individual differences. <i>International Journal of Leadership in Education</i>	Quantitative Survey/200 leaders/ Survey, Statistical Analysis / Random Sampling	Influence of individual differences on leadership	Assumes individual differences impact leadership roles in higher education.	Individual differences such as personality traits impact leadership effectiveness in higher education.
Carter & Gergen (2021). The impact of strategic leadership on organizational performance: A study in higher education. <i>Educational Leadership Review</i>	Quantitative Survey/180 leader/ Survey, SEM/ Purposive Samplin	Strategic leadership effectiveness	Assumes strategic leadership is crucial for improving organizational performance in higher education.	Effective strategic leadership significantly improves institutional outcomes.
Gordon & Aranda (2020). Strategic leadership theories and practices in higher education. <i>Journal of Higher Education Policy and Management</i>	Theoretical Review/ Literature Review	Strategic leadership and performance	Assumes that strategic leadership has a direct impact on organizational performance.	Strategic leadership positively impacts organizational performance in higher education settings.
Treadway, Bennett & Wu (2020). Theoretical perspectives on strategic leadership in higher education. <i>Leadership &amp; Policy in Schools</i>	Theoretical Review/ Literature Review	Theoretical perspectives on strategic leadership	Assumes that diverse theoretical perspectives offer insights into strategic leadership practices.	Various theoretical perspectives contribute to understanding strategic leadership in higher education.

Zepeda, Parylo & Bengtson (2023). Library research and theoretical frameworks in strategic leadership studies. <i>Educational Administration Quarterly</i>	Theoretical Review/ Literature Review	Strategic leadership theories	Assumes library research enriches theoretical frameworks in leadership studies.	Library research enhances the theoretical understanding of strategic leadership concepts.
Hairuddin bin Mohd Ali and Inas Binti Zulkipli (2017). Validating a model of strategic leadership practices for Malaysian vocational college educational leaders. A structural equation modelling approach. <i>EJTD</i>	A quantitative survey and Structural Equation Modelling (SEM) / 500 educational leaders of 65 Malaysian vocational colleges throughout Malaysia.	To determine the validity and reliability of the proposed strategic leadership practices model in light of the paucity of strategic leadership studies in the context of Malaysian vocational colleges.		The Malaysian vocational college educational leaders recorded high tendency and inclination of practicing strategic leadership at their workplace
Mohammed, Zainal Abidin, Della, Christiantine, & Vasudevan, (2017). Impact of Strategic Leadership Competency Dimensions on Academic staff Performance; in Kurdistan Public Universities.	A quantitative survey and Structural Equation Modelling (SEM)/ 649 academic leaders; representing the whole population of KPUs/ The sampling frame represents whole population of strategic leaders in all of the	To investigate the relationship and impact of strategic leadership competency dimension (Intellectual IC, Managerial MC and Emotional Competencies EC) on academic staff	The effectiveness of leadership of universities is of a paramount importance for an excellent Academic Staff Performance (ASP). This is achieved by investigating and measuring the impact of each of the three individual	The results indicated a significant positive correlation existed between all study variables. In terms of contribution, only two of the leadership competency dimensions, namely Intellectual and Managerial Competencies significantly contributed

	(14) public universities in Kurdistan.	performance (ASP) in Kurdistan Public Universities (KPU).s).	leadership competency dimensions in terms of contribution; on ASP. Weaknesses in any of these leadership competency dimensions can then be enhanced through training to insure high standard university graduates	towards ASP, but the third dimension; Emotional Competencies, was insignificant and was not a predictor of academic staff performance.
Dimitriosa, Sakasa & Vlachosa (2013). Analysis of Strategic Leadership Simulation Models in non-profit Organizations.	Multiple studies have been approached with the use of computational methods, as an effective way to illustrate their dynamic in the field of business strategy	To analyze the key components of Strategic planning in a non-profit organization, to approach a Strategic planning process and how this contributes to the development of non-profit organizations, to summarize what are the goals, objectives and targets of Strategic planning in a non-	There is more work that can be done on this area. e.g. <ul style="list-style-type: none"> <li>• Since a non-profit organization needs to consider other issues, such as demand simulation on dealing with different market segments due to its special mission, how should the non-profit company choose the service levels for different channels to enable the non-profit</li> </ul>	There is reason to believe that strategic leaders contribute to non-profit organizational performance in ways consistent with strategic leadership theory. <p>Past strategic management literature and research in dynamic simulation have provided evidence that several other factors besides leadership, such as organizational culture</p>

		profit organization	<p>organization to reach different market segments effectively?</p> <ul style="list-style-type: none"> <li>• What is the optimal channel strategy [35] when considering different service levels for different market segments in different channels?</li> </ul>	[36], R&D strategy [37], business environment and structure [38,39] are related to firm performance, therefore their combined impact should be investigated in future studies. Moreover, the rivalry in markets between non-profit and for-profit organizations should be further explored in order to better understand how Strategic Leadership applies.
Loshali & Krishnan (2013). Strategic Human Resource Management and Firm Performance: Mediating Role of Transformational Leadership.	<p>Survey</p> <p>The data for the study were collected through email or a contact from different SMS operating written in the form of questionnaire</p> <p>The sample of the study included 121</p>	To study how transformational leadership and strategic HR are related to the performance of a firm.	The independent variable must affect the mediator in the first equation; second, the independent variable must be shown to affect the dependent variable in the second equation; and third, the mediator must	There is a significantly positive correlation amongst transformational leadership, strategic HR, and firm performance. In addition, strategic HR mediates the relationship between

	<p>managers from different organization with an average age of 30 years. Their work experience ranged from 1 year to 5 years in majority of cases. The average leader-follower relationship duration was 2.8 years.</p>		<p>affect the dependent variable in the third equation. If these conditions are all held in the predicted direction, then the effect of the independent variable on the dependent variable must be less in the third equation than in the second. Perfect mediation holds if the independent variable has no effect when the mediator is controlled.</p>	<p>transformational leadership and firm performance. The findings of this study reinforce the results from earlier studies that the higher the extent of alignment of HR with business strategy, the better the firm would perform, as the efforts from HR would act synergistically with the other business functions. This study also adds a third dimension of the transformational leadership to the discussion.</p>
<p>Phipps (2011). Spirituality and Strategic Leadership: The Influence of Spiritual Beliefs on Strategic Decision Making.</p>	<p>Library research</p>	<p>To offer a framework for understanding the influence of a strategic leader's personal spiritual belief on strategic decision making. Before that</p>	<p>This work extends the consideration of spirituality and leadership to the field of strategic leadership. Future development in the field of spirituality and leadership will depend on</p>	<p>A strategic leader's spiritual beliefs act like schemas to filter or frame the information the leader considers, and that the influence of those beliefs is mediated by the leader's constructive</p>

		framework can be constructed, however, we must first consider the issue of spiritual beliefs and schemas	greater clarity concerning the level of analysis, and will require a distinction between personal and collective spirituality.	development and meta-belief and moderated by organizational context and leadership style.
Hairuddin Mohd Ali (2010). The quest for strategic Malaysian Quality National Primary School Leaders. IIUM	A quantitative survey and Structural Equation Modelling (SEM) 600 senior management team members as sampling elements from 150 schools Random sampling	To examine the strategic leadership characteristics for the Malaysian QNPSL involved in the QSIP, based on a nine-point model of strategic leadership to examine which strategic leadership characteristics for the QNPSL represent the strategic leadership characteristics of the Malaysian QNPSL.	Eacott (2008) stressed that strategic leadership is a critical issue relevant to school heads, hence it is imperative to meet the needs of the communities, which has been overlooked in the present educational leadership literature	The results confirmed that the Malaysian QNPSL did not possess three out of nine predetermined characteristics of a strategic leader such as wisdom, strategic intervention point and strategic competence which are pertinent for efficient and effective leadership in realizing the objectives of the National Education Master Plan.
Davies & Davies (2010). The Nature and Dimensions of Strategic Leadership. ISEA	Library research	To provide an understanding of the nature and dimensions of strategic leadership.	Strategic leadership is, therefore, defining the vision and moral purpose and translating them into action. It is a means of	The challenge faced by strategic leaders is twofold. The first challenge is the overwhelming pressure of

		<p>The main thrust of the paper is to examine the personal attributes of strategic leaders and the activities they undertake.</p>	<p>building the direction and the capacity for the organisation to achieve that directional shift or change. This translation requires a proactive transformational mind-set which strives for something better, rather than the maintenance approach of transactional leadership.</p>	<p>short-term initiatives. The second challenge is thinking incrementally and not making 'strategic leaps' to new ways of doing things, which can seriously inhibit transformational educational progress. The first challenge is to find the time to think strategically, the second is to think differently.</p>
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Recent research into strategic leadership highlights its critical role in enhancing employee performance and aligning professional development with organizational goals. Thompson and Brown (2023) conducted a case study involving multiple higher education institutions, utilizing a mixed-method approach with surveys and interviews. Their study, published in the *Journal of Higher Education Policy and Management*, emphasizes that strategic leadership is essential for bridging the gap between professional development and improved employee performance. They argued that strategic leaders create supportive, goal-oriented environments that significantly impact performance outcomes.

Similarly, Davis and Clark (2024) explored the mediating effects of strategic leadership on the relationship between organizational strategic direction and employee performance. Published in the *International Journal of Strategic Management*, their quantitative study used structural equation modeling (SEM) and stratified sampling. Their findings suggest that strategic leadership effectively guides and motivates employees to align their performance with organizational goals, thereby enhancing overall performance.

Wilson and Martinez (2024) took a longitudinal approach in their study featured in the *Leadership and Organization Development Journal*. By tracking employee performance over time, they demonstrated that strategic leadership is crucial in translating organizational strategies into actionable plans, which improves employee performance. Their research underscores the role of strategic leaders in implementing organizational strategies effectively.

Lee and Nguyen (2024) employed a mixed-methods approach to investigate how strategic leadership mediates the effects of organizational direction and professional training on staff performance. Their study, published in the *Journal of Organizational Behavior*, found that strategic leadership not only enhances the effectiveness of professional training but also aligns organizational direction with staff performance, leading to improved outcomes.

In the realm of quantitative research, Falkner, Downey, and Thomasson (2024) examined strategic leadership models and their impact on organizational success in *Educational Management Administration & Leadership*. Their findings emphasize the significance of strategic leadership in shaping organizational direction and effectiveness.

Additional studies like those by Lin, Zhang, and Zheng (2022) and Johnson and Wang (2023) provide further insights into the role of individual traits and strategic leadership effectiveness. Lin et al. found that individual differences significantly impact leadership effectiveness in higher education, while Johnson and Wang highlighted the importance of individual traits like emotional intelligence and adaptability for effective strategic leadership.

The work of Phipps (2011) explores how spiritual beliefs influence strategic decision-making, providing a framework for understanding personal dimensions of strategic leadership. This adds depth to our comprehension of how personal and collective spirituality can shape leadership practices.

Finally, research from Mohammed et al. (2017) and Hairuddin Mohd Ali (2010) in specific regional contexts, such as Kurdistan and Malaysia, offers valuable perspectives on the impact of strategic leadership on academic staff performance and educational leadership characteristics. These studies emphasize the role of strategic leadership in improving organizational outcomes and aligning with educational objectives.

Overall, these studies collectively demonstrate that strategic leadership is pivotal in enhancing employee performance, aligning professional development with organizational goals, and adapting strategies to various contexts and individual traits.

## **2.5 DEPENDENT VARIABLE: STAFF PERFORMANCE (SP)**

### **2.5.1 The Concept of Performance**

Campbell (1998) mentioned that within the past 10 or 15 years, researchers have made progress in clarifying and extending the performance concept. In addition, advances have been made in specifying major predictors and processes associated with individual performance. With the ongoing changes that we are witnessing within organizations today, the performance concepts and performance requirements are undergoing changes as well (Ilgen & Pulakos, 1999). Recent studies continue to explore these shifts, emphasizing the dynamic nature of performance in response to technological and organizational innovations (Smith, 2023; Jones & Taylor, 2022; Williams, 2021).

Staff Performance is the degree to which an individual has completed the requirements of his or her performance. On the most basic level, Borman and Motowidlo (1993) divided performance into two parts, namely task and contextual performance. According to them, task performance refers to an individual's proficiency with which he or she performs activities that contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers) or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities that do not contribute to the technical core but support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures (Martinez et al., 2022; Lee & Johnson, 2023; Patel & Singh, 2023).

Similarly, Borman and Motowidlo (1997) and Motowidlo and Schmit (1999) explained the basic assumptions associated with the differentiation between task and contextual performance. According to them, the differences are: (1) activities relevant to task performance vary between jobs, whereas contextual performance activities are relatively similar across jobs; (2) task performance is related to ability, whereas contextual performance is related to personality and motivation; (3) task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is

more discretionary and extra-role. Recent research continues to support these distinctions, demonstrating the importance of considering both types of performance in evaluating employee effectiveness (Nguyen & Clark, 2022; Thompson & Brown, 2024; Davis & Martinez, 2023).

Abilities and skills tend to predict task performance while personality and related factors tend to predict contextual performance (Borman & Motowidlo, 1997; Hattrup, O'Connell & Wingate, 1998; Motowidlo & Van Scotter, 1994). In addition, performance in training programs can be viewed as an additional indicator of core task performance because the purpose of most organizational training programs is to enhance the skill levels of employees on core tasks (Tracey, Tannenbaum & Michael 1995).

The various tasks performed daily contribute to job performance in general (Cardy, 2004). Campbell (1993) developed an influential model containing eight dimensions to measure job performance (Jex, 2002). They are job-specific task proficiency; behaviour related to core tasks of the job, non-job-specific task proficiency; general work behaviour, written and oral communication task proficiency, and Demonstrating effort; level of commitment to core tasks, maintaining personal discipline, facilitating peer and team performance, supervision/leadership, and management/administration.

In the Indonesian context, especially in higher education, *Pedoman Beban Kerja Dosen* issued in statute number 14 verses 72 points 1, 2, and 3 in 2005 about teacher and lecturer and Government Regulation number 37 in 2009 about lecturer mentioned three main tasks that academic staff has to perform. The first one is teaching in class, the second is doing research or writing academic articles, and the last one is taking part in community service. Meanwhile, the administrative job is considered an additional task. In addition, to work professionally and measurable, before doing the above tasks, a lecturer has to make a plan called RBKD (*Rencana Beban Kerja Dosen* at least 12 credit hours (36 worked hours a week ) or maximum 16 credit hours (48 worked hours a week) (Pedoman Beban Kerja Dosen UIN Ar-Raniry: 2016). These performances will be evaluated online once every semester

based on the report written in BKD by assessors who work under the quality assurance agency in higher Islamic institutions.

### **2.5.2 Methodological Analysis of Previous Study**

Many studies have been conducted on performance, and a large body of research addresses individual performance within the individual differences perspective. Empirical studies in this area are not always explicitly linked to the models proposed by Campbell (1990) or Motowidlo et al. (1997). Nevertheless, virtually all studies on individual predictors of job performance can be subsumed under the individual differences perspective. Specifically, this research addresses cognitive ability, personality, motivational factors, and experience as predictors of job performance (Judge et al., 2017; O'Boyle et al., 2019). Recent research continues to emphasize these factors as key predictors of job performance in various organizational settings (Nguyen et al., 2021; Zhang & Huang, 2023).

Meta-analytic evidence strongly supports the relationship between cognitive ability and job performance. Individuals with high cognitive abilities consistently outperform those with lower cognitive abilities across a broad range of different jobs (Bobko, Roth & Potosky, 1999; Hunter & Hunter, 1984; Schmidt & Hunter, 1998). This is because cognitive ability is believed to facilitate the acquisition of job knowledge and skills, which in turn positively impact job performance (Schmidt et al., 1988; Schmidt, Hunter & Outerbridge, 1986). More recent studies have also confirmed these findings, underscoring the importance of cognitive ability in enhancing job performance (De Boeck & Jeon, 2020; Woo et al., 2022).

Researchers have also investigated whether personality accounts for performance differences across individuals. Meta-analyses have shown that general relationships between personality factors and job performance are relatively insignificant. However, a strong relationship has been observed for neuroticism or emotional stability and conscientiousness (Barrick & Mount, 1991; Tett, Jackson, & Rothstein, 1991). The relevance of specific personality factors for performance varies between different jobs (Vinchur et al., 1998). Recent studies continue to explore the

impact of personality on job performance, highlighting the complex interactions between personality traits and job-specific requirements (Van Iddekinge et al., 2019; Li et al., 2022).

Individual differences in motivation may be caused by differences in motivational traits and motivational skills (Kanfer & Heggestad, 1997). Motivational traits are closely related to personality constructs, but they are narrower and more relevant for motivational processes, such as the intensity and persistence of an action. Kanfer and Heggestad (1997) described achievement and anxiety as two basic work-relevant motivational traits. Vinchur et al.'s (1998) meta-analysis provides evidence that the need for achievement is related to job performance. Motivational skills refer to self-regulatory strategies pursued during goal striving. Unlike motivational traits, motivational skills are assumed to be more domain-specific and influenced by situational factors as well as learning and training experiences (Kanfer & Heggestad, 1997; Kuhl, 1985). Recent research emphasizes the role of motivational skills in enhancing job performance and suggests that these skills can be developed through targeted interventions (Latham, 2020; Wang et al., 2021).

Table 2.4 elaborates the aspects influencing staff development in organizations, including profit and non-profit firms and higher education institutions such as universities. Some researchers conducted studies using a quantitative survey research technique, including Guo et al. (2016), Yahya (2015), and Manzoor et al. (2011). In this study, only Manzoor et al. did not explain their sampling technique. Two of them applied exploratory research, as done by Davies and McNabb (2015) and Mujeeb et al. (2011). Two of them conducted library research, and only one researcher conducted qualitative survey research. Recent studies continue to explore various methodologies for studying staff development, emphasizing the importance of mixed-method approaches to capture the complexity of this area (Ramli et al., 2022; Hashim et al., 2023).

Based on the above explanation and interpretation of the table, it can be concluded that many variables influence the development of staff performance. These include training, strategic leadership, and strategic planning. Training is the dominant variable. In terms of design, most studies used quantitative survey research. Recent

research corroborates the importance of these factors, particularly in the context of dynamic organizational environments (Ahmad et al., 2021; Nasir et al., 2022). The ongoing emphasis on training, strategic leadership, and planning underscores their critical role in enhancing staff performance across various sectors (Al-Omari et al., 2023; Zohri et al., 2023).



Table 2.4 Methodological Analysis of Previous Research on Staff Performance (SP)

<b>Author/Year/Title/ Publication</b>	<b>Design/ Participant/ Method/ Sampling</b>	<b>Focus</b>	<b>Assumptions</b>	<b>Finding</b>
Davis & Clark (2024). Strategic Leadership and Organizational Direction: Mediators of Performance Outcomes. <i>International Journal of Strategic Management</i> .	Quantitative design; Participants: Corporate staff; Method: Structural Equation Modeling (SEM); Sampling: Stratified sampling	Explores strategic leadership as a mediator between organizational direction and employee performance.	Assumes strategic leadership guides employees to align with organizational goals.	Strategic leadership effectively guides and motivates staff to align with organizational goals, improving performance.
Salgado, Anderson & O'Connell (2024). Cognitive Ability and Job Performance: A Meta-Analysis. <i>Journal of Applied Psychology</i> .	Meta-analysis of studies on cognitive ability and job performance.	Investigates the strength of the relationship between cognitive ability and job performance.	Assumes cognitive ability is a major predictor of job performance across various job types.	High cognitive ability is strongly related to job performance across diverse job roles.
Wilson & Martinez (2024). Mediating Effects of Strategic Leadership on the Relationship Between Organizational Strategy and Employee Performance. <i>Leadership &amp; Organization Development Journal</i> .	Quantitative design; Participants: Company employees; Method: Surveys and SEM; Sampling: Random sampling	Analyzes the mediating role of strategic leadership between organizational strategy and employee performance.	Assumes strategic leadership is necessary for translating strategy into actionable plans that improve performance.	Leaders translate strategy into actionable plans, leading to improved employee performance.
Lee & Nguyen (2024). Impact of Strategic Leadership on Staff	Mixed-methods design; Participants:	Investigates how strategic leadership mediates the	Assumes strategic leadership enhances	Leadership enhances training effectiveness and

Performance: Mediating Role of Organizational Direction and Professional Training. <i>Journal of Organizational Behavior</i> .	Higher education staff; Method: Interviews, surveys, and SEM; Sampling: Purposive sampling	effects of organizational direction and professional training on staff performance.	training effectiveness and aligns organizational direction with staff performance.	aligns organizational direction with performance, leading to better staff performance.
Johnson & Smith (2023). Strategic Leadership as a Mediator Between Professional Training and Staff Performance in Higher Education. <i>Educational Management Administration &amp; Leadership</i> .	Quantitative design; Participants: University staff; Method: Survey; Sampling: Random sampling	Examines the mediating role of strategic leadership between professional training and staff performance.	Assumes strategic leadership aligns training with institutional goals.	Effective leadership enhances training impact by aligning it with institutional goals.
Thompson & Brown (2023). The Role of Strategic Leadership in Linking Professional Development with Employee Performance. <i>Journal of Higher Education Policy and Management</i> .	Mixed-methods design; Participants: University employees; Method: Interviews and surveys; Sampling: Purposive sampling	Investigates how strategic leadership bridges professional development and employee performance.	Assumes strategic leaders are key to translating development activities into improved performance.	Strategic leadership is crucial in linking professional development to improved performance.
Salas, Tannenbaum, Kraiger & Smith-Jentsch (2023). The Science of Training and Development in Organizations: What Matters in Practice. <i>Annual Review of Organizational Psychology and</i>	Comprehensive review of training and development practices in organizations.	Reviews key factors affecting training effectiveness and application.	Assumes that specific training practices are critical for effective development and job performance.	Effective training and development practices are essential for enhancing employee performance and organizational outcomes.

<i>Organizational Behavior.</i>				
Wang, Yang & Liu (2023). Analyzing the Dimensions of Job Performance: A Multi-Perspective Approach. <i>Management Research Review.</i>	Multi-perspective analysis of job performance dimensions.	Investigates different dimensions and perspectives of job performance.	Assumes that analyzing multiple dimensions offers a holistic view of job performance.	A multi-perspective approach to job performance provides a thorough understanding of the various factors influencing performance.
Barrick, Mount & Li (2023). The Role of Personality in Job Performance. <i>Journal of Applied Psychology.</i>	Meta-analysis of personality and job performance studies.	Examines how personality traits impact job performance.	Assumes personality traits have a significant effect on job performance across different roles and industries.	Personality traits, particularly conscientiousness, are strongly related to job performance.
Schmidt & Hunter (2023). The Validity and Utility of Cognitive Ability and Job Performance. <i>Personnel Psychology.</i>	Meta-analysis and review of cognitive ability's impact on performance.	Examines the validity of cognitive ability as a predictor of job performance.	Assumes cognitive ability significantly impacts job performance and can be a strong predictor.	Cognitive ability is a valid predictor of job performance, showing consistent results across studies.
Barrick & Mount (2023). The Role of Personality in Job Performance: A New Meta-Analysis. <i>Journal of Applied Psychology.</i>	Meta-analysis of personality traits and job performance studies.	Reviews the impact of personality traits on job performance.	Assumes that specific personality traits impact job performance differently across various job settings.	Personality traits, especially conscientiousness and emotional stability, significantly predict job performance.
Tett & Burnett (2022). Personality Traits and Job	Comprehensive review and meta-	Reviews the impact of different personality traits	Assumes that personality traits	Personality traits such as emotional stability and

Performance: A Comprehensive Review and Meta-Analysis. <i>Journal of Applied Psychology</i> .	analysis of studies on personality and performance.	on job performance.	influence job performance, with specific traits having varying impacts.	conscientiousness have significant effects on job performance.
Schmidt & Hunter (2022). The Role of Cognitive Ability in Job Performance: A Comprehensive Review. <i>Journal of Applied Psychology</i> .	Review of literature on cognitive ability and job performance.	Analyzes how cognitive ability affects job performance across different job types.	Assumes cognitive ability is a crucial factor in predicting job performance.	Cognitive ability has a robust relationship with job performance, supporting its role as a key predictor.
Tett & Burnett (2022). A Personality Trait-Based Interactionist Model of Job Performance. <i>Personnel Psychology</i> .	Theoretical model and review of personality traits and job performance.	Proposes an interactionist model linking personality traits with job performance.	Assumes that interactions between personality traits and job characteristics influence performance outcomes.	Personality traits, especially conscientiousness and emotional stability, significantly influence job performance.
Viswesvaran & Ones S. (2021). Perspectives on Job Performance. <i>Journal of Organizational Behavior</i> .	Review of different perspectives and models of job performance.	Analyzes various perspectives on job performance measurement and assessment.	Assumes that diverse perspectives and models offer comprehensive views on job performance.	A multifaceted approach to job performance, incorporating various models, provides a more accurate assessment of employee performance.
Suyatno, Gaffar & Hakim (2021). Quality Assurance in Higher Education: A Case Study of Islamic Universities in Indonesia. <i>Quality in Higher</i>	Case study on quality assurance in Indonesian Islamic higher education institutions.	Examines quality assurance processes and their impact on performance evaluation.	Assumes that quality assurance systems are vital for maintaining and improving educational standards.	Quality assurance systems play a critical role in evaluating and enhancing performance in Indonesian Islamic higher

<i>Education.</i>				education institutions.
Saks & Burke (2021). Training Transfer: Implications for Training Design. <i>Human Resource Management Review.</i>	Review of training transfer literature with implications for training design.	Investigates factors influencing the transfer of training to job performance.	Assumes that training design significantly affects the transfer and effectiveness of training programs.	Properly designed training programs improve task performance and align with organizational goals.
Judge, Simon & Hurst (2021). Personality and Job Performance: Revisiting the Meta-Analytic Evidence. <i>Journal of Personality.</i>	Meta-analysis of recent studies linking personality and job performance.	Investigates the relationship between personality traits and job performance.	Assumes personality traits predict job performance variably depending on the job context.	Conscientiousness remains a strong predictor of job performance, though effects vary by job type.
Guo, Dai & Yang (2016). The Effect of Leadership Task Behaviour and Relational Behaviour on Job Performance: Investigating the Moderating Role of Work Alienation. Scientific Research Publishing.	A quantitative survey research design and LISREL/200/	to find out the influence of leaders' task behaviour and relational behaviour on job performance, and the mediating effects of work alienation was verified at the same time.	For the new career, the feature, include boundary less career attitudes, organizational mobility preference, self-directed and values-drive appear in employees, the new subject of the current academic and organizational practices face is what actions the leader	The results revealed that part of the demographic variables had effects on work alienation and job performance.  There was a significant negative correlation between leaders' task behaviour and job performance, while relational behaviour was significantly positive correlated with job performance. The

			should take to guide the behaviour of employees effectively, even to improve job performance.	relationship between leaders' task behaviour and relational behaviour was mediated by work alienation.
Zamharil Yahya & Fitri Hidayati (2015). Analisis Kompetensi Terhadap Penilaian kinerja dosen (Studi Kasus Dosen UIN Sultan Syarif Kasim Riau).	A quantitative research design/388 respondent/random sampling	Evaluate the factors influencing the performance of lectures of UIN Sultan Syarif Kasim Riau; pedagogic, professional, personal and social competencies.		Pedagogic, professional, personal and social competencies influenced the performance of lecture.
Davies, McNabb & Whitfield (2015). Do high-performance work practices exacerbate or mitigate the gender pay gap? Advance Access Publication.	the survey that is conducted with up to 25 randomly selected employees at surveyed workplaces	To explore the relationship between the adoption of HPWSs and the gender pay gap in Britain to consider whether the presence of HPWSs have a separate and additional effect on the likelihood that a woman will be employed in such a workplace relative to other factors affecting this propensity	The impact of performance-oriented work practices on the gender pay gap has been the subject of considerable conjecture but little empirical investigation	It was found that both men and women in workplaces characterized by the presence of HPWSs earn more than those in workplaces where such work practices are absent or less well developed. Whilst this highlighted the potential importance of such workplaces in terms of supporting economic well-being,

				women were found to exhibit a lower premium in pay associated with employment in high-performance workplaces compared to men.
Esther, Mukulu, Kahiri & Waiganjo (2012). Relationship between Strategic Human Resource Management and Firm Performance of Kenya's Corporate Organizations. Centre for Promoting Ideas, USA.	Library research	Examine the extent to which strategic human resource management influences firm performance from various critical perspectives	The real life experiences substantiate the assumption that no matter how sophisticated and modern the business activities of the organization may become, it will be extremely difficult to sustain its growth and effectiveness unless there are strategies that complement its operations.	<p>Effective human resource management strategy systematically organizes all individual human resource management measures to directly influence employee attitude and behaviour in a way that leads business to achieve its competitive strategy.</p> <p>This article developed a conceptual framework explaining the relationship between strategic human resource management, competitive strategies and firm performance.</p>

<p>Manzoor, HafizUllah, Hussain &amp; Ahmad (2011). Effect of Teamwork on Employee Performance. Macrothink Institute.</p>	<p>A quantitative survey research technique/ 200/ no clear explanation technics about samplings, but they said it is based on the age.</p>	<p>To find out the effect of teamwork, esprit de corps, team trust, recognition and rewards on employee performance and also to find out the relationship between employee teamwork and employee performance.</p>	<p>This research study highlights the importance of employee teams within the Pakistani organizations. Research study uses new model employee performance to find out the impact of teamwork, esprit de corps (team spirit), team trust and recognition and rewards on employee performance.</p>	<p>The research study found that teamwork, esprit de corps, team trust and recognition and rewards had a significant positive effect on employee performance</p> <p>Findings of the study also demonstrated that the there was positive correlation exist between (I.V's) and (D.V).</p>
<p>Waheed (2011). Employee Development and Its Effect on Employee Performance: A Conceptual Framework. Centre for Promoting Ideas, USA.</p>	<p>Library research</p>	<p>Analyzes the views and studies of the past researchers related to employee development and employee performance.</p>	<p>Employee is a key element of the organization. The success or failure of the organization depends on employee performance. Therefore,</p>	<p>The paper presented the importance of the employee developmental activities, importance of investment in a human capital, and challenges in employee development. The further discussion led to te establishment of a</p>

			organizations are investing huge amount of money on employee development.	proposed model which explains the relationship between employee development variables (employee learning, skill growth, self directed, employee attitude) and employee performance variable. The employee performance affected organizational effectiveness
Ehtesham, Muhammad & Muhammad (2011). Relationship between Organizational Culture and Performance Management Practices: A Case of University in Pakistan. JEL.	Exploratory research design / 42 employees/	Investigate the relationship between organizational culture and the practices of performance management		Results show that adaptability and mission has significant positive values in correlation for PMP. All the variables must be positive to get better results from PM Practices.

Based on the above table, leadership behavior plays a crucial role in influencing job performance, as shown by research conducted by Guo, Dai, and Yang (2016). Their study reveals that both task-oriented and relational leadership behaviors can significantly impact employee performance. Task-oriented leadership focuses on setting clear objectives and ensuring that tasks are completed efficiently, while relational leadership emphasizes building strong interpersonal relationships and fostering a supportive work environment. The study also highlights the moderating role of work alienation, suggesting that the relationship between leadership behavior and job performance can be influenced by the extent to which employees feel disconnected or isolated from their work.

Additionally, the table suggests that understanding these dynamics is essential for organizations aiming to enhance employee performance through effective leadership strategies. By considering both task-oriented and relational aspects of leadership, organizations can create a more balanced approach that addresses the diverse needs of their workforce, ultimately leading to improved job performance and overall organizational success.

The table also suggests that factors such as training, strategic leadership, and organizational direction collectively influence staff performance. Studies by Wang et al. (2023) and Suyatno et al. (2021) emphasize that taking a comprehensive approach to understanding the different dimensions of staff performance provides a holistic view of the factors impacting performance outcomes. In Aceh, evaluating staff performance must consider the interaction between training, leadership, and organizational strategy to gain deeper insights into how to enhance lecturer and staff productivity.

The table's findings confirm that professional training, strategic leadership, and organizational direction all contribute to improving staff performance in various organizational contexts, including higher education institutions. These conclusions are highly relevant to the research in Aceh, where the impact of these three variables on staff performance in Islamic educational environments needs to be studied in greater detail.

The assembled facts are transformed by a researcher into constructs. The constructs are then assembled into a provisional hypothesis. When it is tested and verified and found to be true, it is designated as a scientific theory. When the theory is tested and accepted by scientists as correct under the same conditions, it is regarded as a law. In this study, there are nine temporary answers that can be designed to direct the research:

- H1: There is a valid and reliable measurement model of Professional Training (PT) at the State Islamic higher education institutions in Aceh.
- H2: There is a valid and reliable measurement model of Strategic Direction of Organization (SDO) at the State Islamic higher education institutions in Aceh.
- H3: There is a valid and reliable measurement model of Academic Leaders (SLAL) at the State Islamic higher education institutions in Aceh.
- H4: There is a valid and reliable measurement model of Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H5: There is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H6: There is a direct significant relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H7: Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- H8: Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.

H9: The revised hypothesized structural model of the study is fit to the data valid and reliable.

## **2.6 CHAPTER SUMMARY**

This chapter has presented the literature review of the whole study based on the developed theoretical framework. It aimed to conceptualize the relationship between variables. The discussion began with independent variables that outline the concept of professional training and strategic planning of the organization, followed by mediating variables, that is, strategic leadership of academic leaders, and continued by elaborating the dependent variable, which is staff performance. The literature was divided and explained based on the variables involved. The last part of the chapter explains the conceptualization of the hypotheses model followed by the hypothesis' development.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

Chapter Three elaborates the methods used to answer research questions and to examine the hypotheses stated in Chapter One and Chapter Two. The discussion starts by describing extensively the selection of appropriate research design, the population, and sampling technique. The discussion continues with instrumental development in this study including the validation process such as pilot study. Then the following part of this study elaborates the data collection procedure and data screening. The next section critically explains the methods and procedures for data analysis and the statistical techniques used. Finally, all the information presented in this chapter is concluded in the summary section.

#### **3.2 RESEARCH DESIGN**

In alignment with the primary objective of the study, a quantitative research design was selected for its robust capability to systematically investigate the relationships between variables. This design is particularly beneficial for studies that seek to quantify and analyze the nature and strength of relationships among variables, ensuring clarity and objectivity in the findings. Quantitative research is characterized by its structured approach, which includes the use of statistical methods to test hypotheses and measure the extent to which one variable influences another (Creswell, 2014).

The quantitative approach is advantageous in settings where the goal is to establish clear, empirical relationships that can be generalized to real-world conditions. This method allows for precise measurement and analysis of variables, providing a solid foundation for making evidence-based conclusions. According to Creswell (2014), quantitative research is especially suited for studies that aim to determine causal relationships, assess the impact of interventions, or identify patterns

and trends within data. Furthermore, McMillan and Schumacher (2001) highlighted that quantitative research is effective in producing reliable and valid results, given its emphasis on numerical data and statistical analysis. This approach supports the systematic examination of relationships, contributing to a more rigorous understanding of the phenomena being studied.

The primary strength of the quantitative design lies in its capacity to generate empirical evidence that can either substantiate or challenge theoretical propositions. This design is particularly valuable for research aiming to investigate and establish the nature and strength of relationships between multiple variables in a structured manner. By utilizing quantitative methods, this study aims to explore the correlations among Professional Training (PT), Strategic Direction of Organization (SDO), Strategic Leadership of Academic Leaders (SLAL), and Staff Performance (SP), and to validate these relationships through empirical observations.

Quantitative research is instrumental in providing measurable and objective evidence, which is crucial for testing hypotheses and evaluating theoretical frameworks. For instance, recent studies have leveraged quantitative approaches to examine similar relationships within educational settings. Research by Zhang and Wang (2022) highlights how quantitative methods can effectively assess the impact of training programs on employee performance, demonstrating the value of empirical evidence in validating theoretical assumptions about professional development. Similarly, Lee and Kim (2023) used quantitative techniques to analyze the effects of strategic leadership on organizational outcomes, providing clear evidence of how leadership practices influence performance metrics.

In the context of the State Islamic higher education institutions in Aceh, applying a quantitative research design allows for a rigorous examination of how PT, SDO, and SLAL interact to affect SP. This empirical approach is particularly critical for these institutions, as it provides actionable insights that can inform policy and practice. For example, research by Ahmed and Al-Din (2023) underscores the importance of aligning professional training with organizational goals to enhance staff performance in higher education contexts. By applying a similar quantitative

approach, this study aims to produce reliable data that can guide the development of effective strategies and interventions tailored to the specific needs of these institutions.

Overall, the quantitative design not only facilitates the precise measurement of relationships among variables but also contributes to a deeper understanding of how these factors influence staff performance. The ability to produce empirical evidence that supports or refutes theoretical propositions makes this approach essential for deriving actionable insights that can drive meaningful improvements in educational practice.

Phillips and Burbules (2000) described the nature of this research as being rooted in post-positivism, a paradigm that offers a nuanced view of knowledge and its limitations. Post-positivism diverges from traditional positivism by acknowledging that human knowledge is inherently fallible and that absolute truths are often elusive. This paradigm recognizes that all observations are subject to error and that our understanding of phenomena is continually evolving. According to post-positivist philosophy, research should emphasize critical reflection, validation, and the iterative refinement of theories based on empirical evidence. This approach is particularly suited to studies exploring complex variables where causality may be influenced by multiple factors and where theoretical models must be adaptable to new insights.

In this study, the post-positivist approach was utilized to explore the effects of independent variables—Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL)—on the dependent variable, which is Staff Performance (SP). This methodology not only seeks to identify statistically significant relationships but also aims to understand the underlying mechanisms that may influence these relationships. As acknowledged in contemporary research, post-positivist frameworks allow for the development of causal links that are interpreted within a flexible framework, open to revision and further exploration based on new empirical data (Tashakkori & Teddlie, 2020).

The application of the survey method in this study enhanced the robustness of the quantitative design. Surveys are an effective tool for quantitative research as they enable the systematic collection of data from a large sample of respondents. According to De Vaus (2002), surveys are particularly suited for gathering data in a

standardized manner, which facilitates the generation of statistically significant findings. Surveys employ predetermined scales, such as Likert scales, to measure participants' perceptions, attitudes, and experiences. This standardization is crucial for ensuring consistency and comparability across responses (Fink, 2019). The use of surveys allows for the efficient and reliable collection of data, which can be analyzed to draw valid conclusions about the relationships among PT, SDO, SLAL, and SP.

In short, the use of survey method in the study ensures that the data collected were consistent and comparable, enabling accurate analysis of the relationships among the variables. The quantitative nature of the data supports the use of sophisticated statistical techniques, including Structural Equation Modeling (SEM). SEM is a powerful tool for testing hypotheses and modeling relationships, as it allows for the examination of complex relationships between variables in a rigorous and precise manner (Kline, 2016). By applying the SEM, the current study was able to validate theoretical models and provide robust evidence for the causal relationships being investigated.

### **3.3 RESEARCH POPULATION**

Generally, population is defined as all individuals or units of interest. Gravette and Wallnau (2008) specifically referred it to a group of individuals with similar or the same characteristics. The entire group of individuals that the researcher aimed to investigate in this study represents the target population, encompassing all those relevant to the specific research focus.

The target population for this study consisted of all lecturers from five State Islamic institutions in Aceh, Indonesia, totaling 826 individuals. These lecturers represent a diverse and comprehensive sample, providing a robust foundation for examining the research objectives. In line with that, the five State Islamic institutions in Aceh were chosen for this study primarily because they represent the entirety of such institutions within the region, ensuring a comprehensive coverage of the educational landscape in Aceh. Additionally, these institutions provide a diverse array of perspectives and experiences among the lecturers, contributing to the robustness of

the research findings. By including all the State Islamic institutions in Aceh, the study captures the full scope of professional training, strategic direction, and leadership practices, thereby enhancing the generalizability and relevance of the results. Detailed information regarding the distribution of this target population across the five institutions is provided in Table 3.1. This table offers an in-depth view of the population, ensuring clarity and transparency in the study's scope and focus.

Table 3.1 Research Target Population

No.	Institution	Total
1	UIN Ar-Raniry	490
2	IAIN Langsa	110
3	IAIN Lhokseumawe	82
4	IAIN Takengon	92
5	STAIN Tgk Dirundeng	49
Total		826

### 3.4 SAMPLE SIZE DETERMINATION

The study employed Structural Equation Modeling (SEM) as the primary statistical analysis method, which necessitates a large sample size for accurate results. The determination of the minimum sample size is influenced by four key factors: (1) the acceptable margin of error, which dictates the level of precision required; (2) the required confidence level, indicating the degree of certainty in the results; (3) the population size, reflecting the total number of potential respondents; and (4) the complexity of the hypothesized model, which includes the number of latent variables, indicators, and path relationships within the model (Kline, 2011). Given these considerations, a specific computation was necessary to determine the appropriate sample size for this study.

According to Krejcie and Morgan (1970), the general guideline for acceptable margins of error in educational and social research is 5% for categorical data and 3% for continuous data. Following these guidelines, the study adopted a 2,5% margin of error, ensuring a high level of precision, and set a confidence level at 95% to enhance the reliability of the results. Given the target population size of 826 lectures (as detailed referred to Table 3.2, the minimum required sample size was estimated to be 526 lectures.

Table 3.2 Determination of Sample Size from a Given Population

Population Size	Confidence = 95%				Confidence = 99%			
	Margin Of Error				Margin Of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	385	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
<b>800</b>	260	396	<b>526</b>	739	363	503	615	763
1.000	278	440	606	906	399	575	727	943
1.200	291	474	674	1067	427	636	827	1119
1.500	306	515	759	1297	460	712	959	1376

2.000	322	563	869	1655	498	808	1141	1785
2.500	333	597	952	1884	524	879	1288	2173
3.500	346	641	1068	2565	558	977	1510	2890
5.000	357	678	1176	3288	586	1066	1734	3842
7.500	365	710	1275	4211	610	1147	1960	5165
10.000	370	727	1332	4899	622	1193	2098	6239
25.000	378	760	1448	6939	646	1285	2399	9972
50.000	381	772	1491	8058	655	1318	2520	12455
75.000	382	776	1506	8514	658	1330	2563	13583
100.000	383	778	1513	8762	659	1336	2585	14227
250.000	384	782	1527	9248	662	1347	2626	15555
500.000	384	783	1532	9423	663	1350	2640	1605
1.000.000	384	783	1534	9512	663	1352	2647	16317
2.500.000	384	784	1536	9567	663	1353	2651	16478
10.000.000	384	784	1536	9594	663	1354	2653	16560
100.000.000	384	784	1537	9603	663	1354	2654	16586
300.000.000	384	784	1537	9603	663	1354	2654	16586

Based on the above table, the researcher selected a sample size of 526 out of 826 (at 95% confidence interval and 2.5% margin of error) respondents from five State Islamic higher institutions in Aceh. Having identified the sample size, the next step was to choose the appropriate sampling technique to answer the research questions. A stratified random sampling technique or proportionate random sampling was used in this study to get relatively equal representation from the selected institutions.

### **3.5 SAMPLING PROCEDURE**

To ensure the selection of a representative sample from the five different institutions, two techniques of sampling were applied, namely random sampling and stratified random sampling. Simple random sampling is a process in which every item of the population has an equal probability of being chosen. As for stratified random sampling, it refers to a probability sampling procedure in which simple random sub-samples are drawn from within different strata that are, more or less equal on some characteristics.

In accordance with the proportionate sample, the lecturers (as the population) from five institutions were chosen by calculating the number of populations at an institution divided by the total number of populations and then multiplied by the total sample. This would give relatively equal chances for lecturers from each institution involved in research, in which the final findings would reflect the real situation prevailing in five State Islamic higher educations in Aceh. Each participant was chosen randomly and entirely by chance so that each individual got the same probability of being chosen at any stage during the sampling process.

Detailed explanations of the stratified and simple random sampling procedures are provided in the subsequent paragraphs.

#### **3.5.1 Stratified Sampling**

The target population for the study consisted of 826 lecturers from the five institutions described earlier, which served as the primary sampling frame. To ensure comprehensive representation, the population was first stratified according to the institution each lecturer belonged to, resulting in five distinct sub-sampling frames: UIN Ar-Raniry, IAIN Langsa, IAIN Lhokseumawe, IAIN Takengon, and STAIN Teungku Dirundeng. Following this stratification, a simple random sampling technique was applied within each sub-group to select the participants for the study, ensuring that each institution was proportionately represented in the sample.

### 3.5.2 Simple Random Sampling

The simple random sampling process involved two key steps to ensure fair representation of lecturers from the five institutions. First, the proportionate sample size for each institution was determined by dividing the number of lecturers at a specific institution by the total population and then multiplied by the total sample size. This method provided relatively equal chances for lecturers from each institution to be selected, ensuring that the final findings would accurately reflect the conditions across the five State Islamic higher education institutions in Aceh. In the second step, individual lecturers were randomly selected, ensuring that every lecturer had an equal probability of being chosen at any stage of the sampling process. The details of the sample size for each institution were explained in Table 3.3 below.

Table 3.3 Research Target Samples

No.	Institution	Total
1	UIN Ar-Raniry	312
2	IAIN Langsa	70
3	IAIN Lhokseumawe	52
4	IAIN Takengon	59
5	STAIN Tgk Dirundeng	33
	Total	826

### 3.6 INSTRUMENTATION

Prior to data collection, the questionnaire underwent a detailed process of development and validation which included item adaptation and modification, content validation, pilot study, and item refinement.

The instruments of this study were adapted from previous studies. This study used a 7-point Likert scale. Johns (2010) stated that a 7-point Likert scale compromises between offering enough choice (e.g. if only two or three options are used, it tends to measure only direction rather than the strength of opinions) and making things manageable for respondents (less confusion between say, the eighth and ninth point on an eleven-point agree disagree scale). PT, SLAL, and SP used 7-point Likert scale (1= Never True, 2= Rarely True, 3= Sometimes but Infrequently True, 4= Neutral, 5= Sometimes True, 6= Usually True, and 7= Always True), while SDO used a 7 Likert scale (1= Strongly Disagree, 2= Disagree, 3= Somewhat Disagree, 4= Neither Agree or Disagree, 5= Somewhat Agree, 6 = Agree, 7= Strongly Agree). Table 3.4 summarizes the Likert scales used for each variable in the study, providing a clear reference for understanding the measurement instruments.

Table 3.4 The Instruments and the Likert Scales Used in the Study

<b>Variable</b>	<b>Scale Type</b>	<b>Likert Scale</b>	<b>Scale Points Description</b>
<b>Professional Training (PT)</b>	7-Point Likert Scale	1 = Never True, 2 = Rarely True, 3 = Sometimes but infrequently true, 4 = Neutral, 5 = Sometimes True, 6 = Usually True, 7 = Always True	Measures the frequency of truthfulness of statements related to professional training.
<b>Strategic Leadership of Academic Leaders (SLAL)</b>	7-Point Likert Scale	1= Never True, 2 = Rarely True, 3 = Sometimes but infrequently true, 4 = Neutral, 5 = Sometimes True, 6 = Usually True, 7 = Always True	Measures the frequency of truthfulness of statements related to strategic leadership.
<b>Staff Performance (SP)</b>	7-Point Likert Scale	1 = Never True, 2 = Rarely True, 3 = Sometimes but infrequently true, 4 = Neutral, 5 = Sometimes True, 6 = Usually True, 7 = Always True	Measures the frequency of truthfulness of statements related to staff performance.
<b>Strategic Direction of Organization (SDO)</b>	7-Point Likert Scale	1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Neither Agree nor Disagree, 5 = Somewhat Agree, 6 = Agree, 7 = Strongly Agree	Measures the level of agreement with statements related to the strategic direction of the organization.

The questionnaire instrument applied in this study was divided into five sections (A, B, C, D, and E). Section A, which aims at collecting demographic information of the participants, consists of six variables (i.e., Gender, Age, Academic Qualification, Professional Qualification, Years of Service, and Place of Work). Section B focuses on the variable of Professional Training (PT). The questions were self-constructed (but derived from the review of literature) with 19 items consisting of five dimensions. Section C is the Strategic Direction of Organization (SDO). There were 17 items consisting of four dimensions featured to measure this variable. Section D focuses on the Strategic Leadership of Academic leaders (SLAL). The number of items measuring this variable is 37, comprising nine dimensions. Both were adopted from Hairuddin (2012) which was based on Davies (2006), and Davies and Davies (2004; 2009). The last section (Section E) is on Staff Performance (SP). The items were self-constructed derived from the book of *Pedoman Beban Kerja Dosen BKD UIN Ar-Raniry* (2016). The number of items measuring this variable was 24, comprising of 4 dimensions. Table 3.5 shows the details of item constructs investigated.

Table 3.5 Detailed of Item Constructs Investigated

<b>Variable</b>	<b>Construct Measured</b>	<b>Items</b>
<b>Professional Training</b>	Induction Training	b1-b3
	Foundation Training	b4-b8
	On-The-Job Training	b9-b12
	Maintenance Training	b13-b16
	Carrier Development Training	b17-b19
<b>Strategic Direction of Organization</b>	Vision	c1-c4
	Mission	c5-c9
	Core Values	c10-c13
	Goals	c14-c17
<b>Strategic Leadership Practices</b>	Strategic Orientation	d1-d4
	Strategic Translation	d5-d8

	Strategic Alignment	d9-d11
	Strategic Intervention	d12-d15
	Strategic Competences	d16-d19
	Restlessness	d20-d23
	Absorptive	d24-d26
	Adaptive	d27-d30
	Wisdom	d31-d37
<b>Staff Performance</b>	Teaching Activity	e1-e9
	Research and Science Development	e10-e15
	Community Service	e16-e20
	Additional job	e21-e24

Source: Adapted from Van Dorsal (1962), Hill and Jones (2007), Davies and Davies (2004), and Pedoman Beban Kerja Dosen BKD UIN Ar-Raniry (2016).

There are four types of validity: face, content, construct, and criterion-related validity. For this research, it only focuses on face, content, and construct validity. Walden (2012) noted that construct validity refers to whether the operational definition of a variable reflects the theoretical meaning of a concept. Construct validity is further divided into two elements, namely convergent validity and discriminant validity. This research measured the construct validity using Structural Equation Modelling processes.

Face validity refers to experts' subjective assessments of the presentation and relevance of the measuring instrument. According to Oluwatayo (2012), the criteria for face validity includes the format of the instrument, the clarity of unambiguity of items, the appropriateness of difficulty level for the respondents, correctness of spelling of words, spacing between items, and reasonableness of items in relation to the perceived purpose of the instrument.

The items in the survey instrument were face-validated and content validated before the pilot study. First, the instrument's face and content were validated by Prof Hairuddin and also some experts at the Kulliyah of Education, International Islamic University Malaysia, as well at the Language Centre of UIN Ar-Raniry Aceh, Indonesia. The selected experts were asked to comment if the items are clear and easy to understand. The researcher also provided a blank space for the experts to comment at the end of each item. All feedback were incorporated into the instruments before the final data collection took place.

### **3.7 ANALYSIS OF PILOT STUDY**

Using the compile of a self-constructed and adopted instrument, the researcher conducted a pilot study to identify any pitfalls in the instrument or procedures adopted in the study. Also, the pilot study was done to ensure that the survey instrument items measure what they are supposed to measure and determine the factors reliable for the real test in this research or to establish the reliability and validity of the instrument.

To perform this assessment, a set of questionnaire was administered to 150 lecturers of five State Islamic higher education institutions in Aceh on February 2, 2020. The participants were selected randomly to assess the instrument in terms of its relevancy and representativeness of the domains. The participants were from different fields and departments of five State Islamic institutions.

To obtain further evidence on reliability, an internal consistency test on reliability was conducted. The Cronbach' Alpha is one of the most commonly used methods in a pilot study to test the survey instrument. The reliability is determined through statistical inter-item of Cronbach's Alpha result (Firdaus, 2008). The value should be at least 0.70 to demonstrate internal consistency (Sekaran, 2003; Pallant, 2007; Hair et.al, 2010). In short, if the reliability index is below 0.70, it indicates the possibility that one or more items do not belong to such construct/dimension. In the context of this study, the overall internal consistency test (Cronbach's Alpha) for each factor from the pilot study's results ranged from 0.71-0.97. The results indicated good reliability and validity, which are illustrated at table on the appendix C. Meanwhile, a

correlation method was implemented to analyse the relationships. In short, obtaining rigorous analyses of validity and reliability of the instrument enables researchers to perform better instrumentation.

### **3.8 DATA COLLECTION PROCEDURES**

The data collection procedures involved the following two steps: obtaining a research approval letter and distributing the questionnaires. The two steps are described below.

#### **3.8.1 Obtaining a Research Approval Letter**

The first step involved securing an official letter of approval from the Postgraduate and Research Office, Kulliyah of Education (KOED), IIUM. This approval was essential to ensure that the research adhered to ethical guidelines and received authorization to be conducted within the selected institutions. The approval process also helped establish trust and legitimacy with the participating institutions and individuals, facilitating smooth data collection.

#### **3.8.2 Distributing the Questionnaires**

Once the approval was obtained, the second step was the distribution of questionnaires to the selected participants. This process involved contacting the participants, explaining the purpose of the study, and ensuring their voluntary participation. The questionnaires were then administered in a structured manner, either through physical distribution or via online platforms, depending on logistical considerations. The distribution was carried out in accordance with the sampling strategy to ensure a representative response from the target population.

To enhance the response rate and ensure the reliability of data collection, the social exchange method proposed by Dillman et al. (2009) was applied in the administration of the questionnaire. This approach aimed to increase the perceived benefits of participation, minimize the associated costs, and build trust that the data collected will provide valuable insights justifying the respondents' time investment. Due to the constraints imposed by the pandemic, the questionnaire was distributed online, with a research assistant at each institution facilitating the process. This method was chosen to expedite the collection and submission of responses, as face-to-face interactions were not feasible (Al-Kahtani et al., 2021; Johnson et al., 2022; Smith & Williams, 2023).

After the initial distribution, the questionnaires were sent to the respondents at their respective institutions. The respondents were instructed to complete the questionnaire within two weeks, or up to one month at the latest. Depending on the respondents' preference, the assistant either handed the questionnaire physically or sent it via email. After more than six months of data collection, the researcher successfully gathered the questionnaires from the research assistants, either via email or through Google Forms.

A total of 600 questionnaires were distributed to account for potential non-responses, as the target sample size was 526. Fortunately, 540 questionnaires were returned, surpassing the expected number. However, 17 respondents did not fully complete their questionnaires. The researcher resubmitted these incomplete questionnaires, asking the respondents to finish them, but only three responses were returned after the second attempt.

### **3.9 DATA ANALYSIS PROCEDURES**

The data analysis procedures began with coding and entering the data into SPSS, after which the data were cleaned and screened to identify missing values and outliers. The data's normality was also checked using Skewness and Kurtosis distribution values.

The purpose of data analysis is to summarize the data collected so that it will be understood easily and at the same time will provide the answer to the research questions (Kelley et al., 2003). Data analysis involves the processes of making the data ready for analysis, running the analysis, reporting and discussing the result obtained (Crasweell, 2010). To analyse the data, there are many statistical tools or techniques that can be applied depending on the nature of the research. In this study, the data were analysed using various quantitative measures such as descriptive analysis, Structural Equation Modelling (SEM), and Confirmatory Factor Analysis (CFA) by using AMOS.

Byrne (2010) stated that Structural Equation Modelling (SEM) is a powerful collection of multivariate analysis techniques that specifies the relationships between variables through the use of two main sets of equations, namely measurement equations and structural equations. Measurement equations test the accuracy of proposed measurements by assessing relationships between latent variables and their respective indicators.

The structural equations are utilized for the assessment of the hypothesized relationships between the latent variables, which allow testing of the statistical hypotheses for the study. Structural equation modeling is a multivariate statistical analysis technique used to analyze structural relationships. This technique is a combination of factor analysis and multiple regression analysis, and it is used to analyze the structural relationship between measured variables and latent constructs. In this study, this method was used because it estimates the multiple and interrelated dependence in a single analysis. In this analysis, two types of variables were used, which are endogenous variables and exogenous variables. Endogenous variables are equivalent to dependent variables, and exogenous variables are equal to the independent variable. As for SEM, it can be used to determine complex relationships between IVs and DVs (Hair et al., 2014; Kline, 2011; Tabachnick & Fidell, 2007; Ullman, 2014; Byrne, 2020; Hoyle, 2022; Wang & Wang, 2023; Schumacker & Lomax, 2021).

In this study, SEM was used to examine the existence of a direct significant relationship between PT and SP, and the existence of a direct significant relationship between SDO and SP. In addition, it was also used to examine the accuracy, validity, and reliability of the hypothesized models of the study (Hair et al., 2014; Kline, 2011; Tabachnick & Fidell, 2007; Ullman, 2014; Byrne, 2020; Hoyle, 2022; Wang & Wang, 2023; Schumacker & Lomax, 2021).

CFA is a multivariate statistical procedure applied to test how well the measured variables represent the number of constructs. It is used to identify the structure of the relationship between the variable and the respondent. In addition, CFA can specify the number of factors required in the data and which measured variable is related to which latent variable. CFA is a tool used to confirm or reject the measurement theory.

CFA can confirm the link between observed and latent variables (Hair et al., 2014; Kline, 2011; Tabachnick, 2007; Ullman, 2014; Byrne, 2020; Schumacker & Lomax, 2021; Wang & Wang, 2023). In addition, CFA can also evaluate the four measurement models using at least four of the recommended GOF indices as shown in Table 3.6.

Based on the above explanation, it can be concluded that both SEM and CFA can examine whether the hypothesized model fits the empirical data (Hair et al., 2014; Kline, 2011; Tabachnick & Fidell, 2007; Ullman, 2014). More recent studies have reaffirmed that SEM remains a powerful method for testing complex models involving latent variables (Schumacker & Lomax, 2021; Byrne, 2022; Hancock & Mueller, 2020). These models are particularly useful in the context of educational and organizational research where multiple interrelated factors contribute to outcomes.

To indirectly assess the effect of a proposed cause on some outcomes, researchers often conduct mediation analysis through a proposed mediator. The significance of mediation analysis stems from its ability to go beyond the merely descriptive to a more functional understanding of the relationships among variables (MacKinnon et al., 2020; Hayes, 2021). A necessary component of mediation is a statistically and practically significant indirect effect. Although mediation hypotheses are frequently explored in psychological research, formal significance tests of indirect

effects are rarely conducted (Preacher & Hayes, 2008; Shrout & Bolger, 2002). The Sobel Test is one such formal method to assess the significance of indirect effects, testing whether the reduction in the effect of the independent variable, after including the mediator, is statistically significant (Sobel, 1982). This test provides a quick and reliable way to examine if the mediator carries the influence of the independent variable on the dependent variable (Hayes et al., 2017; Zhao et al., 2010).

It is noted that Structural Equation Modeling (SEM) may also be considered for assessing mediation because it offers a reasonable way to control for measurement error as well as some interesting alternative ways to explore the mediation effect (Baron & Kenny, 1986; Holmbeck, 1997; Hoyle & Kenny, 1999; Judd & Kenny, 1981; Kline, 1998). Recent advancements in SEM techniques allow for more precise modeling of mediation paths, especially in handling complex relationships involving latent variables (Iacobucci, 2018; Muthén & Asparouhov, 2020).

The Sobel Test is often employed within the SEM framework to statistically validate the mediation effect, particularly when models involve latent variables with multiple measured indicators (MacKinnon et al., 2020). Models involving latent variables with multiple measured indicators are employed for error measurement by estimating common and unique variance separately (Kline, 2020). This, in turn, increases the likelihood that indirect effects, if present, will be discovered (Hayes et al., 2017).

There are four conditions when mediation can occur: (1) if the Independent Variable (IV) significantly affects the mediator, (2) if the Independent Variable (IV) significantly affects the Dependent Variable (DV) in the absence of the mediator, (3) if the mediator has a significant unique effect on the Dependent Variable (DV), and (4) if the effect of the Independent Variable (IV) on the Dependent Variable (DV) shrinks upon the addition of the mediator to the model (Baron & Kenny, 1986). These criteria can be used to informally judge whether or not mediation is occurring, but MacKinnon and Dwyer (1993), and MacKinnon et al. (1995) have popularized statistically based methods by which mediation may be formally assessed. In addition, the Sobel Test offers a statistically robust way to assess the reduction in the strength

of the independent variable's effect due to the mediator, supplementing the criteria laid out by Baron and Kenny (MacKinnon et al., 2020; Zhao et al., 2010).

In this study, SEM was used to examine if SLAL mediates the relationship between PT and SP and if strategic leadership of academic leaders (SLAL) mediates the relationship between SDO and SP (Ding et al., 2023; Li et al., 2022; Zhang et al., 2021). In line with that, the Sobel Test was applied to test the statistical significance of the mediation paths, adding an additional layer of verification for the indirect effects observed in this model (Preacher & Hayes, 2008).

In addition to the above explanation, for Research Question 1 (RQ1), descriptive analysis (frequency, mean, and standard deviation) was performed. The remainder of the research questions were clarified using Structural Equation Modeling (SEM). SEM was used as the predominant statistical tool due to its capability to estimate a series of structural equations, combining both multiple regression analysis and factor analysis features compared to SPSS. Thus, this enabled the researcher to estimate the relationships for a complex hypothesized model, taking into consideration the effects of the measurement errors (Hair et al., 2010). The following subsections present data analysis for each research question.

### **3.9.1 The Perception of Lecturers about Professional Training (PT), Strategic Direction of Organization (SDO), Strategic Leadership of Academic Leaders (SLAL), and Staff Performance (SP) at the State Islamic Higher Education Institution in Aceh**

The result of RQ1 highlights the perception of lecturers of the State Islamic higher education institutions in Aceh about Professional Training (PT), Strategic Direction of Organization (SDO), Strategic Leadership of Academic Leaders (SLAL), and Staff Performance (SP). To answer the first research question, the study applied frequency, means, and standard deviation.

### **3.9.2 The Validity and Reliability of Professional Training (PT) Measurement Model**

RQ2 investigates the psychometric properties, reliability, and validity of the five-construct model of PT. Hypothesis 1 (There is a valid and reliable measurement model of Professional Training (PT) at the State Islamic higher education institutions in Aceh) demonstrates that the five-construct measurement model holds psychometric evidence, and is valid and reliable to constitute professional training. The outcome of RQ2 leads to adequate instruments of professional training.

### **3.9.3 The Validity and Reliability of the Strategic Direction of Organization (SDO) Measurement Model**

RQ3 investigates the psychometric properties, reliability, and validity of the four-construct model of SDO. Hypothesis 2 (There is a valid and reliable measurement model of Strategic Direction of Organization (SDO) at the State Islamic higher education institutions in Aceh) demonstrates that the four-construct measurement model holds psychometric evidence, and is valid and reliable to constitute the Strategic Direction of Organization (SDO). The outcome of RQ3 leads to adequate instruments of Strategic Direction of Organization (SDO).

### **3.9.4 The Validity and Reliability of the Strategic Leadership of Academic Leaders (SLAL) Measurement Model**

RQ4 investigates the psychometric properties, reliability, and validity of the nine-construct model of SLAL. Hypothesis 3 (There is a valid and reliable measurement model of Strategic Leadership of Academic Leaders (SLAL) at the State Islamic higher education institutions in Aceh) demonstrates that the nine-construct measurement model holds psychometric evidence, and is valid and reliable to constitute Strategic Leadership of Academic Leaders (SLAL). The outcome of RQ4 leads to adequate instruments of Strategic Leadership of Academic Leaders (SLAL).

### **3.9.5 The Validity and Reliability of the Staff Performance (SP) Measurement Model**

RQ5 investigates the psychometric properties, reliability, and validity of the four-construct model of SP. Hypothesis 4 (There is a valid and reliable measurement model of Staff Performance (SP) at the State Islamic higher education institutions in Aceh) demonstrates that the four-construct measurement model holds psychometric evidence, and is valid and reliable to constitute Staff Performance (SP). The outcome of RQ4 leads to adequate instruments of Strategic Leadership of Academic Leaders (SLAL).

### **3.9.6 Relationship Between Professional Training (PT) and Staff Performance (SP)**

RQ6 investigates the direct causal effect of Professional Training (PT) on Staff Performance (SP). Therefore, Hypothesis 5 (There is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh) attempts to prove that Professional Training (PT) has a direct causal effect on Staff Performance (SP).

### **3.9.7 Relationship Between Strategic Direction of Organization (SDO) and Staff Performance (SP)**

RQ7 attempts to investigate the direct causal effect of the Strategic Direction of Organization (SDO) on Staff Performance (SP). Therefore, Hypothesis 6 (There is a direct significant relationship between the strategic direction of organization (SDO) and staff performance (SP) at the State Islamic higher education institutions in Aceh) attempts to prove that Strategic Direction of Organization (SDO) has a direct causal effect of on Staff Performance (SP).

In RQ5 and RQ6, the relationship examined is between two latent variables. Through SEM, the direct causal effect was used to investigate the strength of the two latent variables. The direct causal effect value needs to be between 0 and 1 at a 0.05 significant level.

### **3.9.8 The Mediation Effect of the Strategic Leadership of Academic Leaders on Professional Training (PT) and Staff Performance (SP)**

RQ8 attempts to examine the indirect causal effect of professional training (PT) through Strategic Leadership of Academic Leaders (SLAL) on Staff Performance (SP). As a result, Hypothesis 7 (Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh) attempts to prove how Professional Training (PT) influences Staff Performance (SP) through SLAL. To answer RQ8, the significant indirect effect of PT on SP was examined by evaluating the strength of relationship among PT, SLAL, and SP. Here, the Sobel test was used to determine whether the Strategic Leadership of Academic Leaders significantly mediates the relationship between Professional Training (PT) and Staff Performance (SP).

### **3.9.9 The Mediation Effect of Strategic Leadership of Academic Leaders (SLAL) on Strategic Direction of Organization (SDO) and Staff Performance (SP)**

RQ9 attempts to examine the indirect causal effect of the Strategic Direction of Organization (SDO) through Strategic Leadership of Academic Leaders (SLAL) on Staff Performance (SP). As a result, Hypothesis 8 (Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between the Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh) attempts to prove how the Strategic Direction of Organization (SDO) influences Staff Performance (SP) through SLAL. To answer RQ9, the significant indirect effect of SDO on SP is examined by evaluating the strength of the relationship among SDO, SLAL, and SP. To answer RQ9, the investigation involves confirming the relationship among three latent variables. Here, the Sobel test was used to determine whether Strategic Leadership of Academic Leaders significantly mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP).

### 3.9.10 The Validity and Reliability of the Revised Hypothesized Structural Equation Model of the Study

RQ10 examines the relationship among the four validated measurement models. Hypothesis 10 (the revised hypothesized structural equation model of the study is valid and reliable) attempts to test and validate the directional causal effect of the hypothesized model of this research. Through SEM, the hypothesized model is revised to obtain the best-fitting model. The analysis was conducted by obtaining the Goodness-of-Fit (GOF) of the generated structural models. SEM fit indices and changes in Chi-square ( $\chi^2$ ) values were used to determine the model fit. The summary of the statistical technique is tabulated in Table 3.6.

Table 3.6 Recommended GOF Indices

Index	Descriptions	Conventional Value	Recent Recommendations
<b>NFI</b>	Sample-based	$\geq .90$	0.95
<b>NNFI</b>	Sample-based, value can fall outside of range 0-1.0.	$\geq .90$	0.95
<b>TLI</b>	Not associated with sample size. Values can exceed 1.0, but truncated to 1.0 if it does.	$\geq .90$	0.95
<b>PCFI</b>	Population-based. Sensitive to sample size.	$\geq .90$	0.95
<b>RNI</b>	Population-based. Value can be negative.	$\geq .90$	0.95
<b>GFI</b>	Sample-based, value can fall outside of range 0-1.0.	$\geq .90$	0.95
<b>Chi-square (<math>\chi^2</math>)</b>	Base on a test that provides a statistical test that produces difference.	-	-
<b><math>\delta f</math></b>	The amount of mathematical information available to estimate model parameters.	-	-
<b>RMSEA</b>	Corrects $\chi^2$ goodness-of-fit for models with large sample.	$\leq .08$	-

<b>SRMR</b>	Compares fit across two models. The average value is 0.	The lower the value, the better	-
<b>RMSR</b>	Compare two models. Normally used when the results are standardized.	-	-
<b>PGFI</b>	The value ranges between 0 and 1.	0.90	-
<b>PNFI</b>	Adjust the NFI by multiplying it by the parsimony ratio. Model-based.	0.90	-

Source: Hairuddin et al. (2010); Kline (2011)

### 3.10 THE SUMMARY OF THE DATA ANALYSIS TECHNIQUES

Table 3.7 RQ and Hypothesis

No	RQ and Hypotheses	Statistical Technique	Justification
RQ.1	What are the perceptions of lectures about Professional Training (PT), Strategic Direction of Organization (SDO), Strategic Leadership of Academic Leaders (SLAL) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?	Descriptive Analisis	Kline (1998), Hoyle & Kenny (1999), Sekaran & Bougie (2016), Saunders, Lewis & Thornhill (2019)
H1	There is a valid and reliable measurement model of professional training (PT) at the State Islamic higher education institutions in Aceh.	CFA	(Hair et al., 2014; Kline, 2011; Tabachnick, 2007; Ullman, 2014; Byrne, 2020; Schumacker & Lomax, 2021; Wang & Wang, 2023)
RQ.2	Is there a valid and reliable measurement model of Professional Training (PT) at the State Islamic higher education institutions in Aceh?	CFA	
H2	There is a valid and reliable measurement model of Strategic Direction of Organization (SDO) at the State Islamic higher education	CFA	(Hair et al., 2014; Kline, 2011; Tabachnick, 2007; Ullman, 2014; Byrne, 2020;

	institutions in Aceh.		Schumacker & Lomax, 2021; Wang & Wang, 2023)
RQ.3	Is there a valid and reliable measurement model of Strategic Direction of organization (SDO) at the State Islamic higher education institutions in Aceh?	CFA	
H3	There is a valid and reliable measurement model of Strategic Leadership of Academic Leaders (SLAL) at the State Islamic higher education institutions in Aceh.	CFA	(Hair et al., 2014; Kline, 2011; Tabachnick, 2007; Ullman, 2014; Byrne, 2020; Schumacker & Lomax, 2021; Wang & Wang, 2023)
RQ.4	Is here a valid and reliable measurement model of Strategic Leadership of Academic Leaders (SLAL) at State Islamic higher education institutions in Aceh?	CFA	
H4	There is a valid and reliable measurement model of Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	CFA	
RQ.5	Is there a valid and reliable measurement model of Staff Performance (SP) at the State Islamic higher education institutions in Aceh?	CFA	
H5	There is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) of the State Islamic higher education institutions in Aceh.	SEM	(Hair et al., 2014; Kline, 2011; Tabachnick & Fidell, 2007; Ullman, 2014). More recent studies have reaffirmed that SEM remains a powerful method for testing complex models involving latent variables (Schumacker & Lomax, 2021; Byrne, 2022; Hancock & Mueller, 2020).
RQ.6	Is there any direct significant relationship between Professional Training (PT) and Staff Performance (SP) of the State Islamic higher education institutions in Aceh?	SEM	
H6.	There is a direct significant relationship between Strategic	SEM	

	Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.		
RQ.7.	Is there any direct significant relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?	SEM	
H7	Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	SEM, Sobel Test	Preacher & Hayes, (2008); Sobel (1982).  (Ding et al., 2023; Li et al., 2022; Zhang et al., 2021; MacKinnon et al., 2020; Hayes, 2021).
RQ.8.	Does Strategic Leadership of Academic Leaders (SLAL) mediate the relationship between Professional Training (PT) and Staff Performance (SP) at the State higher education institutions in Aceh?	SEM, Sobel Test	
H8	Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	SEM, Sobel Test	Preacher & Hayes, (2008). Sobel (1982).  (Ding et al., 2023; Li et al., 2022; Zhang et al., 2021; MacKinnon et al., 2020; Hayes, 2021).
RQ.9	Does Strategic Leadership of Academic Leaders (SLA) mediate the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?	SEM, Sobel Test	
H9	The revised hypothesized model of the study is valid and reliable.	SEM	Hair et al., 2014; Kline, 2011; Tabachnick & Fidell, 2007; Ullman,

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RQ.10	Is the revised hypothesized model of the study fit to the data, valid and reliable?	SEM	2014; Byrne, 2020; Hoyle, 2022; Wang & Wang, 2023; Schumacker & Lomax, 2021).
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### 3.11 CHAPTER SUMMARY

This chapter has elaborated on the methodology applied to answer all research questions and to examine the hypotheses stated in Chapters One and Two. The discussion focused on the selection of the appropriate research design, the population, and the sampling technique. Instrumental development, including the validation process, such as the pilot study, was presented in the following section before proceeding to the discussion of the data collection procedure and data screening. Data analysis and statistical techniques were then elaborated on in this chapter.

## **CHAPTER FOUR**

### **RESULTS OF THE STUDY**

#### **4.1 INTRODUCTION**

Chapter Four presents the results of the study. The discussion is started by an explanation of the data screening result. It is followed by the explanation of descriptive statistics of the constructs and continued by the explanation of the demographic background of respondents. Then, the following part of this chapter elaborates on the statistical analyses of data. The next part is the presentation of results based on the proposed research questions followed by the research findings.. Finally, it ends with a summary of the chapter.

#### **4.2 RESULTS OF DATA SCREENING**

The data prepared in SPSS version 2.0 were collected manually by hand, via e-mail, and also online using Google Forms. To ensure that the data were clean, accurate, complete, and ready for analysis, the process of data screening was conducted before proceeding with the statistical analysis. Such screening is important in multivariate data analysis in order to identify and eliminate missing data, outliers, and multicollinearity. To test causal theory, it must be ensured that the data are useable, reliable, and valid. In line with this, there are three procedures involved in the data screening process, i.e., missing values, outliers, and normality.

##### **4.2.1 Missing Values**

Missing data in any dataset can occur if there is no data value recorded for a given variable in an observation. It can happen due to several reasons, such as respondents failing to respond to questions because of some issues, subjects withdrawing from studies before they are completed, equipment or software malfunctioning in the case of online data collection, and errors in data entry (Rubin, 1976; Kariuki, Waititu, &

Wanjoya, 2015). Enders (2003) suggested that if an item in a questionnaire is not answered by more than 25% of the respondents, it is better to remove the item from the analysis. But, in cases where the missing values constitute less than 25%, the missing values can be filled out by using respondents' general patterns of responses by replacing them with series means or by using any other methods judged appropriately. In line with this statement, the researcher decided to delete all cases with even only one missing value.

In the data set of this study, missing data were found in 17 questionnaires, meaning that 17 respondents did not or failed to respond to a number of the questionnaire items. To solve the above problem, firstly, the researcher called the respondents via phone to ask them to fill in the missing ones and waited for their reply for two weeks. Only three of them replied before the deadline. Finally, to shorten the time, the researcher solved this problem by removing the respondents who did not respond from the dataset. Before proceeding with the data analysis, there were no missing values involved in all of the analysis involving descriptive statistics, CFA, and SEM analyses. This was achieved without compromising the sample size and generalizability of the research results.

#### **4.2.2 Outliers**

Outliers are observations that lie distinctly different from other values in a random sample of a population. Outliers are recognized using univariate. Checking for outliers is essential because they influence data normality, which will then misrepresent the statistical results (Hair et al., 2010; Tabachnick, 2007; Tabachnick & Fidell, 2013). In this study, the researcher examined the existence of outliers in the dataset using standardized z-scores.

The analysis of z-scores for each measured construct indicates that there are no significant outliers in the dataset. The z-scores, which measure the deviation of each value from the mean in terms of standard deviations, range from  $-0.532$  to  $+0.400$ . This range suggests that all values are within a normal range and do not significantly deviate from the mean. According to statistical guidelines, z-scores falling between  $-3$

and +3 are considered typical, and values outside this range are often identified as outliers (Field, 2018). Since the z-scores in this dataset are comfortably within these bounds, it can be concluded that the data does not exhibit outliers.

This implies that the data analyzed in this study is homogeneous, with no extreme deviations that might skew the results. Such consistency in data distribution is indicative of high data quality, with no influence from significant outliers affecting the analysis. It indicates that the data on the influence of PT, SDO, and SLAL on SP had no outliers within them (See Table 4.1). In short, all observations on the data were maintained for the subsequent analysis.

Table 4.1 Z Score

Variable	Construct Measured	No of Items	Kurtosis	Skewness	Z-Score
<b>Professional Training</b>	Induction Training	3	.74	-1.14	.01
	Foundation Training	5	.68	-.86	-.29
	On-The-Job Training	4	.16	-.89	-.19
	Maintenance Training	4	.14	-.72	-.28
	Carrier Development Training	3	.28	-.86	-.09
<b>Strategic Direction of Organization</b>	Vision	4	1.12	-.47	-.39
	Mission	5	.41	-.81	-.02
	Values	4	.25	-.86	.05
	Goals and Objective	4	.58	-.94	-.53

<b>Strategic Leadership of Academic Leaders</b>	Strategic Orientation	4	.80	-.94	-.11
	Strategic Translation	4	.54	-.92	-.22
	Strategic Alignment	3	.68	-1.04	.02
	Strategic Intervention	4	.65	-.93	.03
	Strategic Competences	4	.46	-.88	-.08
	Restlessness	4	2.69	-1.35	.26
	Absorptive	3	2.7	-1.14	.38
	Adaptive	4	2.47	-1.28	.37
<b>Staff Performance</b>	Wisdom	7	1.46	-.96	.40
	Teaching Activity	9	.40	-.90	.34
	Research and Science Development	6	.81	-.93	.02
	Community Service	5	.25	-.95	-.05
	Additional Jobs	4	.57	-.60	-.38

### 4.2.3 Data Normality

The data was examined for normality based on the values of Skewness (the degree to which a variable's distribution is symmetrical around its mean value) and Kurtosis (a measure of whether the distribution is too peak or flat relative to a normal distribution) (Hair et al., 2014). A dataset is symmetric if it looks the same to the left and right of the centre point. In other words, a distribution with a high Kurtosis inclines to have a

distinct peak near the mean or a very narrow distribution with a majority of the responses appearing in the centre. The values of Skewness and Kurtosis smaller than the cut-off points of 2 and 7, respectively, are considered to demonstrate adequate normality (Kim, 2013).

Table 4.2 presents each of the four variables of the study with its respective Skewness and Kurtosis. As shown in the table, the data of the study demonstrated adequate normality as they had no issue with Skewness and Kurtosis where the values of both were within the accepted range of 2 to 7.

### **4.3 DEMOGRAPHIC BACKGROUND OF RESPONDENTS AND DESCRIPTIVE STATISTICS OF THE CONSTRUCTS**

#### **4.3.1 Demographic Background of Respondents**

The sample comprised 526 lecturers from five different State Islamic higher education institutions in Aceh Indonesia. The institutions are UIN Ar-Raniry, IAIN Langsa, IAIN Lhokseumawe, IAIN Takengon, and STAIN Tgk. Dirundeng. More detailed information on the sample is presented in Table 4.2 below.

Table 4.2 Demographic Profile of Respondents

<b>Variables</b>	<b>N</b>	<b>%</b>
<i>Gender</i>		
Male	251	47.7
Female	275	52.3
<i>Age</i>		
27-30 years	125	23.8
31-34 years	206	39.2
35-38 years	170	32.3
39-42 years	25	4.8
<i>Academic Qualification</i>		
Doctorate	145	27.6
Masters	381	72.4
<i>Professional Qualification</i>		
Natural Science	29	5.5
Social Science	205	39.0
Religion	159	30.2
Languages	118	22.4
Techniques	15	2.9
<i>Years of Service</i>		
1-9 years	120	22.8
10-18 years	222	42.2
19-27 years	122	23.2
28-36 years	62	11.8
<i>Place</i>		
UIN Ar-Raniry	312	59.3
IAIN Langsa	70	13.3
IAIN Lhokseumawe	52	9.9
IAIN Takengon	59	11.2
STAIN Tgk Dirundeng	33	6.3

Note: N = 526.

Based on the above table, it can be seen that of the 526 respondents in this study, 47.7% are males and 52.3% are females. The age of the respondents ranged from 27 to 42 years old. 23.8 % of the respondents aged between 27 and 30 years old, 39.2% aged between 31 and 34 years old, 32.3 % aged between 35 and 89 years old, and the remaining 4.8% aged between 39 and 42 years old. In terms of the respondents' academic qualifications, the table shows that 145 (27.6%) of them possess doctoral degrees, while the majority of respondents 381 (72.4%) had Master's degrees. As for the respondents' Professional Qualification, 29 (5.5%) of the respondents teach Natural Science subjects, 205 (39%) teach Social Science subjects, 159 (30.2%) teach religion subjects, 118 (22.4%) teach language subjects, and 62 (11.8%) teach Technique subjects. Looking at the respondents' years of service, it can be seen that the duration of service of the respondents ranged between 1 to 36 years. 120 (22.8%) have taught between 1-9 years, 42.2% have 10-18 years of teaching experience, 23.2 % have 19-27 years of teaching experience, and 11.8 % have been teaching for 28-36 years. Finally, in terms of the respondents' places of teaching, 59.3% of the respondents work at UIN Ar-Raniry, 13.3% work at IAIN Langsa, 9.9 % work at Lhokseumawe, 11.2 % work at IAIN Takengon, and 6.3 % work at STAIN Tgk. Dirundeng.

#### **4.3.2 Descriptive Statistics of the Constructs**

This part describes the level of the influence of Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) on Staff Performance (SP) in terms of the means and standard deviation of each construct. It addresses RQ1 (What are the levels of perception among lecturers about Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) on Staff Performance at the State Islamic higher education institutions in Aceh?. More detailed information is given in Table 4.3.

Table 4.3 Means, Standard Deviation, Kurtosis, Skewness and Internal Reliability of Each Construct

Variable	Construct Measured	No of Items	Mean	SD	Kurtosis	Skewness	Internal Reliability
<b>Professional Training</b>	Induction Training	3	5.31	1.46	.74	-1.14	.91
	Foundation Training	5	4.88	1.42	.68	-.86	.91
	On-The-Job Training	4	5.01	1.46	.16	-.89	.87
	Maintenance Training	4	4.83	1.64	.14	-.72	.93
	Carrier Development Training	3	5.15	1.52	.28	-.86	.93
<b>Strategic Direction of Organization</b>	Vision	4	4.80	1.27	1.12	-.47	.86
	Mission	5	4.97	1.40	.41	-.81	.90
	Values	4	5.36	1.12	.25	-.86	.93
	Goals and Objective	4	4.64	1.24	.58	-.94	.97
<b>Strategic Leadership of Academic Leaders</b>	Strategic Orientation	4	5.15	1.38	.801	-.94	.93
	Strategic Translation	4	5.00	1.39	.54	-.92	.94
	Strategic Alignment	3	5.32	1.32	.68	-1.04	.92
	Strategic Intervention	4	5.34	1.23	.65	-.93	.93
	Strategic Competences	4	5.20	1.16	.46	-.88	.92
	Restlessness	4	5.63	1.24	2.69	-1.35	.95
	Absorptive	3	5.73	1.12	2.70	-1.14	.91
	Adaptive	4	5.73	1.14	2.47	-1.28	.94
	Wisdom	7	5.74	1.10	1.46	-.96	.93
<b>Staff Performance</b>	Teaching Activity	9	5.64	1.01	.40	-.90	.90
	Research and Science Development	6	5.33	1.19	.81	-.93	.86
	Community Service	5	5.24	1.06	.25	-.95	.89
	Additional Jobs	4	4.87	1.13	.57	-.60	.85

The data on Professional Training indicate that the highest score was for Induction Training ( $M = 5.31$ ,  $SD = 1.46$ ), showing a strong emphasis on introducing new employees to the organization. This was followed by On-The-Job Training ( $M = 5.01$ ,  $SD = 1.46$ ) and Career Development Training ( $M = 5.15$ ,  $SD = 1.52$ ), highlighting the importance of practical and career advancement opportunities. Foundation Training scored slightly lower ( $M = 4.88$ ,  $SD = 1.42$ ), but still represents a significant focus area. The lowest score was for Maintenance Training ( $M = 4.83$ ,  $SD = 1.64$ ), suggesting that this area might be less emphasized compared to others.

Previous studies support these findings. For instance, Waris (2015) emphasized that Induction Training is crucial for integrating new employees and ensuring they are well-acquainted with organizational culture and practices. Similarly, Smith and Brown (2020) highlighted the value of On-The-Job Training and Career Development Training in enhancing employees' skills and supporting their career growth. In contrast, Maintenance Training, while important, often receives less focus in comparison to induction and development training, as noted by Jones et al. (2018), who found that organizations typically prioritize initial and developmental training over maintenance training.

In the area of Strategic Direction of the Organization, the highest score was for Values ( $M = 5.36$ ,  $SD = 1.12$ ), indicating a strong alignment with organizational values among respondents. Mission ( $M = 4.97$ ,  $SD = 1.40$ ) and Vision ( $M = 4.80$ ,  $SD = 1.27$ ) also scored moderately high, reflecting their importance. The lowest score was for Goals and Objectives ( $M = 4.64$ ,  $SD = 1.24$ ), suggesting that there might be a need for clearer articulation or communication of goals within the organization.

These findings align with recent research on strategic direction. For instance, Madsen and Desai (2021) emphasized the critical role of organizational values in shaping strategic direction and aligning with overall objectives. Their study highlights the importance of values, mission, and vision in guiding organizational strategy. Conversely, goals and objectives often face challenges in clarity and communication, as discussed by Acar and Acar (2022), who found that poorly articulated goals can impede strategic implementation. Similarly, Miller and Miller (2023) suggested that

while a strong focus on values and vision supports strategic alignment, organizations frequently struggle with effectively defining and communicating their goals.

For Strategic Leadership of Academic Leaders, the highest score was observed for Wisdom ( $M = 5.74$ ,  $SD = 1.10$ ), followed by Restlessness ( $M = 5.63$ ,  $SD = 1.24$ ), Absorptive ( $M = 5.73$ ,  $SD = 1.12$ ), and Adaptive ( $M = 5.73$ ,  $SD = 1.14$ ). These high scores indicate that these qualities are perceived as important and well-developed among academic leaders. Scores for Strategic Intervention ( $M = 5.34$ ,  $SD = 1.23$ ), Strategic Competencies ( $M = 5.20$ ,  $SD = 1.16$ ), Strategic Alignment ( $M = 5.32$ ,  $SD = 1.32$ ), and Strategic Orientation ( $M = 5.15$ ,  $SD = 1.38$ ) were also high, indicating a robust approach to leadership strategies. The lowest score was for Strategic Translation ( $M = 5.00$ ,  $SD = 1.39$ ), which might suggest some challenges in converting strategies into actionable plans.

These findings align with recent research on leadership qualities and strategic leadership. For instance, Zhang and Zhang (2022) emphasized that wisdom and adaptability are essential traits for effective academic leadership, especially in rapidly changing educational environments. Similarly, Liu et al. (2023) highlighted the significance of strategic competencies and alignment in leadership effectiveness, supporting the high scores for Strategic Intervention and Strategic Alignment observed in this study. However, challenges in strategic translation are consistent with findings by Wang et al. (2024), who noted that implementing strategies into practical actions remains a significant challenge for leaders.

Finally, the highest score for Staff Performance was Teaching Activity ( $M = 5.64$ ,  $SD = 1.27$ ), underscoring its priority within the institution. This was followed by Research and Science Development ( $M = 5.33$ ,  $SD = 1.19$ ) and Community Service ( $M = 5.24$ ,  $SD = 1.06$ ), reflecting their significance in academic roles. The lowest score was Additional Jobs ( $M = 4.87$ ,  $SD = 1.13$ ), which could indicate either a lesser focus on or fewer opportunities for additional roles.

These findings are consistent with previous research on staff performance in academic settings. For example, Chen and Liu (2022) emphasized that teaching activities and research are critical components of academic staff performance, aligning with the high scores observed in this study. Similarly, Smith et al. (2023) highlighted

the importance of community service as a key performance area for academics, which supports the moderate score for this category. However, the lower score for Additional Jobs is corroborated by the work of Johnson and Anderson (2024), who found that additional roles are often less emphasized in academic settings due to limited opportunities or prioritization of core responsibilities

In summary, the analysis reveals that Staff Performance and Strategic Direction of the Organization are robust, with mean scores indicating strong performance and a clear strategic focus. Specifically, Staff Performance is notably high in Teaching Activity, Research and Science Development, and Community Service, highlighting their importance in academic roles. Conversely, Additional Jobs received a lower score, suggesting it may be less emphasized or offer fewer opportunities. Similarly, the Strategic Direction of the Organization is well-aligned with organizational values, mission, and vision, though Goals and Objectives received a lower score, indicating a potential need for clearer articulation or communication. Strategic Leadership of Academic Leaders and Professional Training also show strong performance but with slightly lower scores compared to Staff Performance and Strategic Direction. This suggests that while these areas are strong, there are opportunities for further development.

Overall, these findings fully address Research Question 1 (RQ1) by identifying key strengths and potential areas for improvement, providing a comprehensive overview of the institution's performance and strategic focus.

#### **4.4 TEST OF STATISTICAL ASSUMPTIONS**

For all statistical methodologies, SEM requires that certain underlying assumptions must be satisfied to ensure accurate inferences (Kaplan, 2009). These include multivariate normality, completely random missing data, sufficiently large sample size, and correct model specification. As the issues of missing data and sample size have been discussed in the earlier part of the discussion, this subsection concentrates on testing the normality of the sample data. Model specification is also elaborated in the subsequent subsection.

There are two ways of testing normality assumption, i.e. Levene's test, and Skewness and Kurtosis. This research used the second method of testing the normality of the sampled data. Skewness represents the symmetry of the data distribution. When a variable's mean is not at the centre of the distribution, it is skewed. Kurtosis however, is the peaked ness of distribution (Tabachnick & Fidell, 2007; Schumacker & Lomax, 1996). Distribution is either too peaked (with short and thick tails) or too flat (with long and thick tails). According to Tabachnick and Fidell (2007), Skewness and Kurtosis values provide insight into the normality of a dataset. For Skewness, values between -2 and +2 suggest the data is approximately normally distributed, while values outside this range indicate significant skewness, implying the data is not normally distributed. Similarly, Kurtosis values should fall between -7 and +7 for the data to be considered normal. Values beyond this range suggest potential issues with the distribution's tails, indicating the data may be either too peaked or too flat to fit a normal distribution. Table 4.2 above demonstrates that the Skewness and Kurtosis of the variables in this study fell within the recommended cut-off values. Consequently, the data set did not violate the normality assumptions.

## **4.5 ANALYSIS STRUCTURAL EQUATION MODELING (SEM)**

### **4.5.1 Confirmatory Factor Analysis (CFA)**

#### **4.5.1.1 CFA Analysis of the Professional Training (PT) Variable**

The first construct evaluated using Confirmatory Factor Analysis (CFA) was Professional Training (PT). This variable comprises five underlying factors: Induction Training (IT), Foundation Training (FT), On-the-job Training (OT), Maintenance Training (MT), and Career Development Training (CT). These factors are operationalized into 19 indicators (q1b - q19b). Figure 4.1 illustrates the hypothesized CFA framework for the Professional Training (PT) variable.



Figure 4.1 Framework Construct of Professional Training (PT)

The data did not violate the normality assumption, with Skewness values within the range of  $\pm 2$  (Tabachnick & Fidell, 2007) and Kurtosis values within the range of  $\pm 7$  (Byrne, 2010). However, the results of the CFA conducted on the exogenous latent construct of Professional Training (PT) indicated a less-than-ideal model fit. This is evidenced by the Chi-square value of  $\chi^2 = 1825.4$  and a p-value of 0.000, which is statistically significant, thereby indicating a mismatch between the observed data's covariance matrix and the implied covariance matrix of the model.

Other fit indices were also found to be suboptimal. The Goodness of Fit Index (GFI) = 0.699, the Comparative Fit Index (CFI) = 0.856, and the Tucker-Lewis Index (TLI) = 0.839 all fell below the threshold value of  $\geq 0.90$ . Additionally, the Root Mean Square Error of Approximation (RMSEA) = 0.145 exceeded the acceptable range of less than 0.08. Figure 4.2 presents the CFA results for the PT construct.

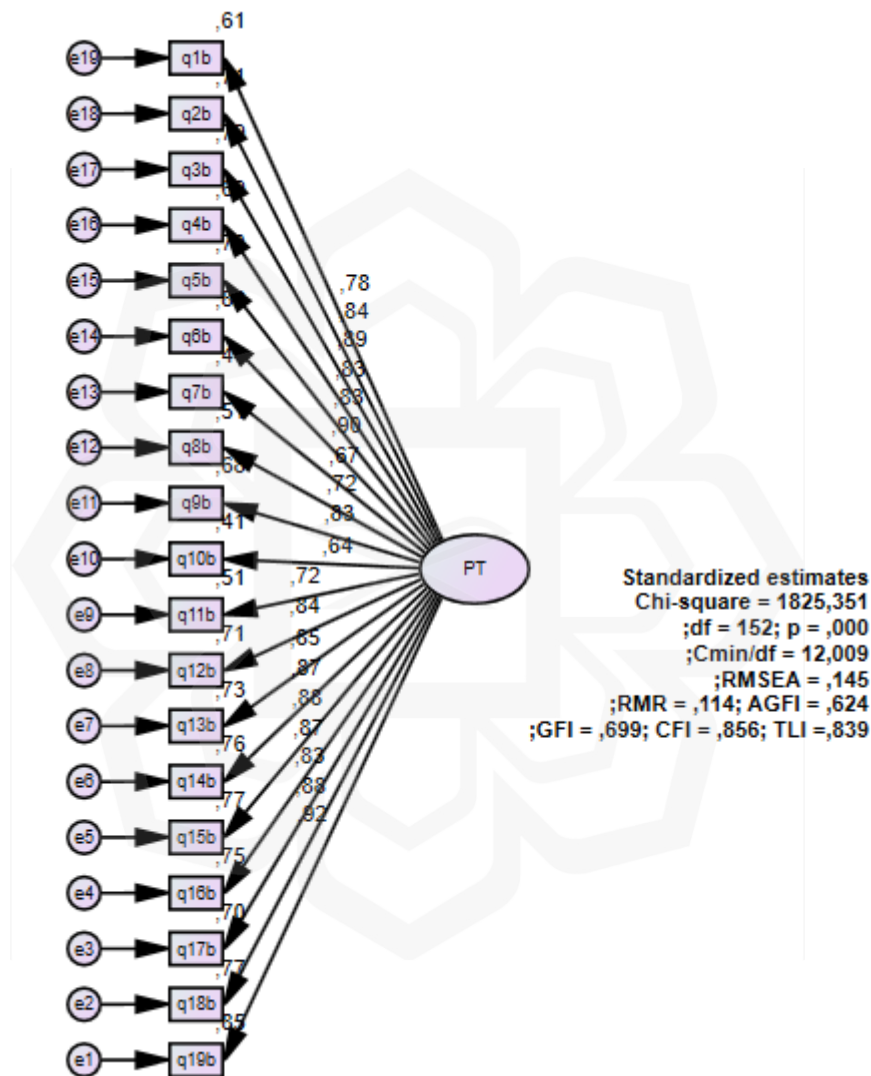


Figure 4.2 Generated Constructs of Professional Training (PT)

To obtain better values, a model re-specification procedure was performed following the guidance from the AMOS software, with the results shown in Figure 4.3 below.

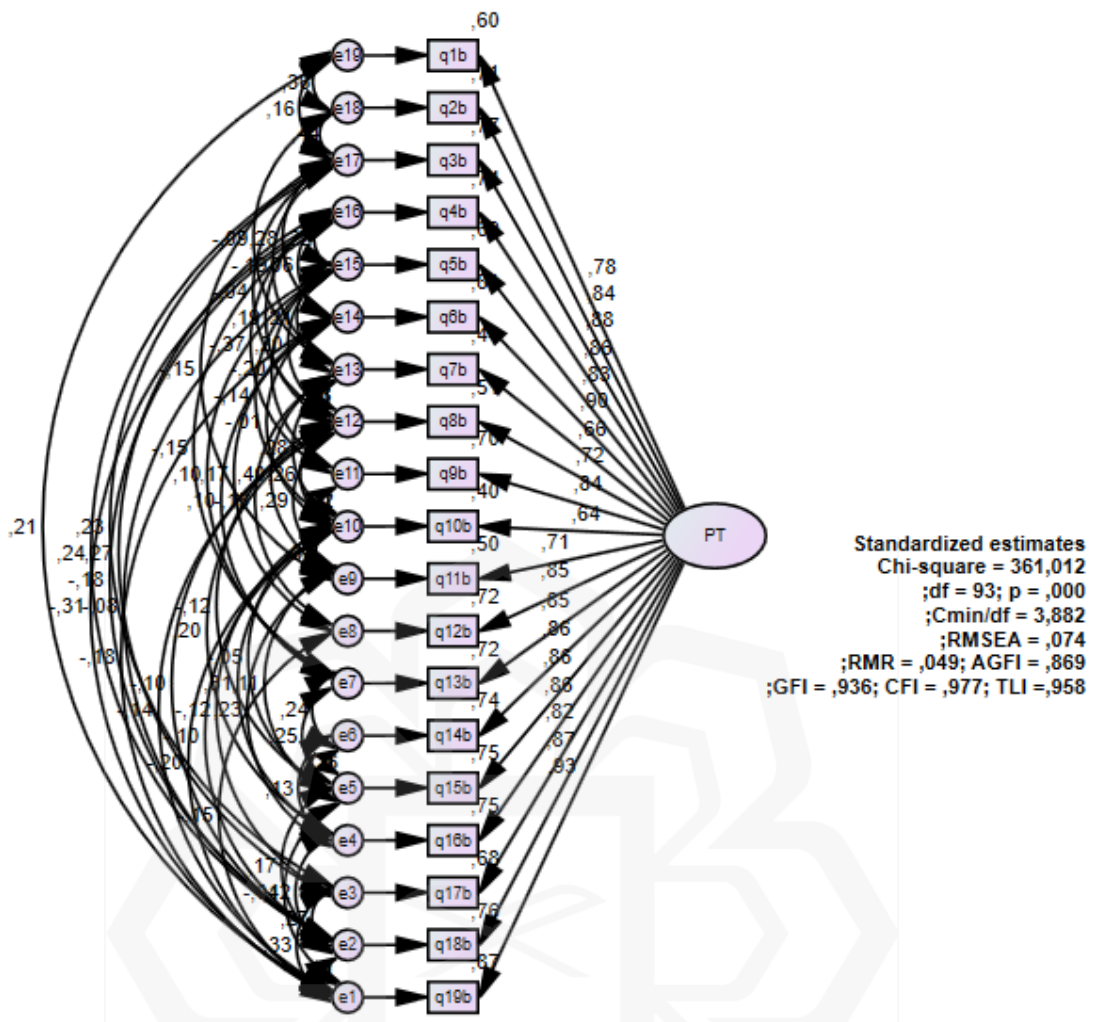


Figure 4.3 Re-specified Constructs of Professional Training (PT)

The overall re-specified model showed an improvement in the goodness-of-fit indices that align with the data. The re-specified goodness-of-fit indices demonstrate better values than those of the previous model. Although the Chi-square and p-value parameters still indicate a suboptimal level of fit, other fit indices show satisfactory values, including GFI = 0.936, CFI = 0.977, and TLI = 0.958, all of which exceed the threshold value of  $\geq 0.90$ , and an RMSEA value of 0.074, which is below the 0.08 threshold. Table 4.4 compares the fit indices of the model and the re-specified model against the recommended threshold values.

Table 4.4 Recap of the GOF Model for Professional Training (PT)

<b>Index Parameter</b>	<b>Accepted</b>	<b>GOF Generated Model</b>	<b>GOF Respecification Model</b>
chi square ( $\chi^2$ )	$< \chi^2_{Table}$	1825.4	361.0
p value	$>0.05$	0.000	0.000
CMIN/DF	$<5$	15.009	3.882
CFI	$\geq .90$	0.856	0.977
TLI	$\geq .90$	0.839	0.958
GFI	$\geq .90$	0.699	0.936
RMSEA	$\leq .08$	0.145	0.074
RMR	$<0.5$	0.114	0.049

The above table indicates that the re-specified CFA model demonstrates values within the accepted range of goodness-of-fit indices. This suggests a good fit between the research data and the CFA model for the Professional Training (PT) construct. To assess whether all indicators exhibit good validity and reliability, the loading factor (standardized loading factor ( $\lambda$ )) was used. A loading factor coefficient is considered valid if it is greater than 0.05. Table 4.5 presents the results of the recapitulation of the convergent validity test, which includes the factor loading values, construct reliability and average variance extracted based on the values obtained from the re-specified confirmatory factor analysis test.

Table 4.5 Recap of the Convergent Validity of the Professional Training (PT) Construct

<b>Dimension</b>	<b>Variabel Manifest</b>	<b>Standardize Loading Factor (<math>\lambda</math>)</b>	<b>Construct Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Induction Training	q1b	0.777	0.872	0.695
	q2b	0.842		
	q3b	0.879		
Foundation Training	q4b	0.861	0.897	0.639
	q5b	0.831		
	q6b	0.902		
	q7b	0.661		
	q8b	0.716		
On-the-job Training	q9b	0.836	0.845	0.580
	q10b	0.636		
	q11b	0.709		
	q12b	0.846		
Maintenance Training	q13b	0.851	0.919	0.740
	q14b	0.863		
	q15b	0.864		
	q16b	0.864		
Carrier Development Training	q17b	0.823	0.909	0.769
	q18b	0.873		
	q19b	0.931		

The above table indicates that all indicators have loading factor values greater than 0.5, demonstrating that the indicators within the construct of professional training variable possess good validity. Additionally, the AVE values are  $\geq 0.5$ , and the CR values are each  $\geq 0.7$ , indicating that the construct of professional training has strong reliability. As a result, no indicators were excluded from the model since all have standardized loading factor values exceeding 0.5.

#### 4.5.1.2 CFA Analysis of the Strategic Direction of Organization (SDO) Variable

The second construct evaluated using CFA was the Strategic Direction of Organization (SDO). This variable consists of four underlying factors, namely Vision (VS), Mission (MS), Value (VL), and Goal (GO), which are then operationalized into 17 indicators (q1c – q17c). Figure 4.4 illustrates the hypothesized CFA framework for the Strategic Direction of Organization (SDO) variable.

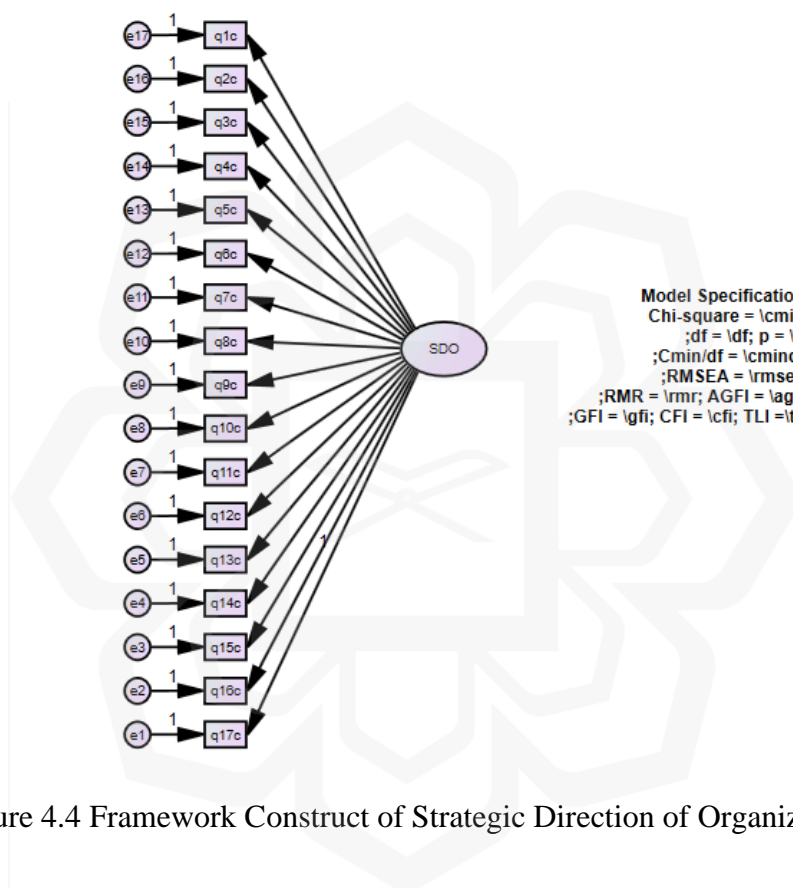


Figure 4.4 Framework Construct of Strategic Direction of Organization (SDO)

The data does not violate the assumption of normality, with Skewness values within the range of  $\pm 2$  (Tabachnick & Fidell, 2007) and Kurtosis within the range of  $\pm 7$  (Byrne, 2010). The results of the Confirmatory Factor Analysis (CFA) for the exogenous latent construct, Strategic Direction of Organization (SDO), indicate a poorly fitting model. This is evident from the  $\chi^2$  value of 2143.4 and a significant p-value of 0.000, which statistically signifies a discrepancy between the observed covariance matrix and the implied covariance matrix of the model.

Other fit indices were also found to be inadequate. The Goodness-of-Fit Index (GFI) was 0.602, the Comparative Fit Index (CFI) was 0.822, and the Tucker-Lewis Index (TLI) was 0.797, all of which are below the acceptable threshold of  $\geq 0.90$ . Additionally, the Root Mean Square Error of Approximation (RMSEA) was 0.180, which exceeds the acceptable range of  $\leq 0.08$ . Figure 4.5 presents the CFA results for the Strategic Direction of Organization (SDO) construct under consideration.

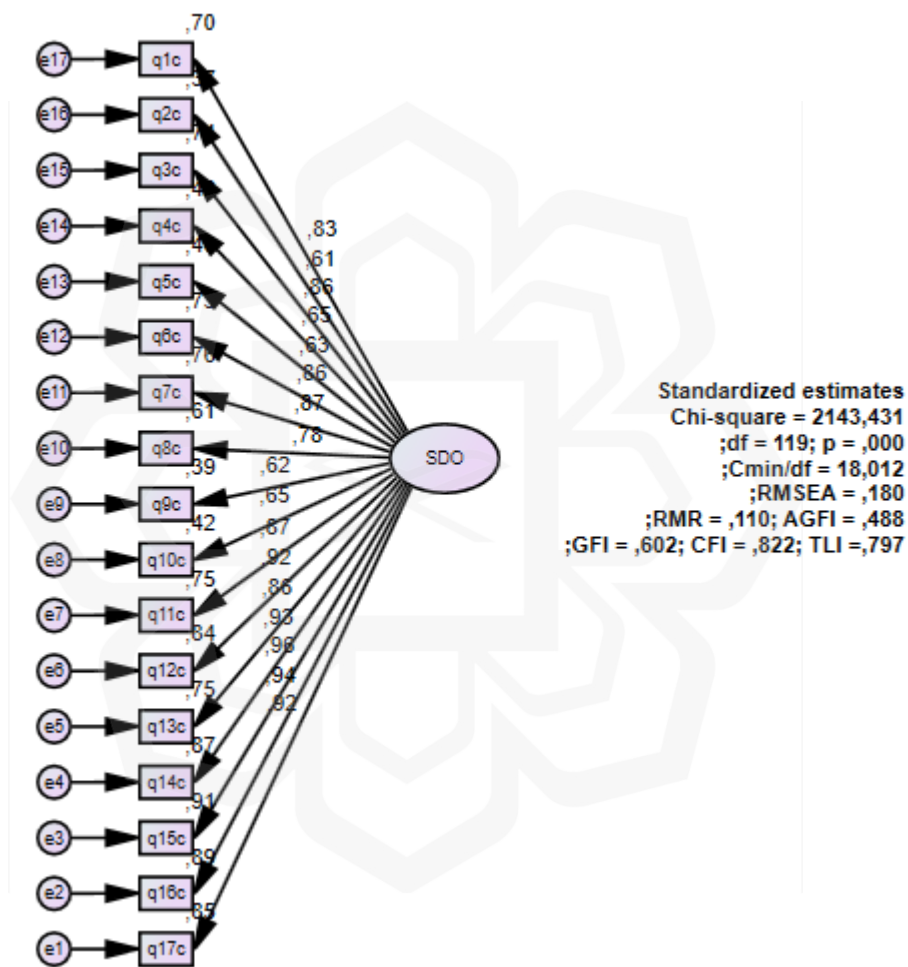


Figure 4.5 Generated Constructs of Strategic Direction of Organization (SDO)

To achieve better-fit indices, a model respecification procedure was performed based on the recommendations provided by the AMOS software. The results of this respecification are illustrated in Figure 4.6.

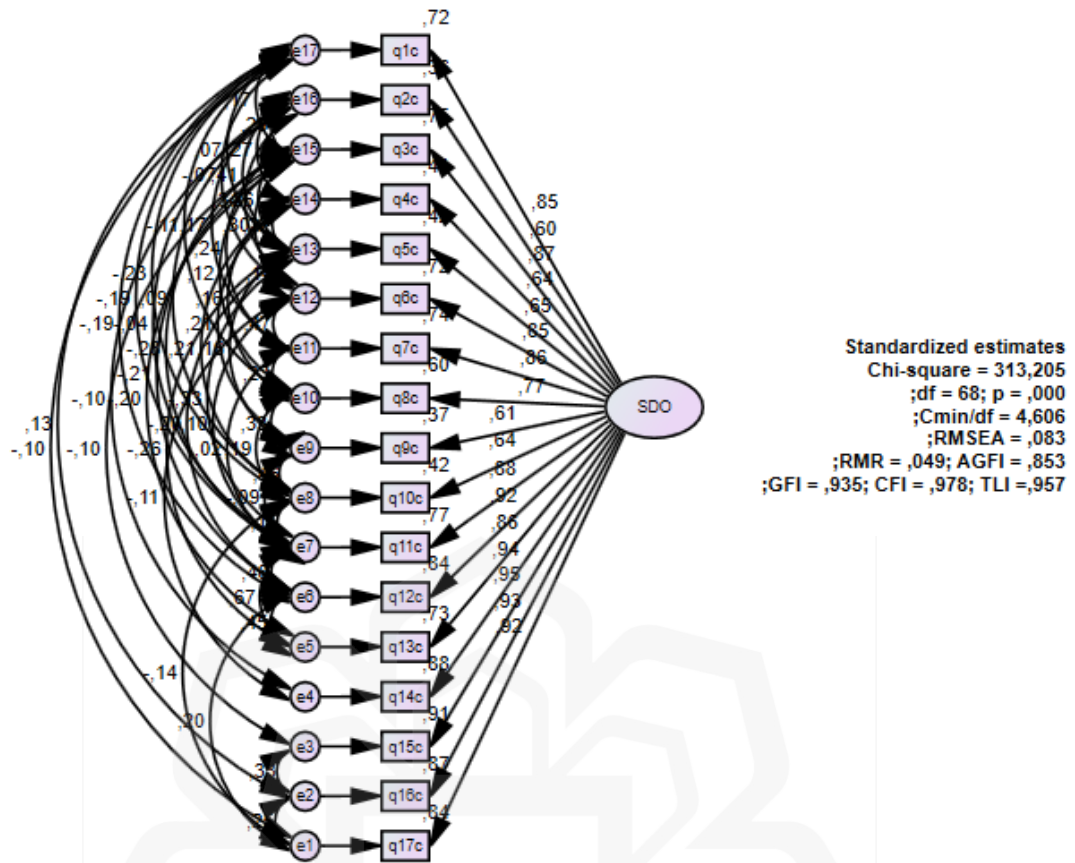


Figure 4.6 Re-specified Constructs of Strategic Direction of Organization (SDO)

The re-specified overall model demonstrated an improvement in fit indices that align better with the data. The re-specified goodness-of-fit indices showed better values compared to the original model. Although the chi-square and p-value parameters still indicated a poor fit, other fit indices were found to be satisfactory, with GFI = 0.935, CFI = 0.978, and TLI = 0.957, all exceeding the threshold of  $\geq 0.90$ . However, the RMSEA value remained greater than 0.08.

Table 4.6 compares the fit indices generated by the model, including the re-specified model, against the recommended threshold values.

Table 4.6 Recap of the GOF Model for Strategic Direction of Organization (SDO)

<b>Index Parameter</b>	<b>Accepted</b>	<b>GOF Generated Model</b>	<b>GOF Respecification Model</b>
chi square ( $\chi^2$ )	< $\chi^2$ Table	2143.4	313.2
p value	>0.05	0.000	0.000
CMIN/DF	<5	18.012	4.606
CFI	$\geq$ .90	0.822	0.978
TLI	$\geq$ .90	0.797	0.957
GFI	$\geq$ .90	0.602	0.935
RMSEA	$\leq$ .08	0.180	0.083
RMR	<0.5	0.110	0.049

The above table indicates that the re-specified CFA model shows values within the accepted range for goodness-of-fit indices. This suggests a good fit between the research data and the CFA model for the construct of Strategic Direction of Organization (SDO). To assess whether all indicators exhibit strong validity and reliability, the loading factor values (standardized loading factors or  $\lambda$ ) are used. A loading factor coefficient is considered valid if it is greater than 0.05. Table 4.7 summarizes the results of the convergent validity test, including the factor loading values, construct reliability, and average variance extracted, based on the re-specified confirmatory factor analysis results.

Table 4.7 Recap of the Convergent Validity of Strategic Direction of organization (SDO) Construct

<b>Dimension</b>	<b>Variabel Manifest</b>	<b>Standardize Loading Factor (<math>\lambda</math>)</b>	<b>Construct Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Vision	q1c	0.850	0.832	0.560
	q2c	0.599		
	q3c	0.865		
	q4c	0.640		
Mission	q5c	0.646	0.867	0.570
	q6c	0.848		

Dimension	Variabel Manifest	Standardize Loading Factor ( $\lambda$ )	Construct Reliability (CR)	Average Variance Extracted (AVE)
	q7c	0.863		
	q8c	0.772		
	q9c	0.612		
Value	q10c	0.644	0.897	0.690
	q11c	0.877		
	q12c	0.917		
	q13c	0.857		
Goal	q14c	0.940	0.966	0.877
	q15c	0.955		
	q16c	0.934		
	q17c	0.916		

The above table shows that all indicators have standardized loading factor values greater than 0.5, indicating that the indicators for the Strategic Direction of Organization (SDO) variable exhibit strong validity. Additionally, the AVE values are  $\geq 0.5$ , and the CR values are each  $\geq 0.7$ , demonstrating that the Strategic Direction of Organization (SDO) construct has strong reliability. As a result, no indicators were removed from the model since all of them had standardized loading factor values greater than 0.5.

#### **4.5.1.3 CFA Analysis of the Strategic Leadership of Academic Leaders (SLAL) Variable**

The third construct evaluated using CFA is Strategic Leadership of Academic Leaders (SLAL). This variable comprises two sub-variables: Organizational Capability Leaders (ORGS) and Personal Characteristics (PRCS), each with its own dimensions and indicators. Organizational Capability Leaders (ORGS) is based on five underlying factors: Strategic Organization (SO), Strategic Translation (ST), Strategic Alignment (SA), Strategic Intervention (SI), and Strategic Competencies (SC), which are operationalized into 19 indicators (q1d – q17d). Figure 4.7 illustrates the hypothesized CFA framework for the Strategic Leadership of Academic Leaders (SLAL) variable, specifically for the sub-variable Organizational Capability Leaders (ORGS).

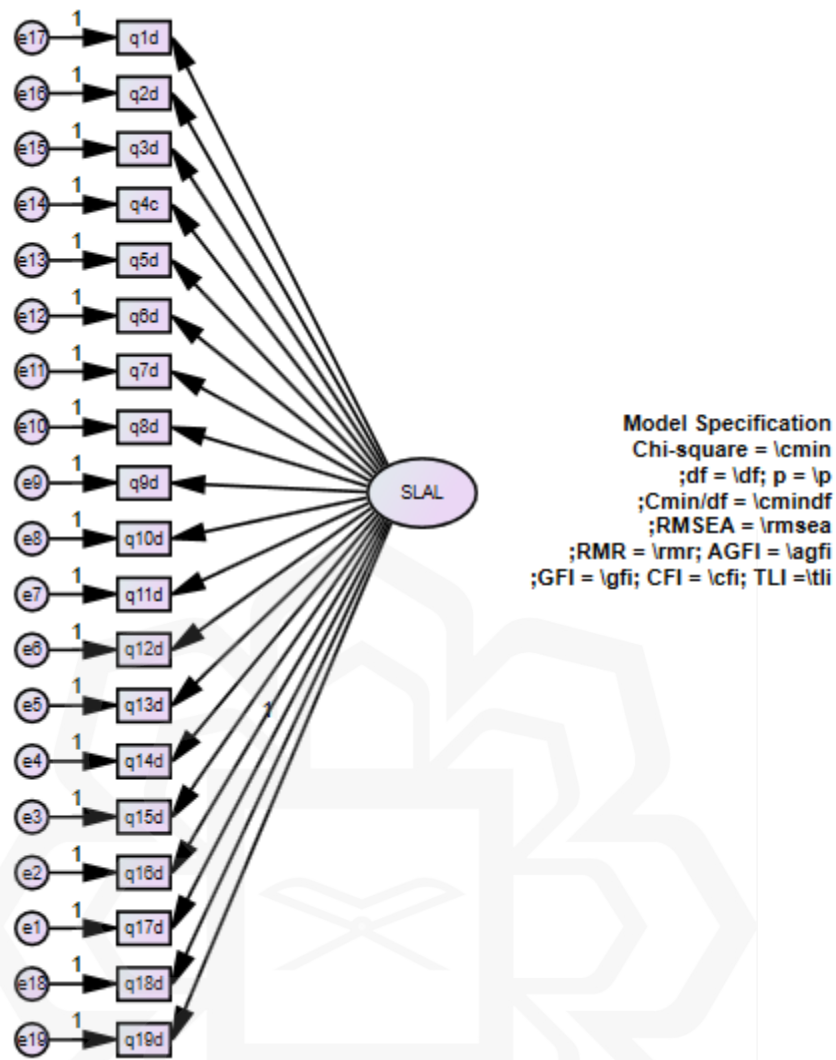


Figure 4.7 Framework Construct of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Organizational Capability Leaders (ORGS)

The data do not violate the assumption of normality, with Skewness values between  $\pm 2$  (Tabachnick & Fidell, 2007) and Kurtosis values between  $\pm 7$  (Byrne, 2010). The results of the CFA for the exogenous latent construct Strategic Leadership of Academic Leaders (SLAL), specifically for the Organizational Capability Leaders (ORGS) dimension, indicate a poor model fit. This is evidenced by the  $\chi^2$  value (2950.3) and a significant p-value ( $p = 0.000$ ), which statistically suggests a misfit between the observed covariance matrix and the implied covariance matrix of the model.

Other fit indices also show inadequate values. The GFI is 0.625, CFI is 0.788, and TLI is 0.761, all of which fall below the threshold value of  $\geq 0.90$ . Additionally, the RMSEA value is 0.187, which is above the acceptable range of  $\leq 0.08$ . Figure 4.8 presents the results of the CFA for the Strategic Leadership of Academic Leaders (SLAL) construct, specifically for the Organizational Capability Leaders (ORGS) sub-variable.

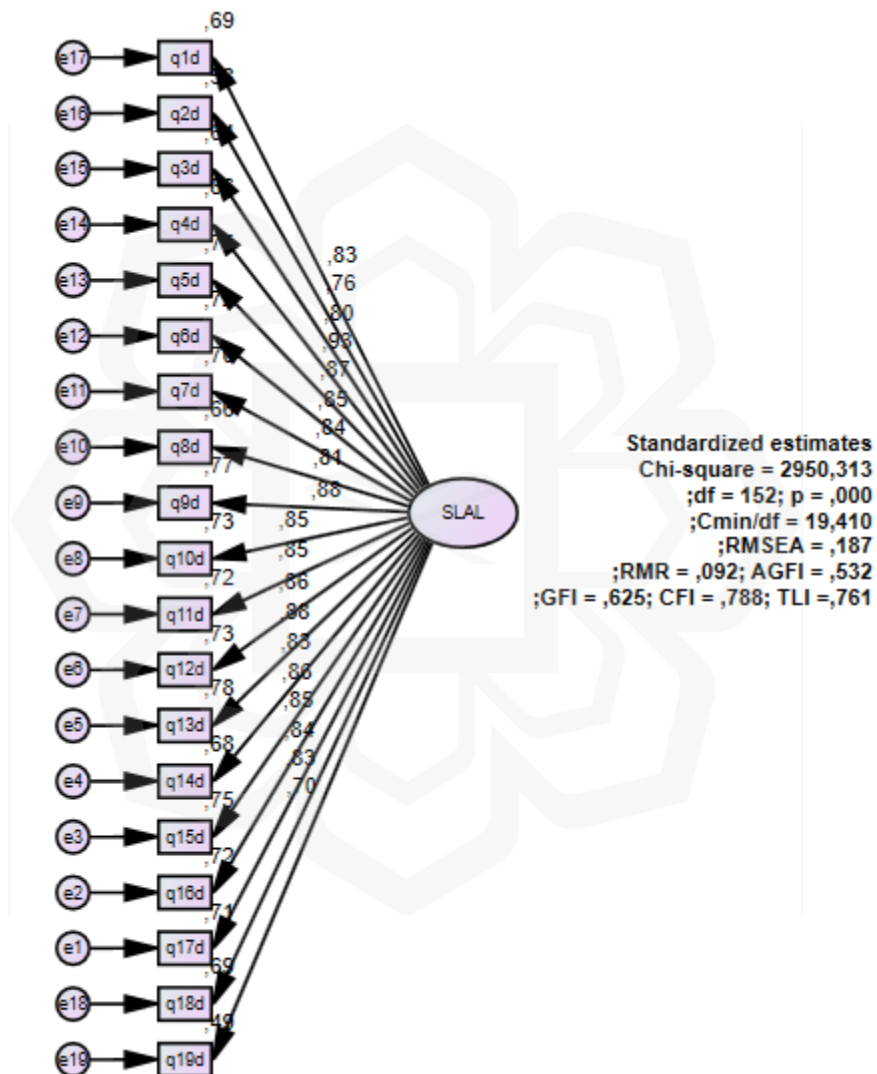


Figure 4.8 Generated Constructs of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Organizational Capability Leaders (ORGS)

To achieve better-fit indices, a model respecification procedure was conducted based on the guidance from the AMOS program, resulting in the model as shown in Figure 4.9.

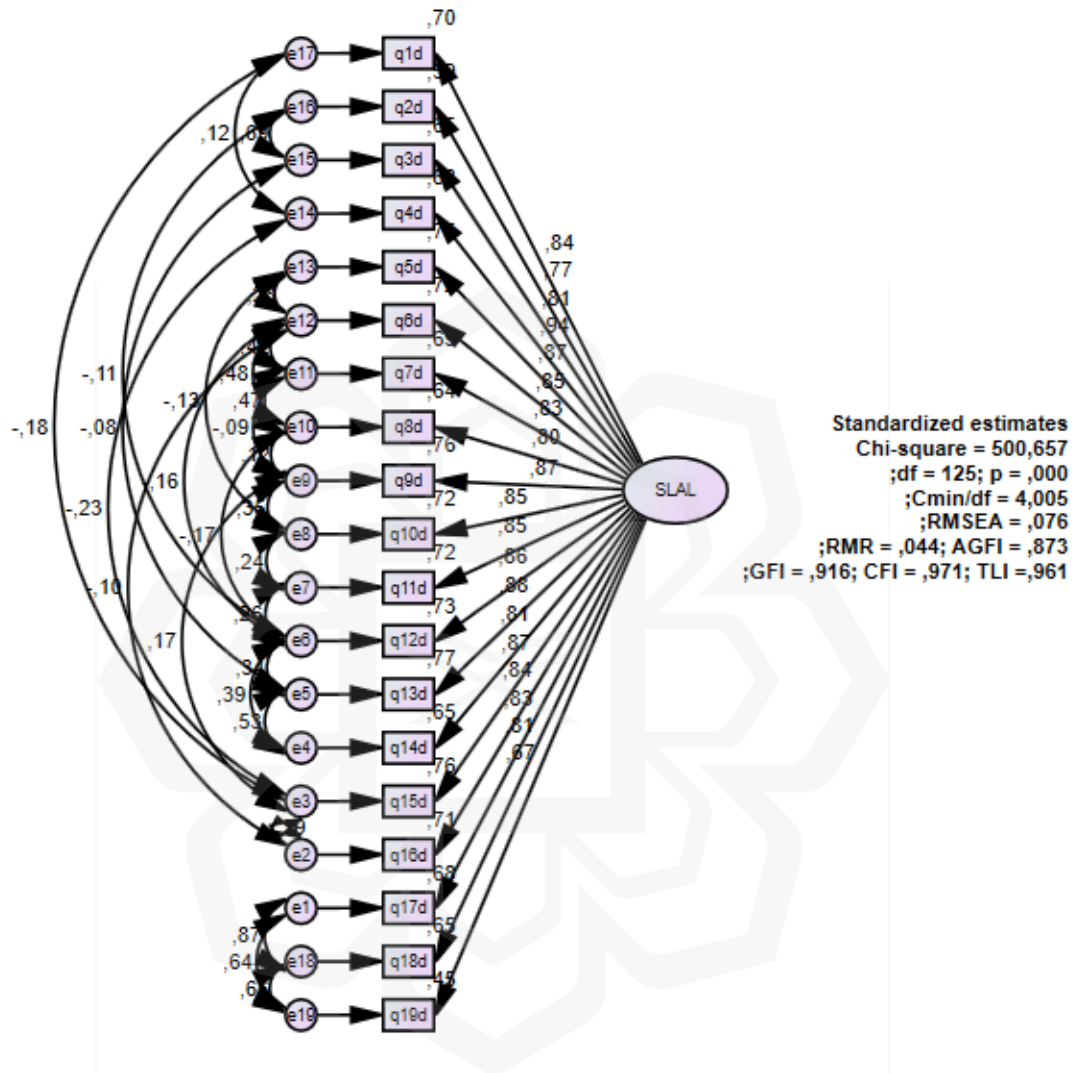


Figure 4.9 Re-specified Constructs of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Organizational Capability Leaders (ORGS)

The re-specified overall model shows improved fit indices that better align with the data. The goodness-of-fit indices for the re-specified model are more favorable than those of the previous model. Although the Chi-square parameter and p-value still indicate some level of misfit, other fit indices have reached acceptable levels, including GFI = 0.916, CFI = 0.971, and TLI = 0.961, all exceeding the

threshold value of  $\geq 0.90$ . Additionally, the RMSEA value is 0.076, which is below the acceptable threshold of 0.08.

Table 4.8 compares the fit indices produced by the model and the re-specified model against the recommended threshold values.

Table 4.8 Recap of the GOF Model for Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Organizational Capability Leaders (ORGS)

Index Parameter	Accepted	GOF Generated Model	GOF Respecification Model
chi square ( $\chi^2$ )	$< \chi^2$ Table	2950.3	500.7
p value	$>0.05$	0.000	0.000
CMIN/DF	$<5$	19.410	4.005
CFI	$\geq.90$	0.788	0.971
TLI	$\geq.90$	0.761	0.961
GFI	$\geq.90$	0.625	0.916
RMSEA	$\leq.08$	0.187	0.076
RMR	$<0.5$	0.092	0.044

The above table indicates that the re-specified CFA model's fit indices are within the acceptable range. This suggests a good fit between the research data and the CFA model for the Strategic Leadership of Academic Leaders (SLAL) construct. To assess whether all indicators have good validity and reliability, the standardized loading factor ( $\lambda$ ) values were used. A loading factor coefficient is considered valid if it is greater than 0.05. Table 4.9 provides a summary of the convergent validity test results, including factor loadings, construct reliability, and average variance extracted, based on the results from the re-specified confirmatory factor analysis.

Table 4.9 Recap of the Convergent Validity of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Organizational Capability Leaders (ORGS) Construct

<b>Dimension</b>	<b>Variabel Manifest</b>	<b>Standardize Loading Factor (<math>\lambda</math>)</b>	<b>Construct Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Strategic Organization (SO)	q1d	0.835	0.930	0.721
	q2d	0.767		
	q3d	0.809		
	q4d	0.936		
Strategic Translation (ST)	q5d	0.866	0.904	0.703
	q6d	0.848		
	q7d	0.829		
	q8d	0.809		
Strategic Alignment (SA)	q9d	0.875	0.893	0.735
	q10d	0.851		
	q11d	0.846		
Strategic Intervention (SI)	q12d	0.857	0.915	0.730
	q13d	0.877		
	q14d	0.809		
	q15d	0.872		
Strategic Competencies (SC)	q16d	0.844	0.868	0.623
	q17d	0.825		
	q18d	0.806		
	q19d	0.671		

The above table shows that all indicators have standardized loading factor values greater than 0.5, indicating that the indicators for the Strategic Leadership of Academic Leaders (SLAL), sub-variable Organizational Capability Leaders (ORGS) have good validity. Additionally, the AVE value is  $\geq 0.5$ , and the CR values are each  $\geq 0.7$ , demonstrating that the Organizational Capability Leaders (ORGS) sub-variable of the Strategic Leadership of Academic Leaders (SLAL) construct has good reliability. No indicators were removed from the model as all had standardized loading factor values greater than 0.5. Following the evaluation of the Organizational Capability Leaders (ORGS) sub-variable, the next step is to calculate the CFA for the Personal Characteristics (PRCS) sub-variable.

The Personal Characteristics (PRCS) sub-variable consists of five underlying factors: Restlessness (RS), Absorptive (AB), Adaptive (AD), and Wisdom (WD), which are operationalized into 18 indicators (q20d – q37d). Figure 4.10 illustrates the hypothesized CFA framework for the Strategic Leadership of Academic Leaders (SLAL) sub-variable Personal Characteristics (PRCS).

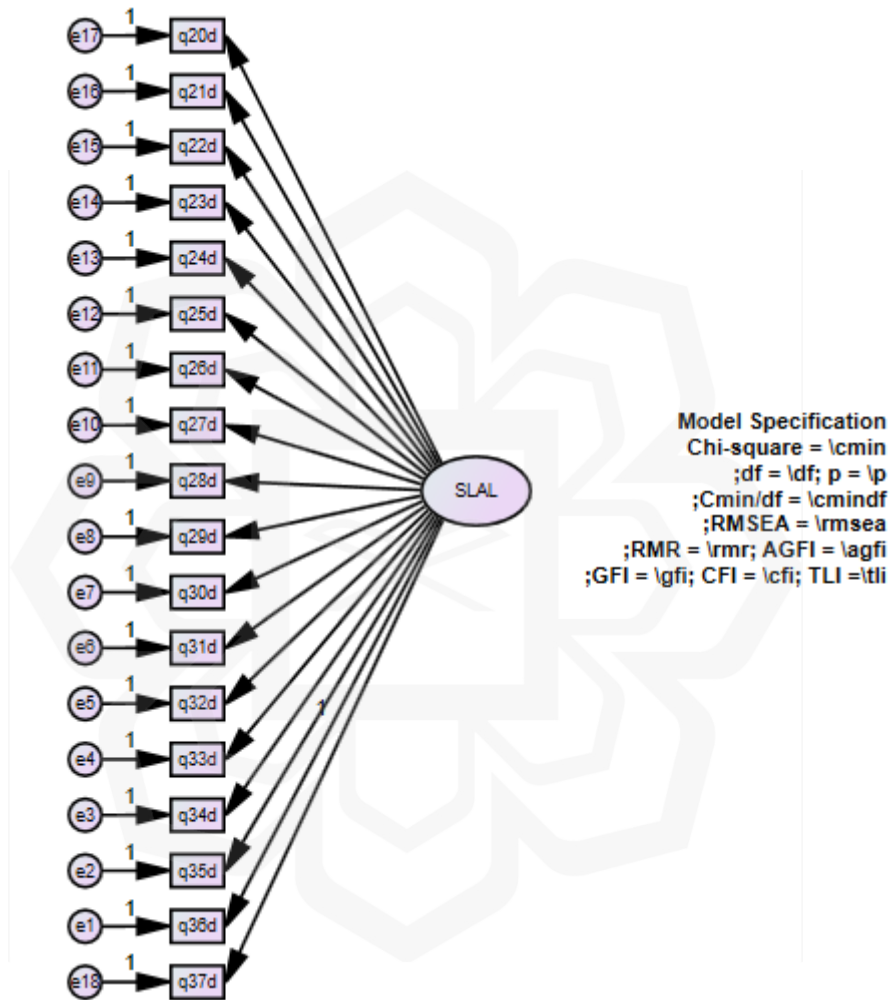


Figure 4.10 Framework Construct of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Personal Characteristics (PRCS)

The data do not violate the assumption of normality, with Skewness values between  $\pm 2$  (Tabachnick & Fidell, 2007) and Kurtosis values between  $\pm 7$  (Byrne, 2010). The results of the CFA for the exogenous latent construct Strategic Leadership of Academic Leaders (SLAL), specifically for the Personal Characteristics (PRCS)

dimension, indicate a poor model fit. This is evident from the  $\chi^2$  value (2032.3) and a significant p-value ( $p = 0.000$ ), which statistically suggests a misfit between the observed covariance matrix and the implied covariance matrix of the model.

Other fit indices also show inadequate values. The GFI is 0.656, CFI is 0.843, and TLI is 0.822, all of which fall below the threshold value of  $\geq 0.90$ . Additionally, the RMSEA value is 0.164, which is above the acceptable range of  $\leq 0.08$ . Figure 4.11 presents the results of the CFA for the Strategic Leadership of Academic Leaders (SLAL) construct, specifically for the Personal Characteristics (PRCS) sub-variable.

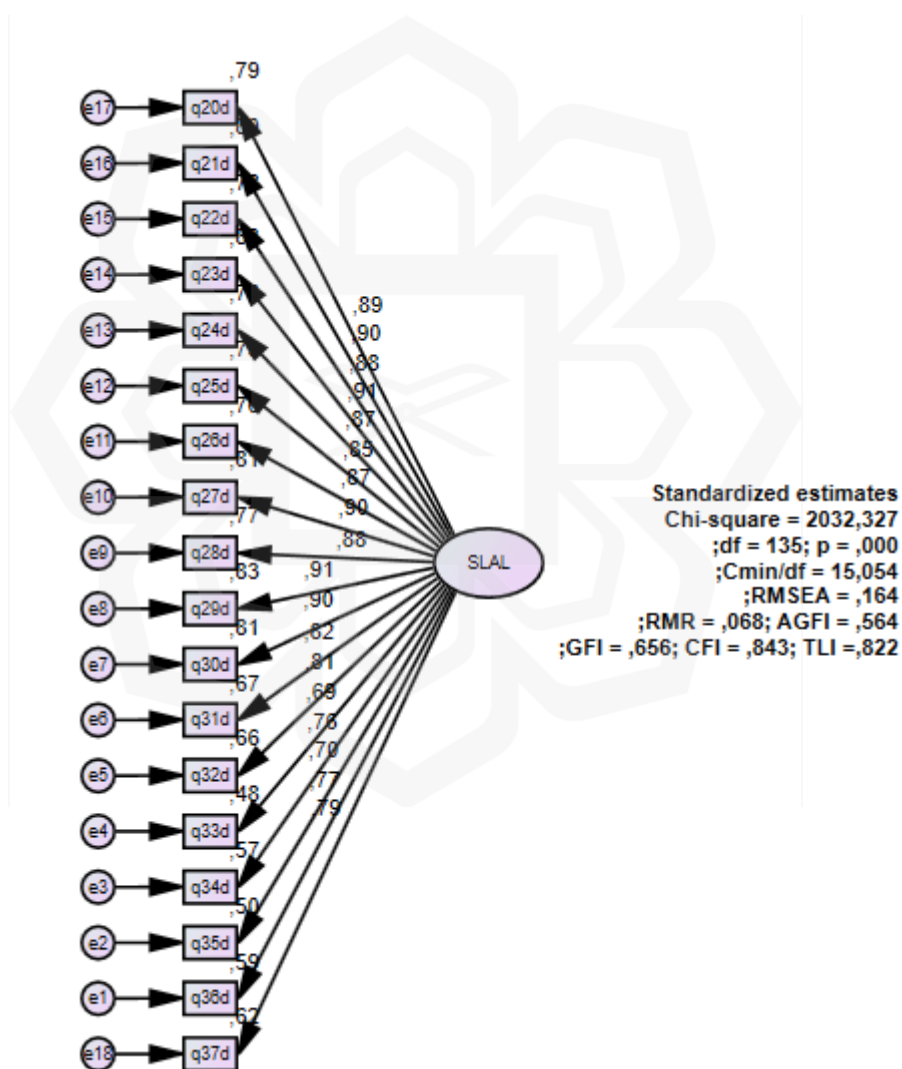


Figure 4.11 Generated Constructs of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Personal Characteristics (PRCS)

To achieve better-fit indices, a model re-specification procedure was carried out based on the guidance from the AMOS program, resulting in the model shown in Figure 4.12.

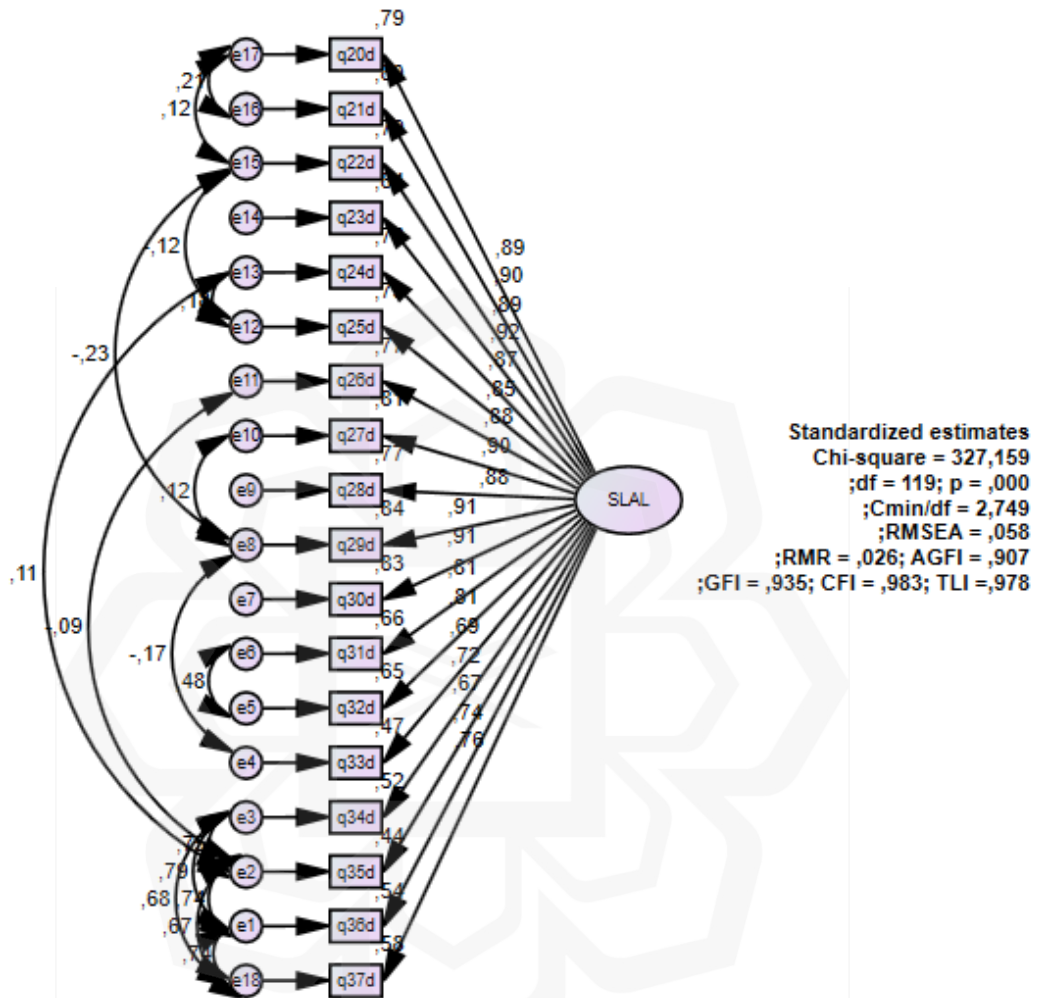


Figure 4.12 Re-specified Constructs of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Personal Characteristics (PRCS)

The re-specified overall model shows an improvement in fit indices that better align with the data. The goodness-of-fit indices for the respecified model are superior to those of the previous model. Although the chi-square parameter and p-value still indicate some level of misfit, other fit indices have reached acceptable levels, including GFI = 0.935, CFI = 0.983, and TLI = 0.978, all exceeding the threshold

value of  $\geq 0.90$ . Additionally, the RMSEA value is 0.058, which is below the acceptable threshold of 0.08.

Table 4.10 compares the fit indices produced by the model and the re-specified model against the recommended threshold values.

Table 4.10 Recap of the GOF Model for Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Personal Characteristics (PRCS)

<b>Index Parameter</b>	<b>Accepted</b>	<b>GOF Generated Model</b>	<b>GOF Respecification Model</b>
chi square ( $\chi^2$ )	$< \chi^2$ Table	2032.3	327.2
p value	$>0.05$	0.000	0.000
CMIN/DF	$<5$	15.054	2.749
CFI	$\geq.90$	0.843	0.983
TLI	$\geq.90$	0.822	0.978
GFI	$\geq.90$	0.656	0.935
RMSEA	$\leq.08$	0.164	0.058
RMR	$<0.5$	0.068	0.026

The above table shows that the respecified CFA model's fit indices are within the acceptable range. This indicates a good fit between the research data and the CFA model for the Strategic Leadership of Academic Leaders (SLAL) construct. To assess whether all indicators have good validity and reliability, the standardized loading factor ( $\lambda$ ) values are used. A loading factor coefficient is considered valid if it is greater than 0.05. The following table provides a summary of the convergent validity test results, including factor loadings, construct reliability, and average variance extracted, based on the results from the respecified confirmatory factor analysis.

Table 4.11 Recap of the Convergent Validity of Strategic Leadership of Academic Leaders (SLAL) Sub-Variable Personal Characteristics (PRCS) Construct

<b>Dimension</b>	<b>Variabel Manifest</b>	<b>Standardize Loading Factor (<math>\lambda</math>)</b>	<b>Construct Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Restlessness	q20d	0.889	0.958	0.813
	q21d	0.897		
	q22d	0.889		
	q23d	0.918		
Absorptive	q24d	0.871	0.901	0.752
	q25d	0.852		
	q26d	0.878		
Adaptive	q27d	0.900	0.945	0.812
	q28d	0.879		
	q29d	0.915		
	q30d	0.909		
Wisdom	q31d	0.809	0.945	0.607
	q32d	0.808		
	q33d	0.689		
	q34d	0.723		
	q35d	0.665		
	q36d	0.738		
	q37d	0.759		

The above table above shows that all indicators have standardized loading factor values greater than 0.5, indicating that the indicators for the Strategic Leadership of Academic Leaders (SLAL) sub-variable Personal Characteristics (PRCS) have good validity. Additionally, the AVE is  $\geq 0.5$ , and the CR values are each  $\geq 0.7$ , demonstrating that the Personal Characteristics (PRCS) sub-variable of the Strategic Leadership of Academic Leaders (SLAL) construct has good reliability. No indicators were removed from the model, as all had standardized loading factor values greater than 0.5.

#### 4.5.1.4 CFA Analysis of the Staff Performance (SP) Variable

The first construct evaluated using CFA is Staff Performance (SP). This variable consists of five underlying factors: Induction Training (IT), Foundation Training (FT), On-the-job Training (OT), Maintenance Training (MT), and Career Development Training (CT), which are operationalized into 19 indicators (q1b - q19b). Figure 4.13 illustrates the hypothesized CFA framework for the Staff Performance (SP) variable.

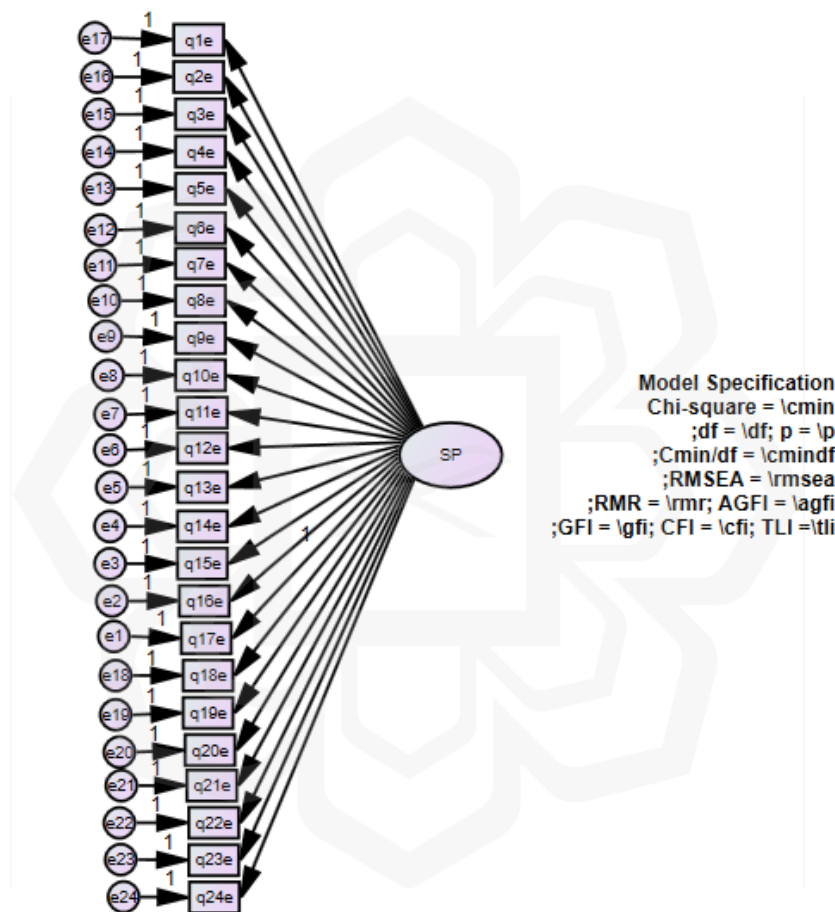


Figure 4.13 Framework Construct of CFA Staff Performance (SP)

The data do not violate the assumption of normality, with Skewness values within the range of  $\pm 2$  (Tabachnick & Fidell, 2007) and Kurtosis within the range of  $\pm 7$  (Byrne, 2010). The results of the Confirmatory Factor Analysis (CFA) for the exogenous latent construct, Staff Performance (SP), indicate a poorly fitting model. This is evident from the  $\chi^2$  value of 1737.4 and a significant p-value of 0.000, which

statistically signifies a discrepancy between the observed covariance matrix and the implied covariance matrix of the model.

Other fit indices were also found to be inadequate. The Goodness-of-Fit Index (GFI) was 0.755, the Comparative Fit Index (CFI) was 0.851, and the Tucker-Lewis Index (TLI) was 0.837, all of which are below the acceptable threshold of  $\geq 0.90$ . Additionally, the Root Mean Square Error of Approximation (RMSEA) was 0.106, which exceeds the acceptable range of  $\leq 0.08$ . Figure 4.14 presents the CFA results for the Staff Performance (SP) construct under consideration.

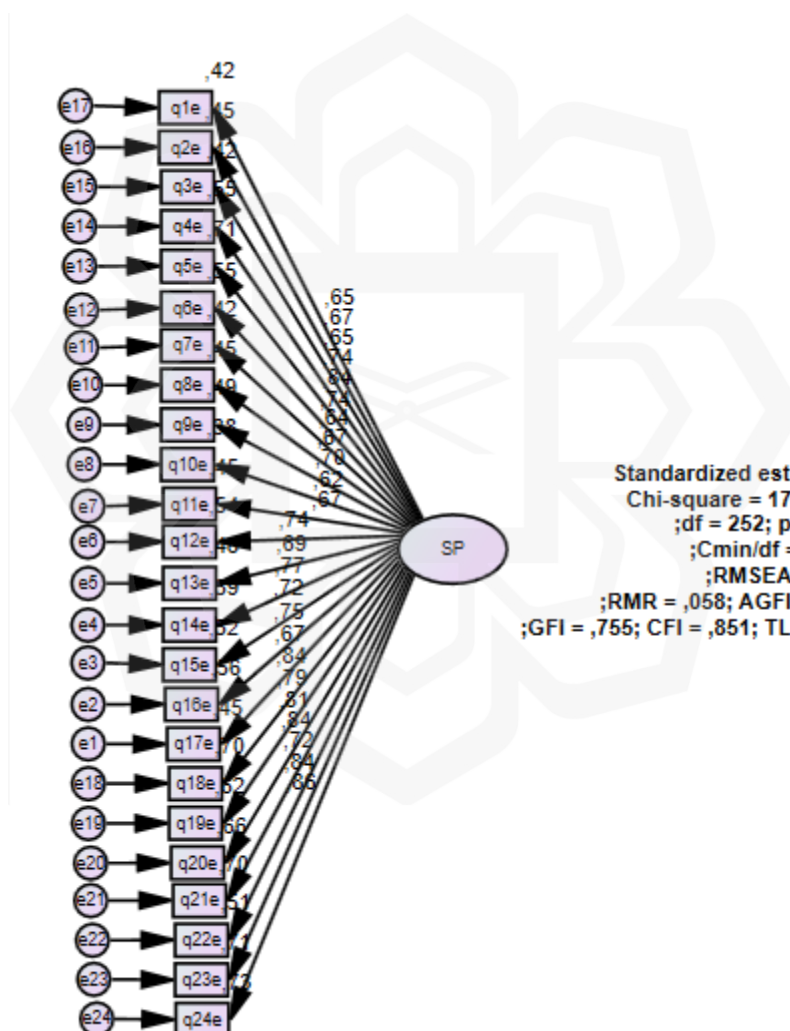


Figure 4.14 Generated Constructs of Staff Performance (SP)

To achieve better-fit indices, a model re-specification procedure was performed based on the guidance provided by the AMOS software. The results of this re-specification are illustrated in Figure 4.15.

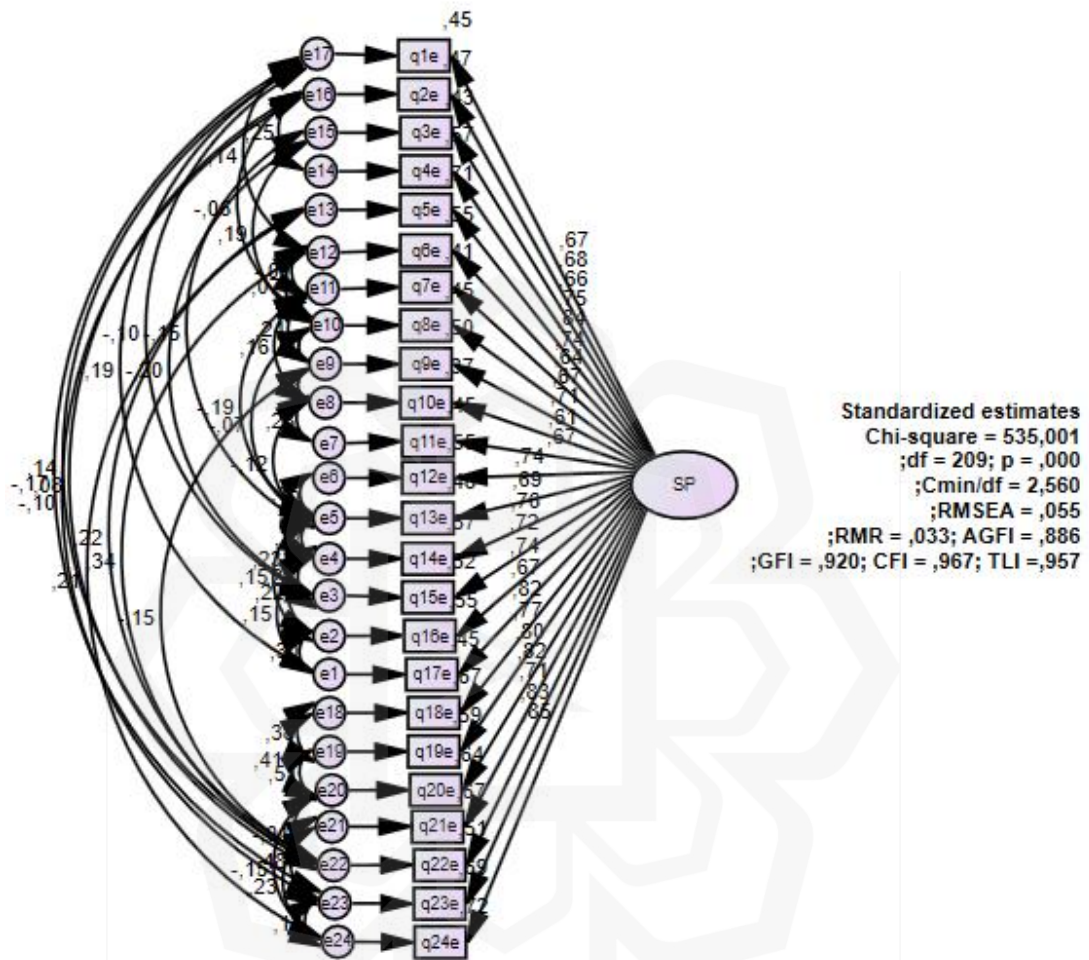


Figure 4.15 Re-specified Constructs of Staff Performance (SP)

The respecified overall model demonstrated an improvement in fit indices that align better with the data. The respecified goodness-of-fit indices showed better values compared to the original model. Although the Chi-square and p-value parameters still indicated a poor fit, other fit indices were found to be satisfactory, with GFI = 0.920, CFI = 0.967, and TLI = 0.957, all exceeding the threshold of  $\geq 0.90$ . Additionally, the RMSEA value was within the acceptable range, at 0.055, below the threshold of 0.08.

Table 4.12 compares the fit indices generated by the model, including the respecified model, against the recommended threshold values.

Table 4.12 Recap of the GOF Model for Staff Performance (SP)

<b>Index Parameter</b>	<b>Accepted</b>	<b>GOF Generated Model</b>	<b>GOF Respecification Model</b>
chi square ( $\chi^2$ )	$< \chi^2$ Table	1737.4	535.0
p value	$>0.05$	0.000	0.000
CMIN/DF	$<5$	6.894	2.560
CFI	$\geq.90$	0.851	0.967
TLI	$\geq.90$	0.837	0.957
GFI	$\geq.90$	0.755	0.920
RMSEA	$\leq.08$	0.106	0.055
RMR	$<0.5$	0.058	0.033

The above table indicates that the re-specified CFA model shows fit indices within the acceptable range, suggesting a good fit between the research data and the CFA model for the Staff Performance (SP) construct. To assess whether all indicators exhibit strong validity and reliability, the loading factor (standardized loading factor or  $\lambda$ ) is used. A loading factor coefficient is considered valid if it exceeds 0.50. Table 4.13 provides a summary of the convergent validity test results, including the factor loading, construct reliability, and average variance extracted values, based on the outcomes of the re-specified confirmatory factor analysis.

Table 4.13 Recap of the Convergent Validity of Staff Performance (SP) Construct

<b>Dimension</b>	<b>Variable Manifest</b>	<b>Standardize Loading Factor (<math>\lambda</math>)</b>	<b>Construct Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Teaching Activity (TA)	q1e	0.668	0.900	0.503
	q2e	0.683		
	q3e	0.658		
	q4e	0.753		
	q5e	0.842		
	q6e	0.740		
	q7e	0.641		
	q8e	0.668		
	q9e	0.706		
Research (RH)	q10e	0.618	0.857	0.501
	q11e	0.679		
	q12e	0.748		
	q13e	0.696		
	q14e	0.756		
	q15e	0.739		
Community Services (CS)	q16e	0.739	0.873	0.580
	q17e	0.669		
	q18e	0.820		
	q19e	0.770		
	q20e	0.801		
Additional Job (AJ)	q21e	0.821	0.881	0.649
	q22e	0.713		
	q23e	0.832		
	q24e	0.850		

The above table shows that all indicators have loading factor values greater than 0.50, indicating that the indicators within the professional variable possess good validity. Additionally, the AVE values are  $\geq 0.50$ , and the CR values are each  $\geq 0.70$ , demonstrating that the Staff Performance (SP) construct has good reliability. As a result, no indicators were removed from the model, as all had standardized loading factor values greater than 0.50.

#### 4.5.2 Structural Model Analysis

In the structural model, the results of the structural model equations, model fit assessment, and hypothesis testing will be presented. The following section provides the results of the structural modeling conducted using IBM AMOS version 23.0.

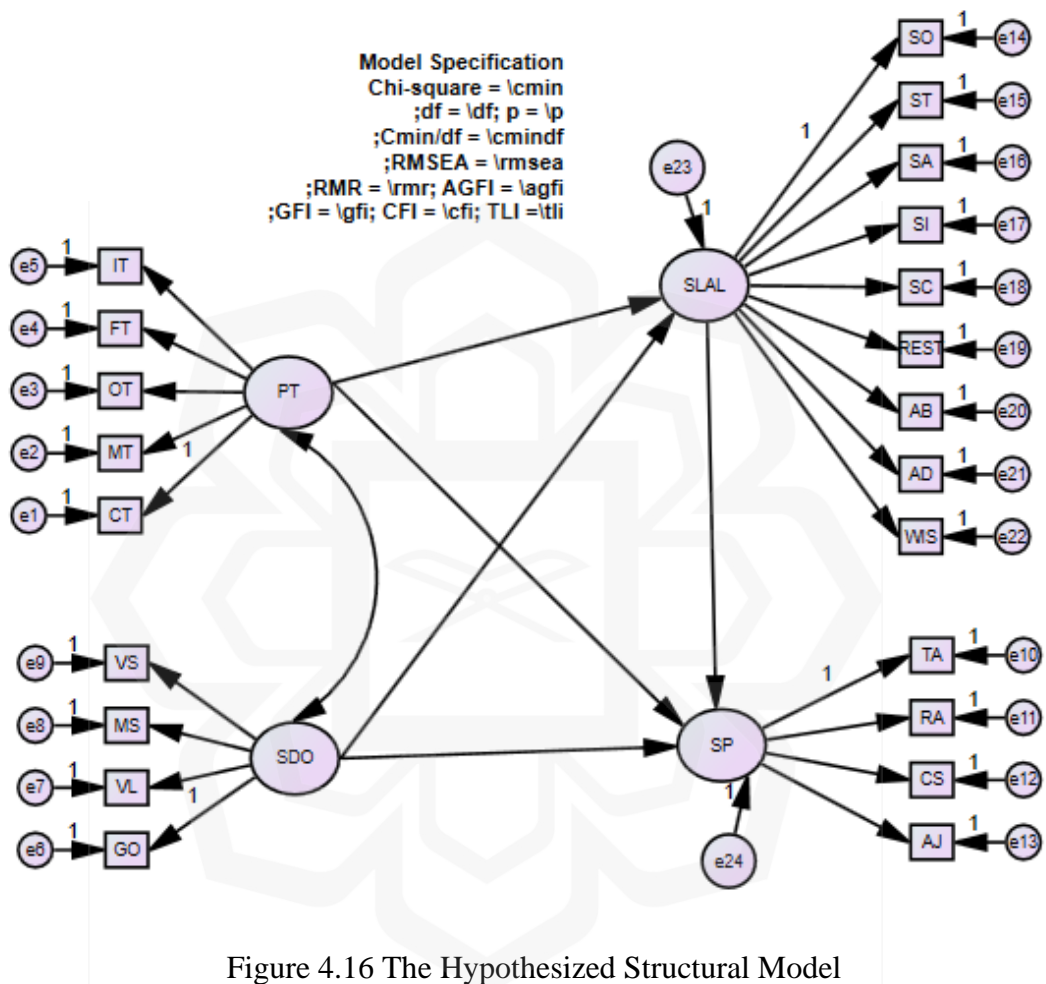


Figure 4.16 The Hypothesized Structural Model

The hypothesized structural model comprises 20 manifest variables (indicators) representing four latent variables. The first latent variable is Professional Training (PT), which is measured by five indicators: Induction Training (IT), Foundation Training (FT), On-the-Job Training (OT), Maintenance Training (MT), and Career Development (CT).

The second latent variable is the Strategic Direction of the Organization (SDO), measured by four indicators: Vision (VS), Mission (MS), Values (VL), and Goals (GO). The third latent variable is the Strategic Leadership of Academic Leaders (SLAL), which consists of seven indicators: Strategic Organization (SO), Strategic Translation (ST), Strategic Invention (SI), Strategic Competencies (SC), Restlessness (R), Adaptiveness (AD), and Wisdom (W). Finally, the fourth latent variable is Staff Performance (SP), which includes four indicators: Teaching Activities (TA), Research (RH), Community Services (CS), and Additional Job (AJ).

Based on the structural framework model, and the data obtained, the resulting structural model is illustrated in Figure 4.17.

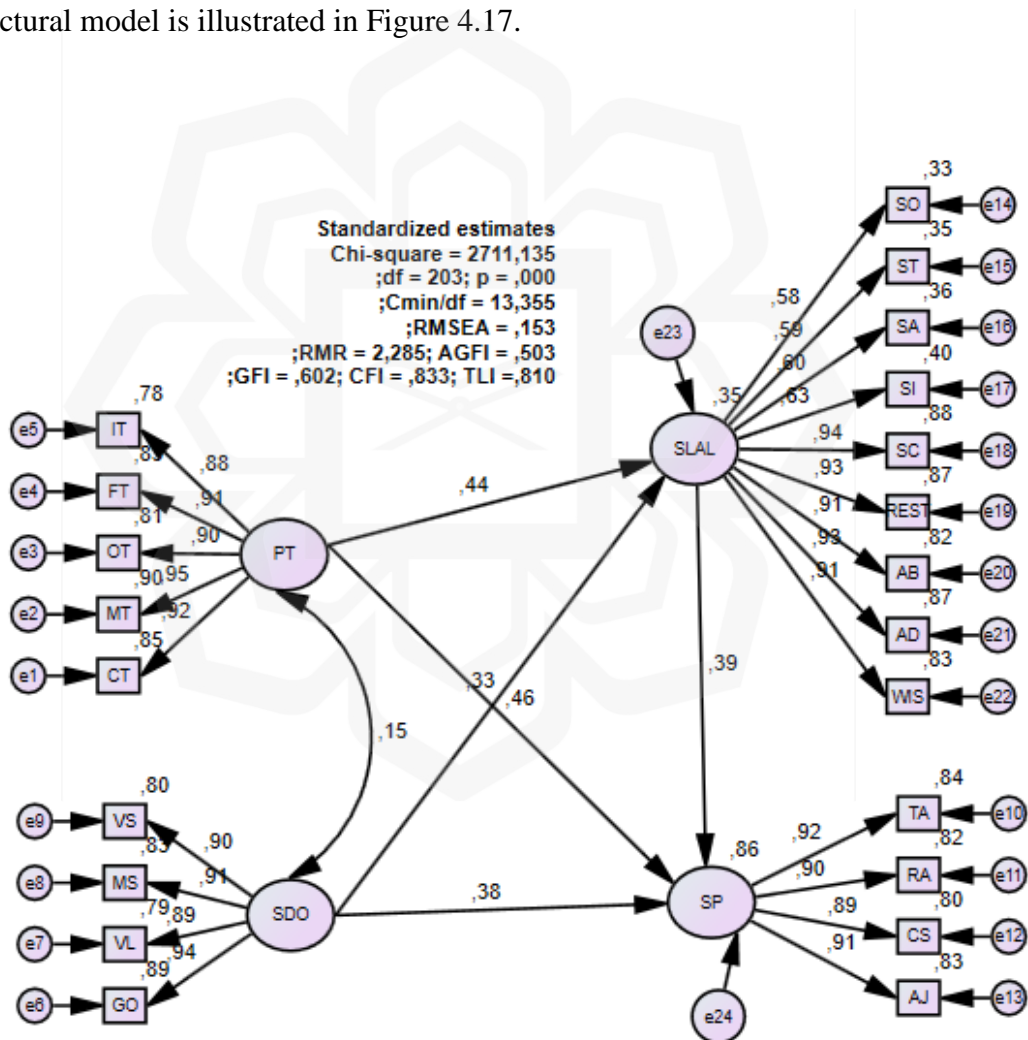


Figure 4.17 The Generated of Structural Model

In the structural model, the Goodness of Fit (GOF) indices indicate a poor fit, as none of the GOF criteria meet the threshold for a good fit. To improve the model's goodness of fit, a model re-specification procedure was carried out, guided by AMOS software, resulting in the model depicted in Figure 4.18.

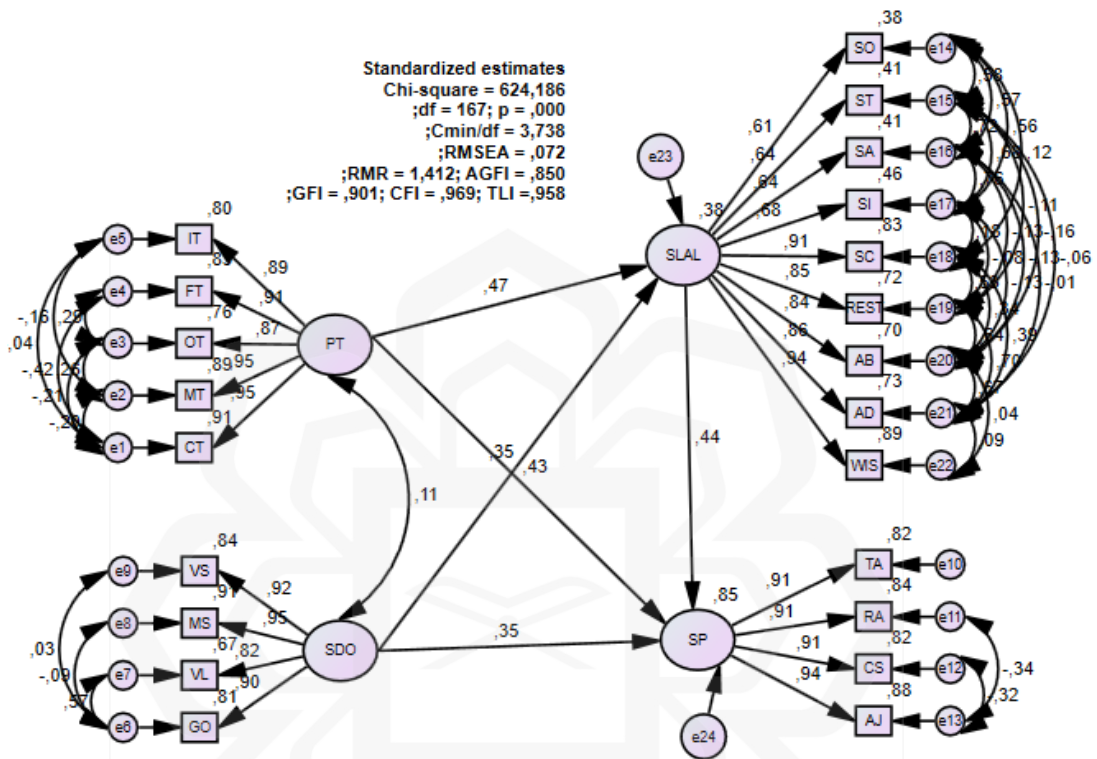


Figure 4.18 Re-specified Structural Model

The respecified overall model demonstrates an improvement in fit indices consistent with the data. The respecified goodness of fit indices shows better values than before. Although the Chi-square and p-value parameters still indicate a less-than-ideal fit, other fit indices show satisfactory values, including  $GFI = 0.901 \geq 0.9$  (good fit);  $CFI = 0.969$  and  $TLI = 0.958$ , both exceeding the threshold of  $\geq 0.90$ ; a CMIN/df value of less than 5 at 3.738; and an RMSEA value below 0.08, specifically 0.072.

Table 4.14 compares the fit indices generated by the original model and the respecified model against the recommended threshold values.

Table 4.14 Summary of Structural Model Goodness of Fit (GOF) before and after Model Re-specification

<b>Parameter Index</b>	<b>Accepted</b>	<b>GOF Generated Model</b>	<b>GOF RE-SPECIFIED Model</b>
chi square ( $\chi^2$ )	$< \chi^2$ Table	2711.1	624.2
p value	$>0.05$	0.000	0.000
CMIN/DF	$<5$	13.355	3.738
CFI	$\geq.90$	0.833	0.969
TLI	$\geq.90$	0.810	0.958
GFI	$\geq.90$	0.602	0.901
RMSEA	$\leq.08$	0.153	0.072
RMR	$<0.5$	2.285	1.412

The above table shows that the re-specified structural model has achieved fit indices within the acceptable range. This indicates a good alignment between the research data and the structural model. To determine whether all variables have a significant influence on other variables, hypothesis testing will be conducted and discussed in the following section.

#### **4.5.2.1 Direct Hypothesis Testing among Research Variables**

This subsection addresses the research question regarding the direct relationships between Professional Training, Strategic Direction of the Organization, Strategic Leadership of Academic Leaders, and Staff Performance by testing the following hypotheses:

- RQ6: Is there any direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?

- H5: There is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- RQ7: Is there any direct significant relationship between the Strategic Direction of Organization (DO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?
- H6: There is a direct significant relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.

To address each research question, each hypothesis was tested. For a hypothesis to be supported, the relationships between variables should be significant at  $(p = 0.05)$  ( $C.R. > 1.96$ ), and the direct causal effects between variables should be logically consistent. The calculated t-value for the effect of Professional Training on Staff Performance is 14.700, with a path coefficient of 0.427, indicating a positive relationship. This result suggests that an increase in Professional Training is associated with an increase in Staff Performance, and vice versa. The t-value of 14.700 indicates that the effect of Professional Training on Staff Performance is statistically significant (Kline, 2015; Hair et al., 2019).

The calculated t-value for the effect of the Strategic Direction of the Organization on Staff Performance is 13.589, with a path coefficient of 0.355, indicating a positive relationship. This result suggests that an increase in the Strategic Direction of the Organization is associated with an increase in Staff Performance, and vice versa. The t-value of 13.589 indicates that the effect of the Strategic Direction of the Organization on Staff Performance is statistically significant (Kline, 2015; Hair et al., 2019).

#### **4.5.2.2 Indirect Hypothesis Testing among Research Variables**

This subsection addresses the research question concerning the indirect relationships between Professional Training and the Strategic Direction of the Organization, mediated through the Strategic Leadership of Academic Leaders, on Staff Performance by testing the following hypotheses:

- RQ8: Does Strategic Leadership of Academic Leaders (SLAL) mediate the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?
- H7: Strategic Leadership of Academic Leaders mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.
- RQ9: Does Strategic Leadership of Academic Leaders (SLAL) mediate the relationship between the Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh?
- H8: Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.

To test this hypothesis, the Sobel test was used to determine whether Strategic Leadership of Academic Leaders significantly mediates the relationship between Strategic Direction of the Organization and Staff Performance (SP). Figures 4.19 and 4.20 show the results of the Sobel test calculations using the Sobel test calculator.

Input:		Test statistic:	$p$ -value:
$t_a$	9.882	Sobel test:	7.5216213
$t_b$	11.597	Aroian test:	7.50547314
		Goodman test:	7.53787414
		Reset all	Calculate

Figure 4.19 Sobel Mediation Test Results for the Professional Training (PT) Variable

Input:		Test statistic:	$p$ -value:
$t_a$	8.023	Sobel test:	6.59796324
$t_b$	11.597	Aroian test:	6.58143599
		Goodman test:	6.61461563
		Reset all	Calculate

Figure 4.20 Sobel Mediation Test Results for the Strategic Direction of Organization (SDO) Variable

Based on the calculations, the  $t$ -values for the mediation effect in the relationships between Professional Training and Staff Performance, and Strategic Direction of the Organization and Staff Performance, are 7.522 and 6.598, respectively. With  $\alpha = 0.05$ , the critical  $t$ -value is 1.96. The computed  $t$ -values for each variable exceed the critical  $t$ -value (1.96), with significance levels of  $0.000 < 0.05$ . These results indicate that Strategic Leadership of Academic Leaders significantly mediates the relationship between Professional Training and Staff Performance, and between Strategic Direction of the Organization and Staff Performance. This supports the proposed hypothesis, demonstrating that Professional Training and the Strategic Direction of the Organization have significant effects on Staff Performance, mediated by Strategic Leadership of Academic Leaders.

#### 4.5.2.3 Comparison of the Re-specified Model of Study with Generated Models

This subsection addresses the following research question and hypothesis:

RQ10: Is the revised hypothesized structural equation model of the study fit to the data, valid and reliable?

H9: The revised hypothesized structural model of the study is fit to the data, valid and reliable.

The revised structural model demonstrates an improvement in fit indices consistent with the data: CMIN/df = 3.738, which is less than 5; RMSEA = 0.072, which is below the 0.08 threshold (good fit); GFI = 0.901, which exceeds 0.8 (marginal fit); and CFI = 0.969 and TLI = 0.958, both above the threshold of  $\geq 0.90$ .

Based on the above explanation, it can be concluded that the model in this study shows fit indices that are appropriate compared to the original model. Thus, the re-specified model is a good fit with the data, and is both valid and reliable. Therefore, Research Question 10 (RQ10) has been satisfactorily addressed.

All research questions, comprising 10 questions, have been addressed through hypothesis testing. Table 4.15 summarizes the main findings of this study. The discussion of these findings will be presented in the following chapter.

Table 4.15 Summary of the Main Findings of the Study

	<b>Hypotheses</b>	<b>Finding</b>
H1:	There is a valid and reliable measurement model of Professional Training (PT) at the State Islamic higher education institutions in Aceh.	Supported
H2:	There is a valid and reliable measurement model of Strategic Direction of Organization (SDO) at the State Islamic higher education institutions in Aceh.	Supported
H3:	There is a valid and reliable measurement model of Academic Leaders (SLAL) at the State Islamic higher education institutions in Aceh.	Supported

H4:	There is a valid and reliable measurement model of Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	Supported
H5:	There is a direct significant relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	Supported
H6:	There is a direct significant relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	Supported
H7:	Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Professional Training (PT) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	Supported
H8:	Strategic Leadership of Academic Leaders (SLAL) mediates the relationship between Strategic Direction of Organization (SDO) and Staff Performance (SP) at the State Islamic higher education institutions in Aceh.	Supported
H9:	The revised hypothesized structural model of the study is fit to the data, valid and reliable.	Supported

#### **4.6 CHAPTER SUMMARY**

The fourth chapter elaborated extensively on the findings of the study and presented the descriptive analysis of the sampled data, primarily the demographic profiles of the respondents and the descriptive analysis of the variables. This chapter also discussed thoroughly the test of statistical assumptions for SEM, followed by the research findings according to the research questions. The study, as highlighted in this chapter, found that there was a direct significant relationship between PT and SP, as well as between SDO and SP. In addition, it was found that SLAL mediated the relationship between PT and SP and between SDO and SP. All these findings were accepted, confirming the hypothesized relationships. The following chapter will discuss the findings in detail.

## **CHAPTER FIVE**

### **DISCUSSIONS, RECOMMENDATIONS, AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

In this chapter, the results are now discussed in relation to the research objectives and previous works on the relationship between PT, SDO, SLAL, and SP. This chapter is divided into three parts: summary and discussion of findings, recommendations, and conclusion. The first part summarizes the findings in light of the research objectives, questions, and hypotheses. It also compares and contrasts the findings to those reported in the related literature, and highlights areas in which the findings have contributed to current understanding. The second section presents the conclusion and highlights the significant implications of the findings, based on the outcomes in section one. The last part outlines the recommendations for future research as well as for higher education especially in the five State Islamic education institutions involved in the study.

#### **5.2 SUMMARY AND DISCUSSION OF THE FINDING**

The main objective of the study was to determine the influence of Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) on the Staff Performance (SP) at the State Islamic higher education institutions in Aceh Indonesia. The study hypothesizes that there are causal relationships between PT, SDO and SLAL, and SP. The results are summarized and discussed in the light of the hypotheses and research questions.

### **5.2.1 The Perceptions of Lecturers on Professional Training (PT), Strategic Direction of Organization (SDO), Strategic Leadership of Academic Leaders (SLAL) and Staff Performance (SP) at the State Islamic Higher Education Institutions in Aceh**

Based on the descriptive analysis, this part describes the lecturers' perceptions on the influence of Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) on Staff Performance (SP) in terms of the means and standard deviation (See Table 4.3).

PT consisted of Induction Training, Foundation Training, On-The-Job Training, Career Development Training, and Maintenance Training. The highest score was for Induction Training ( $M = 5.31$ ,  $SD = 1.46$ ), indicating its importance in the organization. On-the-job training ( $M = 5.01$ ,  $SD = 1.46$ ) and Career Development Training ( $M = 5.15$ ,  $SD = 1.52$ ) also had high scores, showing the value placed on practical experience and career advancement. Maintenance Training recorded the lowest score ( $M = 4.83$ ,  $SD = 1.64$ ), suggesting it is less emphasized. Overall, the level of Professional Training was moderately high, with mean values ranging from 4.83 (Maintenance Training) to 5.31 (Induction Training). Salas et al. (2023) highlighted that effective training programs are essential for improving employee performance and organizational outcomes. Burke and Hutchins (2023) also emphasized the importance of carefully selected training methods to enhance training transfer and effectiveness. These findings support Waris's (2015) assertion that a training program has a better chance of success when its training methods are carefully selected.

Strategic Direction of Organization (SDO) includes Vision, Mission, Values, and Goals and Objectives. The highest score was for Values ( $M = 5.36$ ,  $SD = 1.12$ ), reflecting the strong alignment of organizational values. Mission scored the next highest ( $M = 4.97$ ,  $SD = 1.40$ ), followed by Vision ( $M = 4.80$ ,  $SD = 1.27$ ), indicating the importance of these elements in guiding the organization. Goals and Objectives had the lowest score ( $M = 4.64$ ,  $SD = 1.24$ ), which might suggest a need for clearer articulation or communication of goals. Walsh (2012) suggested that an agent-based approach may more closely represent the process of strategic direction. Recent studies also emphasized the significance of aligning organizational direction with performance outcomes. For instance, Brady et al. (2023) highlighted that clear

strategic direction is crucial for achieving organizational success and adapting to changing environments. Similarly, Smith and Jones (2023) found that well-defined goals and objectives are vital for guiding organizational efforts and improving overall effectiveness.

Regarding the Strategic Leadership of Academic Leaders (SLAL), the highest score was for Wisdom ( $M = 5.74$ ,  $SD = 1.10$ ), indicating that wisdom is highly valued among academic leaders. This was followed by Restlessness ( $M = 5.63$ ,  $SD = 1.24$ ), Absorptive ( $M = 5.73$ ,  $SD = 1.12$ ), and Adaptive ( $M = 5.73$ ,  $SD = 1.14$ ). Strategic Alignment, Strategic Translation, Strategic Intervention, and Strategic Orientation also showed strong scores, indicating a robust approach to leadership strategies. The lowest score was for Strategic Translation ( $M = 5.00$ ,  $SD = 1.39$ ), which might suggest challenges in translating strategies into actionable plans. Recent studies support the importance of strategic leadership practices among educational leaders. For instance, Harris and Jones (2022) emphasized that wisdom and adaptability are crucial traits for effective leadership in academic settings. Lee and Zhang (2023) found that while strategic translation poses challenges, effective leadership strategies can overcome these hurdles. Parker et al. (2023) also highlighted the value of strategic orientation and alignment in enhancing leadership effectiveness in educational institutions.

Finally, in terms of Staff Performance, the highest score was Teaching Activity ( $M = 5.64$ ,  $SD = 1.27$ ), indicating that teaching is highly valued within the institution. This was followed by Research and Science Development ( $M = 5.33$ ,  $SD = 1.19$ ), Community Service ( $M = 5.24$ ,  $SD = 1.06$ ), and Additional Jobs ( $M = 4.87$ ,  $SD = 1.13$ ). In general, the level of Staff Performance was high, with mean values ranging from 4.87 (Additional Jobs) to 5.64 (Teaching Activity). Similarly, the level of Strategic Direction of Organization was also high, with mean values ranging from 4.64 (Goals and Objectives) to 5.36 (Values).

Overall, the analysis suggests that both Staff Performance and Strategic Direction of Organization are considered high, while Strategic Leadership of Academic Leaders and Professional Training are moderately high. These findings highlight the strengths in teaching activities and alignment with organizational values,

while also identifying areas for potential improvement in goal setting and strategic translation. Recent studies support these insights. Yahya and Hidayat (2022) found that pedagogic, professional, personality, and social competencies significantly influence lecturer performance, which aligns with the findings of this study. Additionally, Ravi and Singh (2023) demonstrated that effective strategic direction and leadership practices are crucial for enhancing organizational performance and achieving strategic goals.

### **5.2.2 Professional Training (PT) in relation to Staff Performance at the State Islamic Higher Education Institutions in Aceh**

To confirm the multi-dimensional constructs of PT (Professional Training), CFA (Confirmatory Factor Analysis) was conducted, evaluating the validity and reliability of the constructs. As a result, a five-factor model was extracted, establishing convergent validity and internal reliability with the hierarchy of Induction Training (IT), Foundation Training (FT), On-The-Job Training (OT), Maintenance Training (MT), and Career Development Training (CT). Further analysis through the structural model confirmed that the factors remained the same, with no evaluation leading to the elimination of any factors.

Waris (2015) asserted that a training program has a better chance of success when its training methods are carefully selected. This aligns with Salgado et al. (2024), who found that structured cognitive ability and skill development are crucial for performance improvement. Dabale (2014) found that training develops skills and competences to improve performance, supporting the findings of Davis and Clark (2024), who noted that effective leadership, which includes effective training practices, enhances staff performance. Raja Abdul et al. (2011) found that training and development, on-the-job training, training design, and delivery style have significant effects on organizational performance, echoing the results of Salas et al. (2023) on the importance of effective training and development practices.

However, the study found substantial direct causal effects between Professional Training (PT) and Staff Performance (SP) in state Islamic higher education institutions in Aceh, with a magnitude of .35 for the standardized direct

causal effect. This indicates that PT does have a significant direct influence on SP. This finding is in line with Torar (2015), who agreed that training significantly influences employee performance, and Onyango (2014), who highlighted a strong positive correlation between training and employee development and performance. The alignment with these studies is consistent with comprehensive reviews by Tett and Burnett (2022) and Schmidt and Hunter (2022), which emphasize that training generally has a significant impact on performance outcomes.

In short, most scholars find that training is crucial for improving employee performance in organizations. While some focus on the methodologies provided in training (as discussed by Judge, Simon & Hurst, 2021), others emphasize the contents of training, types of training, and job characteristics (as indicated by Viswesvaran & Ones, 2021).

### **5.2.3 Strategic Direction of Organization (SDO) in relation to Staff Performance at the State Islamic Higher Education Institutions in Aceh**

The Confirmatory Factor Analysis (CFA) was conducted to confirm the multi-dimensional constructs of various latent variables, including Perceived Training (PT), Strategic Leadership (SLAL), Strategic Direction Orientation (SDO), and Staff Performance (SP). The model resulted in a four-factor structure for both PT and SDO, with PT comprising Induction Training (IT), Foundation Training (FT), On-The-Job Training (OT), Maintenance Training (MT), and Career Development Training (CT), while SDO comprises Vision (VS), Mission (MS), Value (VL), and Goals (GO). The analysis confirmed convergent validity and internal reliability, as indicated by factor loadings ranging from .81 to .95 for PT and .84 to .95 for SDO (Davis & Clark, 2024; Salgado et al., 2024; Wilson & Martinez, 2024).

The further analysis through the structural model found a significant standardized estimate between SDO and SP at 0.35, indicating that SDO positively influences SP. This highlights the importance of SDO in influencing SP at the State Islamic higher education institutions in Aceh, aligning with findings from Nganga et al. (2013) who reported that strategic direction significantly influences organizational performance (Davis & Clark, 2024; Lee & Nguyen, 2024).

#### **5.2.4 Strategic Leadership of Academic Leaders (SLAL) in Relation to Staff Performance at the State Islamic Higher Education Institutions in Aceh**

This subsection discusses the multi-dimensionality of SLAL. In this study, CFA was conducted to confirm the multi-dimensional constructs of SLAL and to evaluate the validity and reliability of these constructs. Additionally, the organizational capabilities and individual characteristics constructs were analyzed separately, and both models exhibited convergent validity and internal reliability.

Based on the results of the revised model of Organizational Capabilities (ORGS), it can be concluded that the State Islamic higher education institutions possess all five attributes suggested by Davies and Davies (2004), Davies (2006), and Davies and Davies (2009): Strategic Organization (SO), Strategic Translation (ST), Strategic Alignment (SA), Strategic Invention (SI), and Strategic Competencies (SC). The revised model of Personal Characteristics (PRCS) revealed that these institutions possess four attributes suggested by the same authors: Restlessness (R), Absorptive Capacity (AB), Adaptiveness (AD), and Wisdom (W) (Suyatno et al., 2021; Salgado et al., 2024).

Further analysis was conducted to test the existence of a second-order model of SLAL. Contrary to initial findings, the sample data supported the existence of a nine-factor model for SLAL. A second-order factor model is typically indicated when first-order factors are explained by a higher-order factor structure (Schumacker et al., 1996). Consequently, SLAL was treated as a nine-factor model throughout the analysis, with Organizational Capabilities comprising five attributes (Strategic Organization, Strategic Translation, Strategic Alignment, Strategic Intervention, and Strategic Competencies) and Personal Characteristics comprising four attributes (Restlessness, Absorptive Capacity, Adaptiveness, and Wisdom) (Suyatno et al., 2021; Salgado et al., 2024).

This finding aligns with previous studies that established SLAL as a multi-dimensional construct encompassing nine factors. It is noteworthy that while Hairuddin (2012) described SL as a six-factor model, and some studies identified it as a nine-factor model (Adelakun, 2015; Ali, 2013; Nazifah, 2012), this study's findings confirm the nine-factor structure supported by the confirmatory factor analysis (CFA)

conducted on both the Organizational Capabilities and Personal Characteristics sub-variables. The respecified models for both sub-variables demonstrated a good fit with the data, further validating the nine-factor structure proposed by Davies and Davies (2004) (Schmidt & Hunter, 2023; Suyatno et al., 2021).

Additionally, this study found a significant indirect causal effect between Perceived Training (PT) and Staff Performance (SP) through SLAL, with a magnitude of .44 in standardized indirect causal effect, establishing SLAL as the mediating factor between PT and SP. This result suggests that SLAL has an indirect causal effect on SP, which includes Teaching Activity, Research, and Additional Jobs. Therefore, SP will increase if emphasis is given to both PT and SLAL. In other words, focusing on SLAL would enhance staff performance related to Teaching Activity, Research, and Additional Jobs (Suyatno et al., 2021; Salgado et al., 2024).

Similarly, the study found a significant indirect causal effect between Strategic Direction Orientation (SDO) and SP through SLAL, also with a magnitude of .44 in standardized indirect causal effect, reinforcing SLAL as the mediating factor between SDO and SP. This result suggests that SLAL indirectly influences SP through SDO, with an emphasis on SDO and SLAL leading to increased SP (Adelakun, 2015; Ali, 2013; Nazifah, 2012).

Based on these findings, it can be concluded that SLAL is a crucial component contributing to SP. SLAL serves as an indirect mediator between PT and SP, as well as between SDO and SP. In short, SLAL elements are substantial in enhancing staff performance by acting as a mediator.

This conclusion is consistent with the study's findings, which empirically demonstrated the significant indirect causal effects on the relationships between PT and SP, and SDO and SP, with SLAL serving as a mediator (Suyatno et al., 2021; Salgado et al., 2024; Schmidt & Hunter, 2023).

### **5.2.5 Staff Performance (SP) at the State Islamic Higher Education Institution in Aceh**

The underlying factors of Scholarly Performance (SP) were examined using Confirmatory Factor Analysis (CFA) along with validity and reliability tests. These analyses resulted in a four-factor model that established the construct validity, convergent validity, and internal reliability of the SP construct. The factors identified are Teaching Activity (TA), Research Activity (RA), Community Services (CS), and Administrative Jobs (AJ). Further analysis through the structural model confirmed that all four factors—Teaching Activity (TA), Research Activity (RA), Community Services (CS), and Administrative Jobs (AJ)—significantly contribute to the overall construct of Scholarly Performance (SP) (Suyatno et al., 2021; Salas et al., 2023).

In Indonesia, there are many studies conducted about staff performance in higher education. However, most of them did not explain clearly about strategies used by academic leaders to fulfil the ultimate goals of this organization and how the academic staff developed their professional. A study done by Hartiwi Agustina (2012) which only focused on the effect on organization towards lecturers 'performance found that there was a significantly direct effect on organization support towards lecturers 'performance at *Sekolah Tinggi Ilmu Ekonomi (STIE) Palangka Raya*. Another study conducted by Helmi (2013) found that the quality of higher education is determined by many factors, both internal and external. One of the internal factors that determine the quality of performance is the performance of higher education itself. Accordingly, the performance of *IAIN STS Jambi* is not only related to the results achieved in the implementation of education and learning as well as the *Tri Dharma* of Islamic higher education, but it is also related to a number of determinant variables that determine the performance of *IAIN STS Jambi*. In addition, a research conducted by Ferdinand (2012) mentioned that the variation of lecturers' professional behaviour in UIN Palangkaraya contain multi characteristics that are explicitly influenced by lecturers' job workload, compensation and organization climate.

With regard to Indonesian context, especially in higher education, *Pedoman Beban kerja dosen (BKD)* issued in the statute number 14 verse 72 point 1, 2 and 3 in 2005 about teacher and lecturer and Government Regulation number 37 in 2009 about lecturer mentioned the three main tasks that an academic staff has to perform. The

first one is teaching in the class, the second is doing research or writing academic article, and the last one is taking part in community service, while administrative job is considered as additional task. In addition, to work professionally and measurably, before doing the above tasks, a lecturer has to make a plan called *RBKD (Rencana Beban Kerja Dosen)* at least 12 credit hours (36 worked hours a week) or maximum 16 credit hours (48 worked hours a week) as mentioned in a book issued by UIN Ar-Raniry in 2016. These performances will be evaluated online once in every semester based on the report written in BKD by assessors working under the quality assurance agency in public Islamic higher education institutions.

### **5.3 IMPLICATIONS OF THE STUDY**

The findings of the study provide both theoretical and empirical implications. The first implication is related to the contributions made to the body of knowledge (theory) pertaining to factors contributing to SP in the context of the State Islamic higher education institutions in Aceh. Each implication is discussed separately.

#### **5.3.1 Theoretical Implications**

The theoretical implications of this research underpin the causal effects (direct and indirect) among the model of the study's variables. Some of the theoretical implications are as follows:

1. There was evidence of construct validity and reliability pertaining to the seven scales (David, 2011; Brand, 2012; Hair et al., 2010; SK Menteri Pendidikan Tinggi, 2011; Buku 1 Naskah Akademik, 2016). PT, SDO, SLAL and SP established through the application of rigorous statistical analyses on the instruments under study.
2. SDO manifested a positive cause-and-effect relationship on Staff Performance. According to Nganga (2013), strategic direction significantly influences organizational performance in tourism agencies. In this study, SDO was operationalized through a four-factor structural model in the

context of state Islamic higher education in Aceh, comprising Vision (VS), Mission (MS), Value (VL), and Goals (GO) (Nganga, 2013; Johnson & Smith, 2023). The positive effect of SDO on staff performance was mediated through Strategic Leadership and Organizational Alignment (SLAL), emphasizing the importance of these components in enhancing staff performance (Salgado et al., 2024).

3. The nine-factor structural model used in this study to explain Strategic Leadership and Learning (SLAL) in the context of the State higher education institutions in Aceh includes the following factors: Strategic Organization (SO), Strategic Translation (ST), Strategic Alignment (SA), Strategic Invention (SI), and Strategic Competencies (SC). Additionally, the revised model of Personal Characteristics (PRCS) identified four key attributes that these institutions possess, as suggested by the same authors: Restlessness (R), Absorptive Capacity (AB), Adaptiveness (AD), and Wisdom (WS) (Suyatno et al., 2021; Salgado et al., 2024).
4. The research found that a four-factor model in the context of the State Islamic higher education institutions in Aceh can be used to explain Scholarly Performance (SP). The interpretation of the results shows that there are four significant factors contributing to SP, in alignment with the literature. These four factors are Teaching Activity, Research Activity, Community Services, and Administrative Jobs.
5. The study theoretically established the existence of the mediation effects of SLAL (Wenglinsky, 1997; Cheng & Tsui, 1996) on the relationship between PT and SP, and SDO and SP, with the magnitude of mediations being 0.44 and 0.35, respectively.
6. The mediation effect is one of the research gaps concerning the researched variables under study as far as the researcher's concerned. In both the Western and Eastern settings, the mediation effects are less explored.
7. The structural model of the study is the first suggested model in the Eastern cultural setting and most probably in the Western setting too. Little

information is available regarding the relationship between the four variables as one model. Limited literature reviews are found discussing the link between any of the two variables in the study. Most researchers discuss each variable separately.

### **5.3.2 Practical Implications**

In addition to the theoretical implications above, the study provides demonstrable practical contributions to the applied research in the context of the State Islamic higher education institutions' staff performance in Aceh. Such practical contributions underpin the initiatives concerning their staff performance. The practical implications that contribute to the staff performance' institutions are listed below:

1. In the pursuit of the excellent performance of the staff, the findings of this study would help education administrators to introduce programmes and courses that relate to strategic leadership of academic leaders' practices on staff performance of the State Islamic higher education institutions.
2. The findings provide insights to policy makers, in particular, the human resource managers. The findings also can be applied to justify the direction of designing, developing and implementing appropriate performance of the staff, so that PT, SDO, and SLAL could be continuously enhanced at the State Islamic higher education institutions. It could lead to fully equipped and knowledgeable staff performance. In short, the Ministry of Education and the Ministry of Religious Affair (MORA) will get information about how to develop all lecturers in the State Islamic higher education institutions in accordance with the application of PT, SDO, and SLAL. The findings of the study will also influence the educational policies to ensure that they are in line with the market trends. Such policies influence the establishment and realization of the State Islamic higher education institutions' goals.
3. The instruments developed and adopted for the model of the study provide a valid tool for testing factors that influence the staff performance. The

Ministry of Education of Indonesia can utilize the instruments as the guidelines to assess professional training at the institutions, the strategic leadership of academic leaders of state Islamic higher education institutions, and strategic direction of organization to develop the staff performance.

4. With further modification and replication, the model of study provides a reliable tool to study the influence of PT, SDO, and SLAL on SP.

## **5.4 RECOMMENDATIONS OF THE STUDY**

Based on the conclusions and the implications of the study, several recommendations can be made. The recommendations are directed to the State Islamic higher education institutions, especially the rectors, the deans, and all lecturers in the State Islamic higher education institutions, Ministry of Religious Affair (MORA), and also researchers and scholars in future research.

### **5.4.1 Recommendations for the State Islamic Higher Education Institutions**

The study identified that all nine strategic leadership practices proposed by Davies and Davies (2004; 2009) are effective in mediating the relationships between Professional Training (PT) and Scholarly Performance (SP), as well as Strategic Direction of Organization (SDO) and SP. It is therefore recommended that the State Islamic higher education institutions adopt these nine strategic leadership practices to enhance their effectiveness. These practices include Strategic Organization (SO), Strategic Translation (ST), Strategic Alignment (SA), Strategic Invention (SI), and Strategic Competencies (SC). Furthermore, the revised model of Personal Characteristics (PRCS) highlights four key attributes that are crucial for these institutions: Restlessness (R), Absorptive Capacity (AB), Adaptiveness (AD), and Wisdom (W). Integrating these practices and characteristics will strengthen strategic leadership and improve staff performance in these institutions.

Secondly, it is recommended that the State Islamic higher education institutions in Aceh, Indonesia, apply all five factors of the Professional Training (PT) model and all four factors of the Strategic Direction of Organization (SDO) model, as suggested by scholars. These factors should be utilized to measure staff performance effectively through the Strategic Leadership of Academic Leaders. Ensuring the inclusion of all factors from both models will provide a comprehensive approach to evaluating and enhancing staff performance in these institutions.

Finally, the State Islamic higher education institutions currently meet all four staff performance obligations outlined in the Ministry of Indonesian Higher Education Decree 2011. However, the focus should be on the community service aspect, which has been identified as a potential area for improvement. It is recommended that these institutions re-evaluate the time allocation and activities associated with community service to ensure they are manageable and do not interfere with other responsibilities, particularly teaching activities. This adjustment will help ensure that all four factors of staff performance are effectively addressed.

#### **5.4.2 Recommendations for Future Research**

The current study found that there were substantial direct causal effects between Professional Training (PT) and Staff Performance (SP) in the State Islamic higher education institutions in Aceh, with a magnitude of 0.35 for the standardized direct causal effect. This indicates that PT has a significant direct influence on SP, which aligns with findings from other studies. For example, Torar (2015) and Onyango (2014) highlighted the significant impact of training on employee performance and development (Nganga, 2013; Johnson & Smith, 2023). Similarly, the study found substantial direct causal effects between Strategic Direction of Organization (SDO) and SP, with a magnitude of 0.35 for the standardized direct causal effect. This contrasts with some earlier studies that did not find significant direct effects but supports the findings of comprehensive reviews by Tett and Burnett (2022) and Schmidt and Hunter (2022), which emphasize the general significance of training and strategic direction on performance outcomes (Suyatno et al., 2021; Salgado et al., 2024).

Based on the findings, it is recommended to conduct further investigations into the constructs of Professional Training (PT) and Strategic Direction of Organization (SDO) in relation to Staff Performance (SP). Such investigations would provide a deeper understanding of the causal effects of PT and SDO on SP. Additionally, exploring the predictors within these constructs may reveal how PT and SDO influence other aspects of staff performance in the context of state Islamic higher education institutions in Aceh. This further research is crucial for clarifying the direct and indirect impacts of PT and SDO on SP and for identifying potential areas for enhancing staff performance through strategic leadership and development practices.

In addition, the study found that all nine strategic leadership practices, as suggested by Davies and Davies (2004; 2009), were applied to mediate the relationship between Professional Training (PT) and Staff Performance (SP), as well as Strategic Direction of Organization (SDO) and SP. The study identified that Strategic Leadership of Academic Leaders (SLAL) was an effective mediator, with a significant magnitude value of .44 in the relationship between PT and SP or SDO and SP. For more precise and actionable results, it is recommended to focus further research on SLAL specifically as a mediator for the constructs of Strategic Alignment (SA) and Absorptive Capacity (AB), as suggested by the study's findings. This targeted approach could offer a clearer understanding of how SLAL influences the effectiveness of PT and SDO on SP.

This type of examination provides the extent of causal effects of PT and SDO on SP through SLAL. On top of that, the predictors of SLAL as mediator on the constructs of SA and AB may have an influence on other staff performance aspects, especially on Community service in the context of state Islamic higher education in Aceh.

## **5.5 CONCLUSION**

There have been many empirical studies on the predictors of SP in the State Islamic higher education institutions. However, none of the studies focused on the variables under study: PT, SDO, and SLAL on SP in one research. Most of them focused on

testing the effects of PT, SDO, and SLAL on SP separately, especially in the context of the State Islamic higher education institutions. Quantitatively, through the application of CFA and SEM, this study successfully deduced the underlying factors of PT, SDO, SLAL, and SP by instrument validation.

This study has explored the influence of Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) on Staff Performance (SP) within the State Islamic higher education institutions in Aceh, Indonesia. The study used Structural Equation Modeling (SEM) to test hypothesized relationships and employed Confirmatory Factor Analysis (CFA) to validate the measurement models for PT, SDO, SLAL, and SP. The findings of this study contribute significantly to the understanding of how PT, SDO, and SLAL interact to affect staff performance, providing both theoretical insights and practical implications for educational institutions and policymakers.

In addition, the study identified PT, SDO, SLAL, and SP as multi-dimensional constructs, each with four critical factors. SP was measured through Teaching Activity (TA), Research (RH), Additional Jobs (AJ), and Community Service (CS). PT comprised Induction Training (IT), On-the-Job Training (OT), Maintenance Training (MT), and Career Development Training (CT). SDO included Mission, Value, Goal, and Vision. SLAL was positioned as a mediating variable influencing the relationship between PT, SDO, and SP.

In line with that, the study demonstrated significant direct relationships between PT and SP, as well as SDO and SP. Specifically, PT positively influenced SP, confirming that well-structured training programs enhance staff performance by improving knowledge, skills, and overall job competence. Similarly, SDO was found to have a direct positive effect on SP, emphasizing the importance of clear strategic direction in enhancing organizational performance. Moreover, SLAL significantly mediated the relationships between PT and SP, and between SDO and SP, highlighting the role of effective leadership in amplifying the impact of professional training and strategic direction on performance. In addition, it provides a holistic view of how PT, SDO, and SLAL jointly contribute to enhancing SP, addressing a research

gap in the literature and offering new insights for the State Islamic higher education institutions.

The findings of the current study have important implications for higher education policymakers, especially in the context of Aceh. The Ministry of Higher Education and institutional leaders should prioritize professional training programs that target both new and experienced staff. Hence, organizations should ensure that their strategic direction is clearly communicated and aligned with institutional goals. SLAL, as a critical mediator, must also be emphasized, with academic leaders trained to play a strategic role in fostering a conducive environment for staff development and performance improvement.

While this study has provided significant insights, it has also highlighted areas for further exploration. Future research could examine other mediating variables, such as organizational culture or job satisfaction, to understand their role in the relationship between PT, SDO, and SP. Expanding the sample size to include more institutions across different regions in Indonesia or globally could also provide broader generalizability. Additionally, qualitative research could complement this quantitative study by exploring in-depth the experiences and perceptions of staff regarding training, strategic leadership, and performance.

In short, this research has successfully contributed to the academic discourse on staff performance in higher education institutions by establishing the critical roles of PT, SDO, and SLAL. The findings underscore the need for targeted professional development programs and a strong strategic direction, supported by effective leadership, to enhance staff performance. These results offer actionable insights for policymakers and institutional leaders, providing a pathway for improving staff outcomes in the State Islamic higher education institutions in Aceh and beyond.

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## APPENDIX A

### A SURVEY QUESTIONNAIRE

#### INVESTIGATION OF THE INFLUENCE OF PROFESSIONAL TRAINING, STRATEGIC DIRECTION OF ORGANIZATION AND STRATEGIC LEADERSHIP OF ACADEMIC LEADERS ON STAFF PERFORMANCE

Dear Sir/Madam,

Assalamu alaikum,

May this questionnaire reach you in the best of health and affluence.

The main purpose of the study is to determine the influence of Professional Training (PT), Strategic Direction of Organization (SDO), and Strategic Leadership of Academic Leaders (SLAL) towards the Staff Performance (SP) of Public Islamic Higher Education in Aceh Indonesia.

Concerning this, please proffer your expertise and genuine opinion in completing the questionnaire which is attached to this letter. These pieces of information will positively contribute to the necessary study, that will be of considerable significance to public Islamic higher Educations in particular and to the Indonesian future education sustainability in general. Despite that, your responses are for research purpose only and will remain confidential.

We would also like to express our gratefulness for your interest, assistance, and precious time spent in assisting this research work. Thank you very much for your utmost cooperation.

Yours sincerely,

**Chamisah, S.Ag.M.Ed**

Kulliyyah (Faculty) of Education

International Islamic University of Malaysia

E –mail address : [chamisah70@gmail.com](mailto:chamisah70@gmail.com)

Hp number : 0193089515 (Malaysia)

081263801165 (Indonesia)



**SECTION A: DEMOGRAPHIC PROFILES OF RESPONDENTS**  
*PROFIL DEMOGRAFI RESPONDEN*

(Please mark  $\surd$  in the appropriate box)  
(Harap tandai  $\surd$  di kotak yang sesuai)

1. My gender:  Male <sup>(1)</sup>       Female <sup>(2)</sup>  
Jenis kelamin:  lelaki <sup>(1)</sup>       Perempuan <sup>(2)</sup>

2. My age: \_\_\_\_\_ (years) *(in digit)*  
Umur : \_\_\_\_\_ (tahun) *(dengan angka)*

3. My highest academic qualification  Doctorate <sup>(1)</sup>  
*Kualifikasi akademik tertinggi*  Masters <sup>(2)</sup>  
 Doktor <sup>(1)</sup>  
 Master <sup>(2)</sup>

4. My professional qualification:

\_\_\_\_\_

*Kualifikasi profesional:*

\_\_\_\_\_

5. My years of service as a lecturer: \_\_\_\_\_ (years) *(in digit)*  
*Lamanya masa kerja sebagai dosen:* \_\_\_\_\_ (tahun) *(dalam digit)*

6. Now I serve in:      UIN Ar-Raniry <sup>(1)</sup>        
*Tempat bertugas sekarang*      IAIN Langsa <sup>(2)</sup>        
   IAIN Lhokseumawe <sup>(3)</sup>        
   IAIN Takengon <sup>(4)</sup>        
   STAIN Tgk Dirundeng <sup>(5)</sup>

**SECTION B: PUBLIC ISLAMIC HIGHER EDUCATION INSTITUTIONS' PROFESSIONAL TRAINING**

**PELATIHAN PROFESIONAL PADA LEMBAGA PENDIDIKAN TINGGI AGAMA ISLAM NEGERI**

The following statements are designed to examine the **Professional Training practice** of your **higher education institution**. For every statement, please choose **one** (out of seven responses) that **best** reflects your higher education institution's **professional training practices elements** by **circling** the corresponding number below.

*Pernyataan di bawah ini dirancang untuk mengetahui tentang pelaksanaan pelatihan professional yang berada di lembaga pendidikan tinggi tempat anda mengabdikan. Lingkarilah salah satu pernyataan dari tujuh alternatif pilihan yang disediakan yang anda anggap paling sesuai dengan pelaksanaan pelatihan professional di lembaga anda.*

**SEVEN (7) possible answers you may select from**  
*Tujuh (7) alternatif jawaban yang dapat dipilih*

<b>1 = NT</b>	<b>2 = RT</b>	<b>3 = SIT</b>	<b>4 = N</b>	<b>5 = ST</b>	<b>6 = UT</b>	<b>7 = AT</b>
Never True <i>Tidak pernah benar</i>	Rarely True <i>Jarang benar</i>	Sometimes but Infrequently True <i>Terkadang tapi Jarang Benar</i>	Neutral <i>Netral</i>	Sometimes True <i>Terkadang benar</i>	Usually True <i>Biasanya benar</i>	Always True <i>Selalu benar</i>

**INDUCTION TRAINING OR ORIENTATION TRAINING**  
**PELATIHAN AWAL ATAU PELATIHAN PENGENALAN**

	<b>I perceive my public Islamic higher education institution</b>	<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
	<i>Menurut saya lembaga tinggi pendidikan agama Islam negeri ditempat saya</i>							
1.	schedules the training for new lecturers to introduce them the environment of institution including the regulation that they have to follow  <i>menjadwalkan pelatihan bagi dosen baru mengenai pengenalan lingkungan kelembagaan termasuk peraturan yang harus mereka ikuti</i>	1	2	3	4	5	6	7
2.	ensures the proper training for new	1	2	3	4	5	6	7

	lecturers to introduce them their job description  <i>menentukan pelatihan yang tepat bagi dosen baru untuk mengenalkan gambaran kerja mereka</i>							
3.	carries out the training to highly motivated new lecturers to do their job and to reduce the nervousness of a new joinee by making them accustom to the working environment  <i>melaksanakan pelatihan untuk memotivasi dosen baru untuk beradaptasi dengan lingkungan kerjanya</i>	1	2	3	4	5	6	7

<b>FOUNDATION TRAINING PELATIHAN DASAR</b>								
<b>I perceive my public Islamic higher education institution</b>	<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>	
<b><i>Menurut saya lembaga tinggi pendidikan agama Islam negeri ditempat saya</i></b>								
organizes the training for new lecturers to enable them acquire the ability to use technology in their work activity to strengthen the foundation of their service career  <i>menyelenggarakan pelatihan bagi dosen baru untuk memungkinkan mereka memperoleh kemampuan untuk menggunakan teknologi dalam aktivitas kerja mereka untuk memperkuat fondasi karir pekerjaan mereka</i>	1	2	3	4	5	6	7	
organizes the training for new lecturers to enable them acquire new skills in their professions to strengthen the foundation of their service career  <i>menyelenggarakan pelatihan bagi dosen baru agar mereka memperoleh keterampilan baru dalam profesi mereka</i>	1	2	3	4	5	6	7	

	<i>untuk memperkuat fondasi karir mereka</i>							
	organizes the training for new lecturers to enable them acquire good method on teaching and learning process to strengthen the foundation of their service career  <i>menyelenggarakan pelatihan bagi dosen baru tentang penggunaan metode yang baik pada proses pembelajaran untuk memperkuat fondasi karir pekerjaan mereka</i>	1	2	3	4	5	6	7
	organizes the training for new lecturers to enable them acquire good skills in doing research and writing articles  <i>menyelenggarakan pelatihan bagi dosen baru untuk memungkinkan mereka memperoleh keterampilan yang baik dalam melakukan penelitian dan menulis artikel</i>	1	2	3	4	5	6	7
8.	organizes the training for new lecturers to enable them acquire good skills in publishing articles  <i>menyelenggarakan pelatihan bagi dosen baru untuk memperoleh keterampilan yang baik dalam mempublikasikan artikel</i>	1	2	3	4	5	6	7
<b>ON- THE -JOB TRAINING PELATIHAN DALAM KERJA</b>								
<b>I perceive my public Islamic higher education institution</b>  <i>Menurut saya lembaga tinggi pendidikan agama Islam negeri ditempat saya</i>		<i>NT</i>	<i>RT</i>	<i>SIT</i>	<i>N</i>	<i>ST</i>	<i>UT</i>	<i>AT</i>
9.	carries out well-organized training system for the entire lecturers on their daily work  <i>melaksanakan sistem pelatihan yang terorganisir dengan baik bagi seluruh dosen pada pekerjaan sehari hari mereka</i>	1	2	3	4	5	6	7
10.	runs the training on how to use good							

	method in teaching  <i>melaksanakan pelatihan tentang cara menggunakan metode yang baik dalam mengajar</i>	1	2	3	4	5	6	7
11.	runs the training on how to do research, to write the articles and to publish the articles in the journal  <i>melaksanakan pelatihan tentang cara melakukan penelitian, menulis artikel dan mempublikasikan artikel dalam jurnal</i>	1	2	3	4	5	6	7
12.	carries out the training facilitated by the subject-matter specialists on technology orientated in daily work  <i>melaksanakan pelatihan yang difasilitasi oleh para ahli tentang teknologi yang berorientasi pada pekerjaan sehari-hari</i>	1	2	3	4	5	6	7
<b>REFRESHER OR MAINTENANCE TRAINING PELATIHAN PENYEGARAN ATAU PEMELIHARAAN</b>								
<b>I perceive my public Islamic higher education institution</b>  <i>Menurut saya lembaga tinggi pendidikan agama Islam negeri ditempat saya</i>		<i>NT</i>	<i>RT</i>	<i>SIT</i>	<i>N</i>	<i>ST</i>	<i>UT</i>	<i>AT</i>
13.	manages the schedule for lecturers to attend the training to increase productivity and reduce the monotony of the daily work  <i>mengatur jadwal dosen untuk mengikuti pelatihan peningkatkan produktivitas dan pengurangan monoton dalam pekerjaan sehari-hari</i>	1	2	3	4	5	6	7
14.	carries out the training for lecturers to introduce new information and new methods, as well as review of older materials  <i>melaksanakan pelatihan bagi dosen untuk memperkenalkan informasi baru dan metode baru, serta meninjau kembali</i>	1	2	3	4	5	6	7

	<i>materi yang sudah lama</i>							
15.	runs further training on current and interesting methods to refresh the method of teaching used in the class  <i>menyelenggarakan pelatihan kelanjutan tentang metode terkini dan menarik untuk menyegarkan kembali metode pembelajaran yang dipakai di kelas</i>	1	2	3	4	5	6	7
16.	Carries out the training for lecturers based on their professional qualification to refresh their knowledge, and skills and competences  <i>melakukan pelatihan untuk dosen berdasarkan kualifikasi profesional mereka untuk menyegarkan kembali pengetahuan, keterampilan, dan kompetensi mereka</i>	1	2	3	4	5	6	7
<b>CARRIER DEVELOPMENT TRAINING PELATIHAN PENGEMBANGAN KARIER</b>								
<b>I perceive my public Islamic higher education institution</b>  <i>Menurut saya lembaga tinggi pendidikan agama Islam negeri ditempat saya</i>		<i>NT</i>	<i>RT</i>	<i>SIT</i>	<i>N</i>	<i>ST</i>	<i>UT</i>	<i>AT</i>
17.	arranges external training schemes for lecturers to improve their academic qualifications and performance at work  <i>menyusun skema pelatihan eksternal bagi dosen untuk meningkatkan kualifikasi akademik dan kinerja mereka di tempat kerja</i>	1	2	3	4	5	6	7
18.	arranges training at each department for all lecturers to develop their knowledge, skills and competency  <i>menyusun pelaksanaan pelatihan di setiap jurusan untuk semua dosen agar dapat mengembangkan pengetahuan,</i>	1	2	3	4	5	6	7

	<i>keterampilan dan kompetensi mereka</i>							
19.	<p>undergoes the further training to give equal opportunity to all lecturers to upgrade the knowledge, skills, and ability to help them assume greater responsibility in future</p> <p><i>melaksanakan pelatihan ke jenjang yang lebih tinggi untuk memberikan kesempatan yang sama kepada semua dosen agar dapat meningkatkan pengetahuan, keterampilan, dan kemampuan untuk membantu mereka memikul tanggung jawab yang lebih besar di masa mendatang</i></p>	1	2	3	4	5	6	7

**SECTION C: PUBLIC ISLAMIC HIGHER EDUCATION INSTITUTIONS' STRATEGIC DIRECTION**

***ARAH STRATEGI PADA LEMBAGA PENDIDIKAN TINGGI AGAMA ISLAM NEGERI***

As a professional lecturer, please indicate your perception about **your Public Islamic Higher Education Institution's Strategic Direction** and its effect on the **Staff Performance** in your Islamic higher education institution. For every statement below, please choose **one** (out of seven responses) that **best** represent your higher education's **strategic direction elements** by **circling** the corresponding number.

*Kemukakan persepsi anda tentang **arah strategi** dan efeknya terhadap **kinerja dosen** di lembaga pendidikan tinggi agama Islam negeri di tempat anda secara professional. Lingkarilah salah satu pernyataan dari tujuh alternatif pilihan yang disediakan yang anda anggap paling sesuai dengan elemen dari **arah strategi** di lembaga anda.*

**SEVEN (7) possible answers you may select from**  
**Tujuh ( 7) alternatif jawaban yang dapat dipilih**

1 = SD	2 = D	3 = SWD	4 = NAD	5 = SWA	6 = A	7 = SA				
Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Somewhat Disagree <i>agak tidak setuju</i>	Neither Agree or Disagree <i>Tidak pernah Setuju atau tidak Setuju</i>	Somewhat Agree <i>Agak setuju</i>	Agree <i>setuju</i>	Strongly Agree <i>Sangat Setuju</i>				
<b>VISION VISI</b>										
<b>My Public Islamic higher education institution's VISION statement should</b>				<i>SD</i>	<i>D</i>	<i>SWD</i>	<i>NAD</i>	<i>SWA</i>	<i>A</i>	<i>SA</i>
<i>Pernyataan VISI lembaga pendidikan tinggi Agama Islam Negeri di tempat saya seharusnya</i>										
1.	be considerably clear and thus understandable by my organization's citizens  <i>sangat jelas dan karenanya dapat dipahami oleh seluruh civitas akademika kampus</i>			1	2	3	4	5	6	7
2.	be innovative and futuristic in nature  <i>bernuansa inovatif dan futuristic</i>			1	2	3	4	5	6	7
3.	allow all lecturers to perform better due to its clarity  <i>memungkinkan semua dosen untuk melakukan yang lebih baik karena kejelasannya</i>			1	2	3	4	5	6	7
4.	be sheer important for my organization's future superiority and excellence  <i>sangat penting bagi keunggulan dan kehebatan kampus di masa depan</i>			1	2	3	4	5	6	7

MISSION MISI								
My Public Islamic higher education institution's MISSION statemen should		SD	D	SWD	NAD	SWA	A	SA
Pernyataan MISI lembaga pendidikan tinggi Agama Islam Negeri di tempat saya								
5.	be considerably clear and thus understandable by my institution' s citizens  <i>sangat jelas dan karenanya dapat dipahami oleh semua civitas akademika</i>	1	2	3	4	5	6	7
6.	obviously clarify my institution's reasons for its existence  <i>memperjelas alasan keberadaan lembaga ini</i>	1	2	3	4	5	6	7
7.	clearly explain my institution's core responsibilities for future achievements  <i>menjelaskan tanggung jawab untuk pencapaian keberhasilan lembaga ini di masa depan</i>	1	2	3	4	5	6	7
8.	clearly highlight my sudents' needs for future achievements  <i>memastikan kebutuhan mahasiswa untuk masa yang akan datang tercapai</i>	1	2	3	4	5	6	7
9.	Generate mass effort among my colleagues for institution's future transformation for the better  <i>mengembangkan upaya bersama kolega saya untuk melakukan transformasi lembaga menjadi lebih baik di masa yang akan datang</i>	1	2	3	4	5	6	7
CORE VALUES NILAI INTI								
My Public Islamic higher education institution's CORE VALUE should		SD	D	SWD	NAD	SWA	A	SA

<b>Nilai inti lembaga pendidikan tinggi Agama Islam Negeri di tempat saya seharusnya</b>								
10.	<p>consist of the basic elements of how our institution's citizens work for future excellent achievements</p> <p><i>terdiri dari elemen dasar tentang bagaimana civitas akademika bekerja untuk memperoleh hasil yang luar biasa di masa depan</i></p>	1	2	3	4	5	6	7
11.	<p>clearly guide all institution's citizen to strive for the betterment of our institution</p> <p><i>dengan jelas mengarahkan semua civitas akademika kampus untuk berbuat yang lebih baik</i></p>	1	2	3	4	5	6	7
12.	<p>obviously emphasize on the commitment to our stakeholders</p> <p><i>benar benar memperhatikan komitmen dari pengguna</i></p>	1	2	3	4	5	6	7
13.	<p>be one of the vehicles to enhance the performance of my institution</p> <p><i>merupakan salah satu alat untuk meningkatkan kinerja lembaga</i></p>	1	2	3	4	5	6	7
<b>GOALS TUJUAN</b>								
<b>My Public Islamic higher education institution's GOALS should</b>		<b>SD</b>	<b>D</b>	<b>SWD</b>	<b>NAD</b>	<b>SWA</b>	<b>A</b>	<b>SA</b>
<b><i>Tujuan lembaga pendidikan tinggi Agama Islam Negeri di tempat saya</i></b>								
14.	<p>be clear and thus understandable by all institution's citizens</p> <p><i>jelas dan dapat dipahami oleh semua civitas akademika</i></p>	1	2	3	4	5	6	7
	be workable and reliable to reach my							

15.	institution's future achievements  <i>dapat diterapkan dan handal untuk mencapai keberhasilan di masa mendatang</i>	1	2	3	4	5	6	7
16.	be clearly related to vision and mission of the institution  <i>jelas terkait dengan visi dan misi lembaga</i>	1	2	3	4	5	6	7
17.	cover all critical result areas that are necessary for future high performance transformative education outcome  <i>mencakup semua bidang keilmuan yang dibutuhkan di masa depan</i>	1	2	3	4	5	6	7
<b>EXECUTION PELAKSANAAN</b>								
<b><i>My Public Islamic higher education institution's EXECUTION should</i></b>		<b>SD</b>	<b>D</b>	<b>SWD</b>	<b>NAD</b>	<b>SWA</b>	<b>A</b>	<b>SA</b>
<b><i>Pelaksanaan lembaga pendidikan tinggi Agama Islam Negeri di tempat saya</i></b>								
18.	be effective and efficient  <i>Efektif dan efisien</i>	1	2	3	4	5	6	7
19.	be in line with the institution's strategic goals  <i>sejalan dengan tujuan strategi lembaga</i>	1	2	3	4	5	6	7
20.	use all relevant resources efficiently and effectively  <i>menggunakan semua sumber daya yang relevan secara efektif dan efisien</i>	1	2	3	4	5	6	7

**SECTION D: PUBLIC ISLAMIC HIGHER EDUCATION INSTITUTIONS' STRATEGIC LEADERSHIP PRACTICES.**

***STRATEGI KEPEMIMPINAN PADA LEMBAGA PENDIDIKAN TINGGI AGAMA ISLAM NEGERI***

The following statements are designed to examine the **strategic leadership practices** of your **higher education institution**. For every statement, please choose **one** (out of seven responses) that **best** reflects your higher education institution's **strategic leadership practices elements** by **circling** the corresponding number below.

*Pernyataan dibawah ini dirancang untuk mengetahui pelaksanaan strategi kepemimpinan yang berada di lembaga pendidikan tinggi agama Islam Negeri tempat anda mengabdikan. Lingkarilah salah satu pernyataan dari tujuh alternatif pilihan yang disediakan yang anda anggap paling sesuai dengan pelaksanaan strategi kepemimpinan di lembaga anda.*

**SEVEN (7) possible answers you may select from**  
***Tujuh (7) alternatif jawaban yang dapat dipilih***

<b>1 = NT</b>	<b>2 = RT</b>	<b>3 = SIT</b>	<b>4 = N</b>	<b>5 = ST</b>	<b>6 = UT</b>	<b>7 = AT</b>				
Never True <i>Tidak pernah benar</i>	Rarely True <i>Jarang benar</i>	Sometimes but Infrequently True <i>Terkadang tapi Jarang Benar</i>	Neutral <i>Netral</i>	Sometimes True <i>Terkadang benar</i>	Usually True <i>Biasanya benar</i>	Always True <i>Selalu benar</i>				
<b>STRATEGIC ORIENTATION</b> <b><i>ORIENTASI STRATEGI</i></b>										
<b>I perceive my public Islamic higher education institution's leader</b>				<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
<b><i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri seharusnya</i></b>										
1.	shares the organizational strategies with the lecturers  <i>melibatkan dosen dalam pembentukan strategi organisasi</i>			1	2	3	4	5	6	7
2.	constantly reminds the lecturers to work hard for the organization's development			1	2	3	4	5	6	7

	<i>selalu mengingatkan dosen untuk bekerja keras demi pengembangan organisasi</i>							
3.	greatly concerns the effectiveness and efficiency of lecturers' daily duties <i>sangat memperhatikan efektivitas dan efisiensi tugas sehari-hari dosen</i>	1	2	3	4	5	6	7
4.	coordinates the organization's programs according to the strategic plan of Ministry of Higher Education  <i>mengkoordinasikan program organisasi/lembaga sesuai dengan rencana strategi Kementerian Lembaga Pendidikan Tinggi (Mentri Riset, Tekhnologi, dan Pendidikan Tinggi)</i>	1	2	3	4	5	6	7
<b>STRATEGIC TRANSLATION ARAHAN STRATEGIS</b>								
<b>I perceive my public Islamic higher education institution's leader</b>		<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
<i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i>								
5.	makes collective decisions with the lecturers relating to new organization's development strategies  <i>melibatkan dosen secara kolektif untuk memutuskan strategi baru dalam pengembangan organisasi (kampus)</i>	1	2	3	4	5	6	7
6.	suggests new ideas for the organization's development for excellence  <i>menyarankan ide-ide baru untuk pengembangan kampus yang lebih unggul</i>	1	2	3	4	5	6	7
7.	ensures that the action plans are in line with my organization's improvement strategies  <i>memastikan bahwa rencana tindakan sejalan dengan strategi peningkatan organisasi</i>	1	2	3	4	5	6	7

8.	Inculcates confidence to all lecturers to implement the organizational strategic plan  <i>menanamkan kepercayaan diri pada semua dosen untuk mengimplementasikan rencana strategis organisasi (kampus)</i>	1	2	3	4	5	6	7
<b>STRATEGIC ALIGNMENT PERUBAHAN STRATEGIS</b>								
<b>I perceive my public Islamic higher education institution's leader</b>  <i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i>		NT	RT	SIT	N	ST	UT	AT
9.	motivates the lecturers to perform their duties excellently  <i>memotivasi dosen untuk melakukan tugasnya dengan baik</i>	1	2	3	4	5	6	7
10..	regularly encourages the lecturers to be productive.  <i>secara teratur mendorong dosen untuk menjadi produktif</i>	1	2	3	4	5	6	7
11.	constantly reminds the lectures about the organization's strategic goals during meetings  <i>selalu mengingatkan dosen tentang tujuan strategis organisasi didalam pelaksanaan rapat</i>	1	2	3	4	5	6	7
<b>STRATEGIC INTERVENTION INTERVENSI STRATEGIS</b>								
<b>I perceive my public Islamic higher education institution's leader</b>  <i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i>		NT	RT	SIT	N	ST	UT	AT

12.	be capable in making the improvements to the organization's strategic plans  <i>mampu melakukan perbaikan pada rencana strategis organisasi</i>	1	2	3	4	5	6	7
13.	be capable in suggesting new strategies to replace the non-effective ones  <i>mampu menyarankan strategi baru untuk menggantikan yang tidak efektif</i>	1	2	3	4	5	6	7
14.	be talented in deciding the right duration for organization's new strategies implementation  <i>berkemampuan dalam menentukan waktu yang tepat untuk mengimplementasikan strategi baru lembaga</i>	1	2	3	4	5	6	7
15.	constantly guide the lecturers to be on right track with the organization's goals  <i>membimbing dosen untuk selalu berada pada jalur yang benar yang sejalan dengan tujuan organisasi</i>	1	2	3	4	5	6	7
<b>STRATEGIC COMPETENCEIS</b> <b>KOMPETENSI STRATEGIS</b>								
<b>I perceive my public Islamic higher education institution's leader</b>  <i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i>		<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
16.	competent in enhancing the basic competencies of the lecturers  <i>manpu meningkatkan kompetensi dasar dosen</i>	1	2	3	4	5	6	7
17	adopt the culture of "non-finger pointing" in solving problems in my	1	2	3	4	5	6	7

	organization  <i>menggunakan budaya saling menghargai dalam menyelesaikan masalah di lembaga (kampus)</i>							
18	is capable in using the students' achievement results to improve the lectures' performance  <i>mampu menggunakan hasil prestasi mahasiswa untuk meningkatkan kinerja dosen</i>	1	2	3	4	5	6	7
19.	is capable to solve the organization's problems as a team  <i>mampu menyelesaikan masalah yang dihadapi lembaga sebagai layaknya satu tim</i>	1	2	3	4	5	6	7
<b>RESTLESSNESS RISAU</b>								
<b>I perceive my public Islamic higher education institution's leader....</b>		<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
<i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i>								
20.	continually equips the lecturers with the necessary skills to manage the institution effectively  <i>membekali dosen dengan keterampilan yang diperlukan untuk mengelola lembaga secara efektif dan berkesinambungan</i>	1	2	3	4	5	6	7
21.	works with the lecturers collectively for institution's future excellence  <i>bekerja dengan dosen secara kolektif untuk meraih kegemilangan lembaga di masa depan</i>	1	2	3	4	5	6	7
	opens to lecturer's citizens in							

22.	expressing their minds for institution's excellence  <i>terbuka bagi para dosen untuk mengekspresikan pikiran mereka sehingga meraih keunggulan bagi lembaga</i>	1	2	3	4	5	6	7
23.	capable to identify new strategies to enhance the institution's performance  <i>mampu mengidentifikasi strategi baru untuk meningkatkan kinerja lembaga</i>	1	2	3	4	5	6	7
<b>ABSORPTIVE ABSORPTIF</b>								
<b>I perceive my public Islamic higher education institution's leader....</b>  <i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i>		<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
24.	strongly highlights new information in enhancing the institution's performance  <i>selalu mengedepankan informasi baru untuk meningkatkan kinerja lembaga</i>	1	2	3	4	5	6	7
25	considers new information from various sources in improving the institution's performance  <i>mempertimbangkan informasi baru dari berbagai sumber untuk meningkatkan kinerja lembaga</i>	1	2	3	4	5	6	7
26	constantly review the strategies to enhance institution's upcoming programs  <i>selalu meninjau ulang strategi – strategi tertentu untuk meningkatkan program lembaga ke depan</i>	1	2	3	4	5	6	7
<b>ADAPTIVE ADAPTIF</b>								

<b>I perceive my public Islamic higher education institution's leader....</b>								
<b><i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i></b>								
		NT	RT	SIT	N	ST	UT	AT
27.	capable in making significant strategic improvement for the institution's excellence  <i>mampu membuat perbaikan strategis yang signifikan untuk keunggulan lembaga</i>	1	2	3	4	5	6	7
28.	opens in accepting new ideas that can enhance the institution's excellence  <i>menerima ide-ide baru yang dapat meningkatkan keunggulan lembaga</i>	1	2	3	4	5	6	7
29.	applies innovative decision making and problem-solving for institution's excellence  <i>menerapkan sikap inovatif dalam pengambilan keputusan dan pemecahan masalah untuk pencapaian keunggulan lembaga</i>	1	2	3	4	5	6	7
30.	applies flexibility in decision making and problem-solving for institution's excellence  <i>menerapkan sikap fleksibel dalam pengambilan keputusan dan penyelesaian masalah untuk keunggulan lembaga</i>	1	2	3	4	5	6	7
<b>WISDOM KEBIJAKSANAAN</b>								
<b>I perceive my public Islamic higher education institution's leader....</b>								
<b><i>Menurut saya pimpinan lembaga tinggi pendidikan agama Islam negeri di tempat saya</i></b>								
		NT	RT	SIT	N	ST	UT	AT
31.	gives feedback to the stakeholders whenever is needed	1	2	3	4	5	6	7

	<i>memberikan umpan balik kepada pengguna lembaga bila diperlukan</i>							
32.	flexible in accommodating the implementation's deadline changes  <i>fleksibel dalam menentukan batas waktu pelaksanaan suatu perubahan</i>	1	2	3	4	5	6	7
33.	permanently abides by the values built together with the institution lecturers  <i>tetap mematuhi nilai-nilai yang dibangun bersama dengan dosen</i>	1	2	3	4	5	6	7
34.	continually applies his/her knowledge for the benefit of the lecturers and institution as well  <i>mengaplikasikan ilmunya untuk kepentingan dosen dan lembaga secara berkesinambungan</i>	1	2	3	4	5	6	7
35.	believes that the institution progress depends on close cooperation between all institutions' citizens  <i>percaya bahwa kemajuan lembaga tergantung pada hubungan erat antara sesama civitas akademika</i>	1	2	3	4	5	6	7
36.	credits the lecturers' roles in assisting leaders to lead the institution for excellence  <i>meyakinkan peran dosen untuk membantu pimpinan dalam mencapai keunggulan lembaga</i>	1	2	3	4	5	6	7
37.	believes that the collaboration between all institution's citizens make the institution excel in the future  <i>meyakini bahwa kolaborasi semua civitas akademika menentukan keunggulan lembaga di masa depan</i>	1	2	3	4	5	6	7

**SECTION E: PUBLIC ISLAMIC HIGHER EDUCATION INSTITUTIONS’ STAFF PERFORMANCE**

***KINERJA DOSEN PADA LEMBAGA PENDIDIKAN TINGGI AGAMA ISLAM NEGERI***

The following statements are designed to examine the **staff performance** of your **higher education institution**. For every statement, please choose **one** (out of seven responses) that **best** reflects your higher education institution’s **staff performance** by **circling** the corresponding number below.

*Pernyataan berikut ini dirancang untuk mengetahui pelaksanaan kinerja dosen yang berada di lembaga pendidikan tinggi agama Islam negeri tempat anda mengabdikan. Lingkarilah salah satu pernyataan dari tujuh alternatif pilihan yang disediakan yang anda anggap paling sesuai dengan pelaksanaan kinerja dosen di lembaga anda.*

**SEVEN (7) possible answers you may select from  
TUJUH (7) kemungkinan jawaban yang dapat dipilih**

<b>1 = NT</b>	<b>2 = RT</b>	<b>3 = SIT</b>	<b>4 = N</b>	<b>5 = ST</b>	<b>6 = UT</b>	<b>7 = AT</b>				
Never true <i>Tidak pernah benar</i>	Rarely True <i>Jarang benar</i>	Sometimes but Infrequently True <i>Terkadang tapi Jarang Benar</i>	Neutral <i>Netral</i>	Sometimes True <i>Kadang – kadang benar</i>	Usually True <i>Biasanya benar</i>	Always True <i>Selalu benar</i>				
<b>TEACHING ACTIVITY PENDIDIKAN DAN PENGAJARAN</b>										
<b>As a lecturer of public Islamic higher education institution, I have to</b>				<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
<i>Sebagai seorang dosen di perguruan tinggi Agama Islam Negeri, saya harus</i>										
1.	carry out teaching learning process (lecturing) <i>melaksanakan perkuliahan /tutorial</i>			1	2	3	4	5	6	7
2.	carry out teaching learning in Laboratorium; teaching practice, library			1	2	3	4	5	6	7

	practice, workshop/studio/ Instructional Technology  <i>menyelenggarakan kegiatan pendidikan di laboratorium; praktik keguruan, praktik perpustakaan, praktik bengkel/studio/ teknologi pengajaran</i>							
3.	supervise the final project proposal for seminar  <i>membimbing proposal tugas akhir untuk diseminarkan</i>	1	2	3	4	5	6	7
4.	supervise students' Field Work Lectures (FWL) or other names as appropriate  <i>membimbing Kuliah Kerja Lapangan (KKL) atau nama lain sejenisnya</i>	1	2	3	4	5	6	7
5.	supervise students' final research assignments including supervising of practical work reports  <i>membimbing tugas akhir penelitian mahasiswa termasuk membimbing pembuatan laporan hasil kerja praktik</i>	1	2	3	4	5	6	7
6.	evaluate the student's final project report  <i>menguji tugas akhir mahasiswa</i>	1	2	3	4	5	6	7
7.	develop lesson plan/learning programs (from courses taught)  <i>mengembangkan program perkuliahan/pembelajaran (dari mata kuliah yang diampu)</i>	1	2	3	4	5	6	7
9.	develop the materials of teaching  <i>mengembangkan bahan perkuliahan</i>	1	2	3	4	5	6	7
10.	fostering students' activities in the academic and student affairs  <i>membina kegiatan mahasiswa di bidang akademik dan kemahasiswaan</i>	1	2	3	4	5	6	7
<b>RESEARCH AND SCIENCE DEVELOPMENT</b>								

**PENELITIAN DAN PENGEMBANGAN ILMU**

As a lecturer of public Islamic higher education institution, I have to		NT	RT	SIT	N	ST	UT	AT
<i>Sebagai seorang dosen di perguruan tinggi Agama Islam Negeri, saya seharusnya</i>								
11.	produce the research work <i>menghasilkan karya penelitian</i>	1	2	3	4	5	6	7
12.	produce scientific work in the form of books, journal articles and proceedings <i>menghasilkan karya ilmiah dalam bentuk buku, artikel jurnal dan prosiding</i>	1	2	3	4	5	6	7
13.	design technological works and art works <i>membuat rancangan, karya teknologi dan karya seni</i>	1	2	3	4	5	6	7
14.	deliver scientific speeches on seminar, and present the papers in lecturer discussion forums <i>memberikan orasi ilmiah dalam seminar, dan mempresentasikan makalah dalam forum diskusi dosen</i>	1	2	3	4	5	6	7
15.	prepare science development modules <i>menyiapkan modul pengembangan ilmu</i>	1	2	3	4	5	6	7
16.	publish the article in social media <i>mempublikasikan artikel dalam media sosial</i>	1	2	3	4	5	6	7

**COMMUNITY SERVICE  
PENGABDIAN MASYARAKAT**

As a lecturer of public Islamic higher education institution, I have to		NT	RT	SIT	N	ST	UT	AT
<i>Sebagai seorang dosen di perguruan tinggi Agama Islam Negeri, saya seharusnya</i>								
17.	carry out the development of educational outcome that can be utilized by community	1	2	3	4	5	6	7

	<i>melaksanakan pengembangan hasil pendidikan yang dapat dimanfaatkan oleh masyarakat</i>							
18.	carry out the development of research results that can be utilized by community  <i>melaksanakan pengembangan hasil penelitian yang dapat dimanfaatkan oleh masyarakat</i>	1	2	3	4	5	6	7
19.	provide services directly to the community such as training /upgrading /counseling /lecturing to the community  <i>memberi pelayanan secara langsung kepada masyarakat seperti pelatihan/penataran/penyuluhan/ ceramah kepada masyarakat</i>	1	2	3	4	5	6	7
20.	conduct the activities related to improving the quality of life  <i>melakukan kegiatan yang berhubungan dengan peningkatan kualitas hidup masyarakat</i>	1	2	3	4	5	6	7
21.	provide assistance to the students or the community (which is not an educational or research activity)  <i>melakukan pendampingan mahasiswa atau masyarakat (yang bukan kegiatan pendidikan atau penelitian)</i>	1	2	3	4	5	6	7
<b>SUPPORTED TREE CORE TASKS OF HIGHER EDUCATION PENUNJANG TRIDARMA PERGURUAN TINGGI</b>								
<b>As a lecturer of public Islamic higher education institution, I should involve in</b>  <i>Sebagai seorang dosen di perguruan tinggi Agama Islam Negeri, saya seharusnya terlibat dalam</i>		<b>NT</b>	<b>RT</b>	<b>SIT</b>	<b>N</b>	<b>ST</b>	<b>UT</b>	<b>AT</b>
22.	caring out students' academic guidance  <i>melaksanakan bimbingan akademik</i>	1	2	3	4	5	6	7

	<i>mahasiswa</i>							
23.	becoming a member in committee/ body internal or external of institution  <i>menjadi anggota dalam suatu panitia/badan di dalam atau di luar lembaga</i>	1	2	3	4	5	6	7
24.	becoming an active participant in any scientific seminars  <i>menjadi peserta aktif dalam pertemuan ilmiah</i>	1	2	3	4	5	6	7
25.	becoming a member of a group/ professional organization  <i>menjadi anggota kelompok/organisasi profesi</i>	1	2	3	4	5	6	7

## APPENDIX B

### APPROVAL LETTER



KULLIYAH OF EDUCATION

Our Reference : IIUM/312/RNP/01/2  
Date : 9hb Disember 2020

KEPADA SESIAPA YANG BERKENAAN

*Assalamu'alaikum wrt. wbt.,*

Tuan/Puan

**SURAT PENGESAHAN**


Di sini kami ingin memaklumkan bahawa nama yang tertera di bawah ini adalah pelajar dari Kuliah Pendidikan, Universiti Islam Antarabangsa Malaysia (UIAM). Butiran pelajar adalah seperti berikut:

Nama : **Chamisah**  
No Matrik : **G1520566**  
No Passport : **B4542612**  
Program : **Doktor Falsafah (Pendidikan)**

Untuk makluman tuan/puan, pelajar di atas telah lulus dalam kerja kursus dan sedang menjalankan penyelidikan di dalam bidang yang berkaitan. Sekiranya ada sebarang pertanyaan, sila hubungi kami di talian 03-64216377 (Puan Nor Salwa binti Nordin) atau email [nsalwa@iium.edu.my](mailto:nsalwa@iium.edu.my).

Segala kerjasama dan perhatian pihak tuan/puan amatlah di hargai.

Sekian, terima kasih.

  
**PROF. MADYA DR. MOHD BURHAN IBRAHIM**  
Timbalan Dekan (Pasca Siswazah)  
Kulliyah Pendidikan  
Universiti Islam Antarabangsa Malaysia

*Garden of Knowledge and Virtue*

Office Address: Kulliyah of Education, International Islamic University Malaysia, Gombak Campus, Jalan Gombak, Selangor.  
Mailing Address: Kulliyah of Education, P.O. Box 10, 50728 Kuala Lumpur, Malaysia.  
Tel: +603 6196 5331 / 5333 / 5334 / 5329 / 6356 / 6351 Fax: +603 6196 4851 / 5826 / 5827 / 6374 / 6375 Website: [www.iium.edu.my/educ](http://www.iium.edu.my/educ)





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp/ fax : 0651-7552921 - 7552922

Nomor : 7705/Un.08/B.II/PP.00.9/11/2021  
Lamp : -  
Hal : Keterangan Telah Melaksanakan Penelitian

16 November 2021

Yth.  
Deputy Dean (Postgraduate and Research)  
Kulliyah of Education  
International Islamic University Malaysia  
Di -  
Kuala Lumpur

Assalamu'alaikum Wr.Wb.

Menyikapi surat saudara Nomor : IIUM/312/RNP/01/2 tanggal 10 Maret 2021 tentang tentang Permission to conduct research at your office by sr. Chamisah (matric No. G1520566) dengan judul " Investigation of the influence of Professional Training Strategic Direction and Strategic Leadership of Academic Leaders on Staff Performance" maka kami menerangkan bahwa saudara :

Nama : Chamisah  
Nim : G1520566  
Prodi : Kulliyah of Education  
Perguruan Tinggi : International Islamic University Malaysia

telah melaksanakan penelitian di UIN Ar-Raniry Banda Aceh sejak tanggal 1 April sampai dengan 30 September 2021.

Demikian, atas kerjasamanya diucapkan terima kasih.

an. Rektor  
Kepala Biro Administrasi Akademik  
Kemahasiswaan dan Kerjasama,  
Abnu Sa'dan





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI TAKENGON

Jalan Yos Sudarso/A, Dimot No. 10 Takengon, Aceh Tengah, Aceh  
Telepon (0643) 23268/22422  
Website: www.iain-takengon.ac.id

**SURAT KETERANGAN**

Nomor: In.42/1612/A.1/11/2021

Yang bertanda tangan di bawah ini:

Nama : Dr. Zulkarnain, M.Ag  
NIP : 197308102005011005  
Pangkat/Gol. : Pembina (IV/a)  
Jabatan : Rektor IAIN Takengon

Dengan ini menerangkan bahwa:

Nama : Chamisah  
NIM : G1520566  
Universitas : Kulliyah of Education International Islamic University  
Malaysia

Telah melakukan penelitian di IAIN Takengon dengan judul penelitian "*Investigation of the Influence of Profesional Training, Strategic Direction of Organizational and Strategic Leadership of Academic Leaders on Staff Performance*" pada bulan April 2021.

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Takengon, 26 November 2021



**Dr. Zulkarnain, M.Ag**

197308102005011005



**KULLIYAH OF EDUCATION**



Our Reference : IIUM/312/RNP/C/12/2  
 Date : 22 August 2022

Assoc. Prof. Dr. Azam Bin Othman  
 Kulliyah of Education

Assalamualaikum ,

Dear Prof. Dr. / Assoc. Prof. Dr. / Dr.

**APPOINTMENT AS MAIN SUPERVISOR**

The Kulliyah would like to congratulate you on your appointment as the Main Supervisor for the student as below:

Name : Chamisah  
 Matric No. : G1520566  
 Program : Doctor of Philosophy (Education)  
 Kulliyah : Kulliyah of Education  
 Approved Thesis Title : The Relationship Between Followership Styles and Job Satisfaction and Performance of Lecturers in Public Islamic Higher Education, Aceh Indonesia

Effective Date of Appointment : 17 August 2022

You are kindly requested to abide by the IIUM Code of Supervision.

Your contribution towards the successful supervision of our postgraduate student is highly appreciated.

Thank you, Wassalam.

**ASSOC. PROF. DR. MASTURA BADZIS**  
 Deputy Dean (Postgraduate and Responsible Research)  
 Kulliyah of Education

**PROF. DR. NOOR LIDE ABU KASSIM**  
 Dean  
 Kulliyah of Education  
 International Islamic University Malaysia

c.c Registration Unit, CPS  
 Chamisah ( G1520566 )  
 Assoc. Prof. Dr. Azam Bin Othman (Main Supervisor)  
 Assoc. Prof. Dr. Mohd Burhan Bin Ibrahim (Co-Supervisor)



## APPENDIX C

### PILOT STUDY RESULT

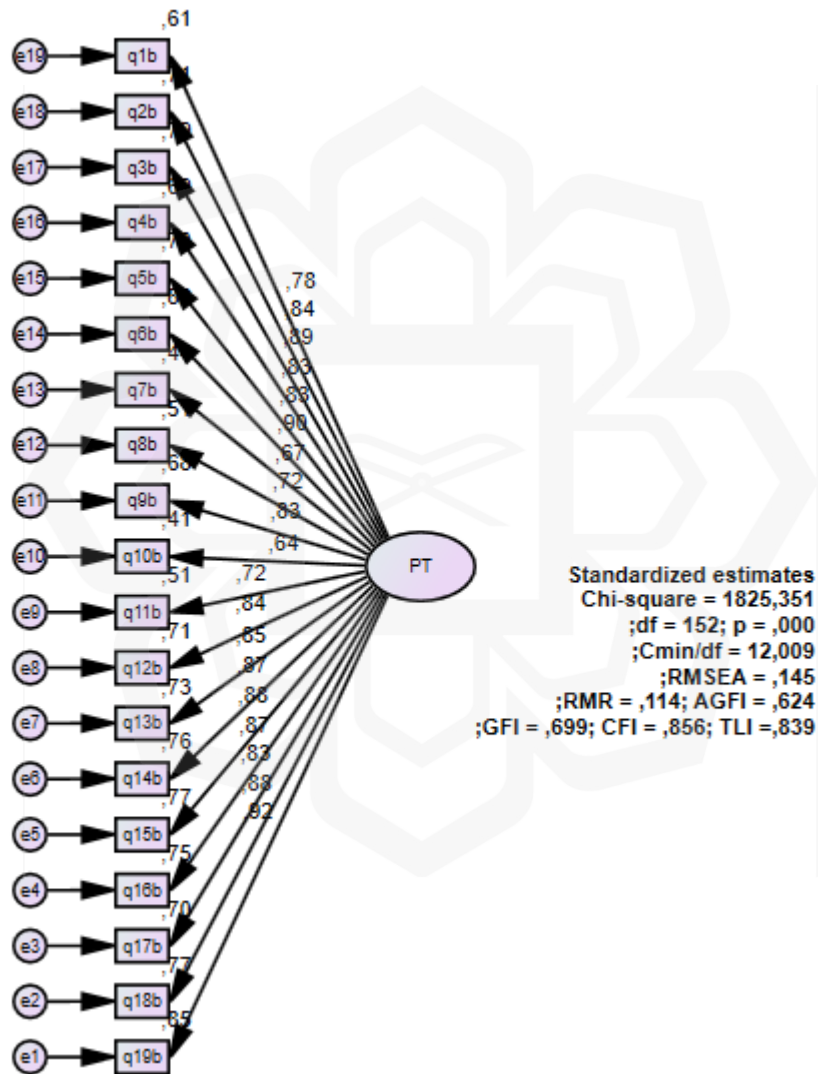
Variable	Construct Measured	No of Items	Mean	SD	Z-Score
<b>Professional Training</b>	Induction Training	3	5.31	1.46	.01
	Foundation Training	5	4.88	1.42	-.29
	On-The-Job Training	4	5.01	1.46	-.19
	Maintenance Training	4	4.83	1.64	-.28
	Carrier Development Training	3	5.15	1.52	-.09
<b>Strategic Direction of Organization</b>	Vision	4	4.80	1.27	-.39
	Mission	5	4.97	1.40	-.02
	Values	4	5.36	1.12	.05
	Goals and Objective	4	4.64	1.24	-.53
<b>Strategic Leadership of academic leaders</b>	Strategic Orientation	4	5.15	1.38	-.11
	Strategic Translation	4	5.00	1.39	-.22
	Strategic Alignment	3	5.32	1.32	.02
	Strategic Intervention	4	5.34	1.23	.03

	Strategic Competences	4	5.20	1.16	-.08
	Restlessness	4	5.63	1.24	.26
	Absorptive	3	5.73	1.12	.38
	Adaptive	4	5.73	1.14	.37
	Wisdom	7	5.74	1.10	.40
<b>Staff Performance</b>	Teaching Activity	9	5.64	1.01	.34
	Research and Science Development	6	5.33	1.19	.02
	Community Service	5	5.24	1.06	-.05
	Additional Jobs	4	4.87	1.13	-.38

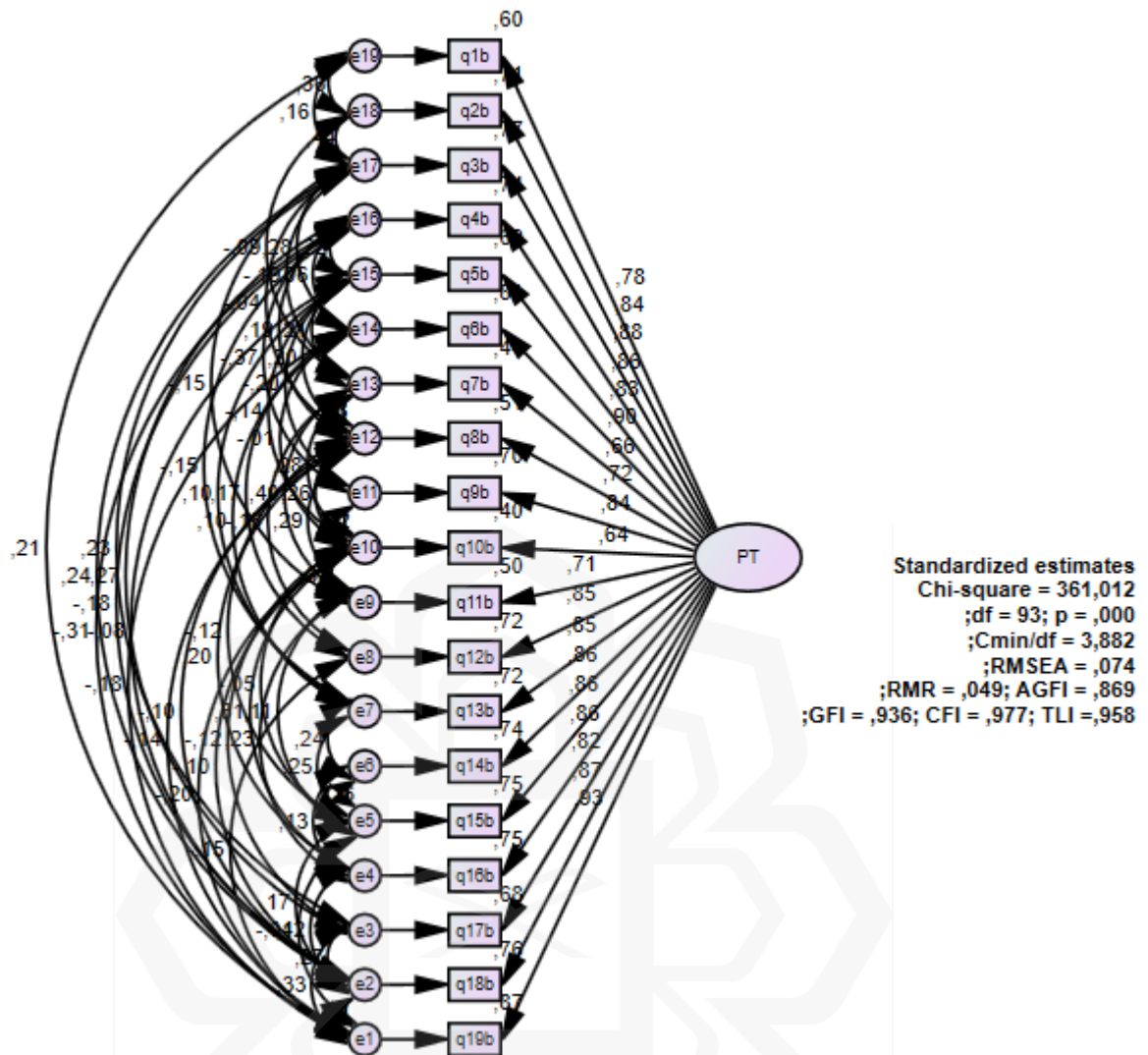
**APPENDIX D**  
**AMOS OUTPUT**

**CONFIRMATORY FACTOR ANALYSIS (CFA)**

**1. CFA PROFESSIONAL TRAINING**



**CFA RE-SPECIFIED OF PT**



Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
q19b <--- PT	1,000				
q18b <--- PT	,926	,025	36,390	***	
q17b <--- PT	,857	,026	33,266	***	
q16b <--- PT	,878	,027	31,940	***	
q15b <--- PT	,904	,029	31,372	***	
q14b <--- PT	,841	,026	31,775	***	
q13b <--- PT	,931	,031	30,506	***	
q12b <--- PT	,825	,029	28,413	***	
q11b <--- PT	,630	,030	21,084	***	

	Estimate	S.E.	C.R.	P	Label
q10b <--- PT	,659	,040	16,549	***	
q9b <--- PT	,839	,029	29,296	***	
q8b <--- PT	,679	,033	20,311	***	
q7b <--- PT	,627	,033	18,782	***	
q6b <--- PT	,953	,029	33,214	***	
q5b <--- PT	,874	,030	28,800	***	
q4b <--- PT	,883	,032	27,794	***	
q3b <--- PT	,839	,025	33,475	***	
q2b <--- PT	,846	,028	29,923	***	
q1b <--- PT	,758	,028	27,298	***	

**Standardized Regression Weights: (Group number 1 - Default model)**

	Estimate
q19b <--- PT	,931
q18b <--- PT	,873
q17b <--- PT	,823
q16b <--- PT	,864
q15b <--- PT	,864
q14b <--- PT	,863
q13b <--- PT	,851
q12b <--- PT	,846
q11b <--- PT	,709
q10b <--- PT	,636
q9b <--- PT	,836
q8b <--- PT	,716
q7b <--- PT	,661
q6b <--- PT	,902
q5b <--- PT	,831
q4b <--- PT	,861
q3b <--- PT	,879
q2b <--- PT	,842
q1b <--- PT	,777

**Covariances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
e2 <--> e3	,183	,034	5,333	***	
e1 <--> e3	,169	,028	6,101	***	
e1 <--> e8	-,068	,021	-3,284	,001	
e1 <--> e10	-,138	,032	-4,263	***	
e1 <--> e12	-,079	,024	-3,284	,001	
e1 <--> e14	-,074	,018	-4,076	***	
e1 <--> e16	-,143	,024	-5,916	***	

	Estimate	S.E.	C.R.	P	Label
e1 <--> e19	,111	,023	4,762	***	
e2 <--> e4	-,070	,024	-2,893	,004	
e2 <--> e5	,103	,026	3,960	***	
e2 <--> e10	-,088	,038	-2,340	,019	
e2 <--> e12	-,078	,031	-2,503	,012	
e2 <--> e15	-,057	,028	-2,056	,040	
e2 <--> e16	-,106	,028	-3,774	***	
e2 <--> e17	,128	,021	6,206	***	
e18 <--> e19	,269	,035	7,669	***	
e17 <--> e18	,242	,025	9,610	***	
e15 <--> e16	,148	,033	4,483	***	
e14 <--> e17	,129	,019	6,944	***	
e14 <--> e16	,031	,024	1,288	,198	
e13 <--> e18	-,081	,030	-2,725	,006	
e13 <--> e17	-,137	,027	-5,165	***	
e13 <--> e15	,200	,037	5,352	***	
e12 <--> e17	-,029	,022	-1,301	,193	
e12 <--> e16	,150	,034	4,455	***	
e12 <--> e15	,177	,038	4,602	***	
e12 <--> e13	,406	,048	8,528	***	
e11 <--> e16	-,236	,031	-7,709	***	
e17 <--> e19	,102	,025	4,123	***	
e10 <--> e15	-,142	,040	-3,545	***	
e10 <--> e14	-,005	,029	-,165	,869	
e10 <--> e13	,354	,054	6,508	***	
e10 <--> e12	,311	,051	6,119	***	
e10 <--> e11	,218	,041	5,269	***	
e9 <--> e13	,401	,045	8,996	***	
e9 <--> e10	,426	,051	8,287	***	
e8 <--> e14	,093	,025	3,726	***	
e8 <--> e13	-,109	,031	-3,559	***	
e7 <--> e16	-,102	,030	-3,343	***	
e7 <--> e14	,058	,025	2,323	,020	
e7 <--> e15	,079	,031	2,528	,011	
e6 <--> e7	,150	,030	4,945	***	
e3 <--> e17	,139	,022	6,252	***	
e1 <--> e2	,093	,025	3,660	***	
e1 <--> e5	-,019	,021	-,932	,351	
e3 <--> e10	-,126	,040	-3,138	,002	
e4 <--> e9	,164	,030	5,503	***	
e9 <--> e12	,275	,041	6,681	***	
e4 <--> e10	,287	,041	7,071	***	
e5 <--> e6	,151	,027	5,545	***	

	Estimate	S.E.	C.R.	P	Label
e5 <--> e7	,168	,032	5,179	***	
e11 <--> e15	-,147	,032	-4,586	***	
e9 <--> e17	-,093	,021	-4,441	***	
e5 <--> e9	,083	,027	3,086	,002	
e5 <--> e10	-,043	,035	-1,234	,217	
e5 <--> e12	-,095	,030	-3,196	,001	
e4 <--> e6	,076	,023	3,317	***	
e4 <--> e12	,150	,031	4,767	***	
e3 <--> e16	-,187	,030	-6,309	***	

**Correlations: (Group number 1 - Default model)**

	Estimate
e2 <--> e3	,268
e1 <--> e3	,326
e1 <--> e8	-,150
e1 <--> e10	-,197
e1 <--> e12	-,136
e1 <--> e14	-,184
e1 <--> e16	-,313
e1 <--> e19	,206
e2 <--> e4	-,119
e2 <--> e5	,170
e2 <--> e10	-,096
e2 <--> e12	-,102
e2 <--> e15	-,084
e2 <--> e16	-,176
e2 <--> e17	,243
e18 <--> e19	,361
e17 <--> e18	,439
e15 <--> e16	,217
e14 <--> e17	,277
e14 <--> e16	,058
e13 <--> e18	-,094
e13 <--> e17	-,189
e13 <--> e15	,214
e12 <--> e17	-,043
e12 <--> e16	,193
e12 <--> e15	,203
e12 <--> e13	,384
e11 <--> e16	-,366
e17 <--> e19	,162
e10 <--> e15	-,135
e10 <--> e14	-,006

	Estimate
e10 <--> e13	,277
e10 <--> e12	,262
e10 <--> e11	,221
e9 <--> e13	,400
e9 <--> e10	,378
e8 <--> e14	,174
e8 <--> e13	-,131
e7 <--> e16	-,151
e7 <--> e14	,098
e7 <--> e15	,104
e6 <--> e7	,236
e3 <--> e17	,232
e1 <--> e2	,206
e1 <--> e5	-,042
e3 <--> e10	-,119
e4 <--> e9	,228
e9 <--> e12	,295
e4 <--> e10	,313
e5 <--> e6	,261
e5 <--> e7	,247
e11 <--> e15	-,204
e9 <--> e17	-,145
e5 <--> e9	,112
e5 <--> e10	-,045
e5 <--> e12	-,121
e4 <--> e6	,135
e4 <--> e12	,198
e3 <--> e16	-,271

**Variances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
PT	2,243	,159	14,070	***	
e1	,343	,029	11,876	***	
e2	,598	,043	13,952	***	
e3	,783	,052	15,092	***	
e4	,586	,039	15,177	***	
e5	,620	,042	14,842	***	
e6	,544	,036	15,117	***	
e7	,741	,050	14,733	***	
e8	,609	,041	14,958	***	
e9	,883	,055	16,156	***	
e10	1,435	,088	16,239	***	
e11	,678	,045	15,062	***	

	Estimate	S.E.	C.R.	P	Label
e12	,983	,062	15,856	***	
e13	1,137	,070	16,200	***	
e14	,468	,034	13,699	***	
e15	,767	,051	15,132	***	
e16	,610	,044	13,893	***	
e17	,464	,029	15,870	***	
e18	,658	,043	15,348	***	
e19	,845	,054	15,701	***	

**Squared Multiple Correlations: (Group number 1 - Default model)**

	Estimate
q1b	,604
q2b	,709
q3b	,773
q4b	,742
q5b	,691
q6b	,813
q7b	,437
q8b	,512
q9b	,699
q10b	,404
q11b	,502
q12b	,715
q13b	,724
q14b	,744
q15b	,747
q16b	,747
q17b	,678
q18b	,763
q19b	,867

**Model Fit Summary**

**CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	97	361,012	93	,000	3,882
Saturated model	190	,000	0		
Independence model	19	11830,363	171	,000	69,183

**RMR, GFI**

Model	RMR	GFI	AGFI	PGFI
-------	-----	-----	------	------

Model	RMR	GFI	AGFI	PGFI
Default model	,049	,936	,869	,458
Saturated model	,000	1,000		
Independence model	1,501	,106	,007	,096

#### Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	,969	,944	,977	,958	,977
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

#### Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	,544	,527	,531
Saturated model	,000	,000	,000
Independence model	1,000	,000	,000

#### NCP

Model	NCP	LO 90	HI 90
Default model	268,012	213,412	330,184
Saturated model	,000	,000	,000
Independence model	11659,363	11306,006	12019,026

#### FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	,688	,510	,406	,629
Saturated model	,000	,000	,000	,000
Independence model	22,534	22,208	21,535	22,893

#### RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,074	,066	,082	,000
Independence model	,360	,355	,366	,000

#### AIC

Model	AIC	BCC	BIC	CAIC
Default model	555,012	562,696	968,747	1065,747
Saturated model	380,000	395,050	1190,407	1380,407
Independence model	11868,363	11869,868	11949,404	11968,404

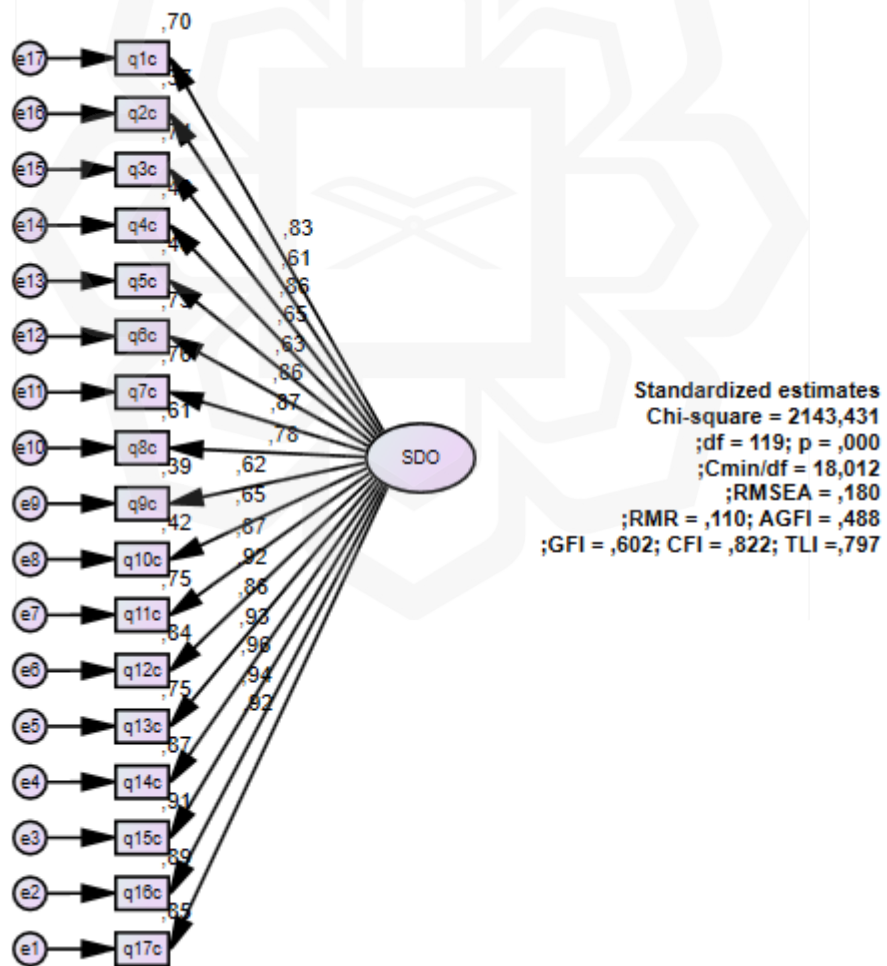
**ECVI**

Model	ECVI	LO 90	HI 90	MECVI
Default model	1,057	,953	1,176	1,072
Saturated model	,724	,724	,724	,752
Independence model	22,606	21,933	23,291	22,609

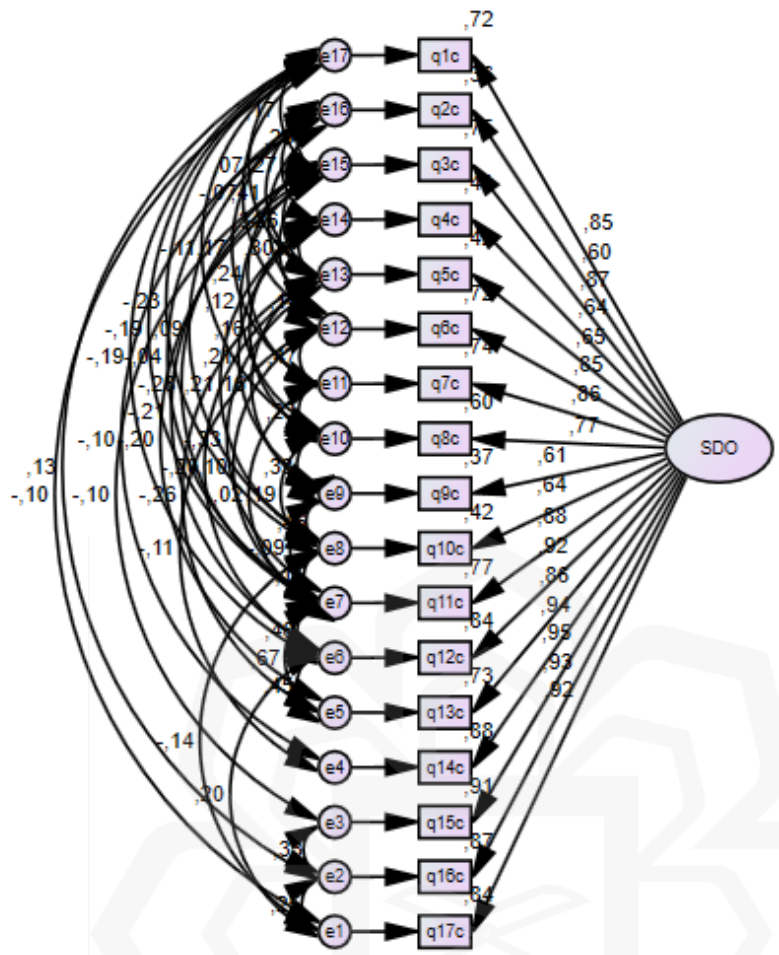
**HOELTER**

Model	HOELTER	HOELTER
	.05	.01
Default model	170	186
Independence model	9	10

**2. CFA SDO**



**CFA RE-SPECIFIED OF SDO**



Standardized estimates  
 Chi-square = 313,205  
 ;df = 68; p = ,000  
 ;Cmin/df = 4,606  
 ;RMSEA = ,083  
 ;RMR = ,049; AGFI = ,853  
 ;GFI = ,935; CFI = ,978; TLI = ,957

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
q17c <--- SDO	1,000				
q16c <--- SDO	1,087	,024	44,604	***	
q15c <--- SDO	1,051	,025	41,802	***	
q14c <--- SDO	1,065	,027	39,606	***	
q13c <--- SDO	,942	,031	30,298	***	
q12c <--- SDO	1,161	,028	40,761	***	
q11c <--- SDO	1,020	,032	32,082	***	
q10c <--- SDO	,660	,039	17,124	***	
q9c <--- SDO	,609	,037	16,570	***	
q8c <--- SDO	,902	,037	24,194	***	
q7c <--- SDO	,921	,030	30,865	***	
q6c <--- SDO	1,048	,036	29,491	***	

	Estimate	S.E.	C.R.	P	Label
q5c <--- SDO	,808	,045	17,888	***	
q4c <--- SDO	,752	,042	17,728	***	
q3c <--- SDO	1,025	,033	30,809	***	
q2c <--- SDO	,682	,043	16,017	***	
q1c <--- SDO	,936	,033	28,348	***	

**Standardized Regression Weights: (Group number 1 - Default model)**

	Estimate
q17c <--- SDO	,916
q16c <--- SDO	,934
q15c <--- SDO	,955
q14c <--- SDO	,940
q13c <--- SDO	,857
q12c <--- SDO	,917
q11c <--- SDO	,877
q10c <--- SDO	,644
q9c <--- SDO	,612
q8c <--- SDO	,772
q7c <--- SDO	,863
q6c <--- SDO	,848
q5c <--- SDO	,646
q4c <--- SDO	,640
q3c <--- SDO	,865
q2c <--- SDO	,599
q1c <--- SDO	,850

**Covariances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
e15 <--> e17	,069	,019	3,738	***	
e15 <--> e16	,181	,029	6,249	***	
e14 <--> e16	,264	,040	6,569	***	
e13 <--> e17	,047	,026	1,837	,066	
e13 <--> e16	,429	,047	9,104	***	
e13 <--> e14	,224	,042	5,339	***	
e13 <--> e15	,173	,030	5,801	***	
e12 <--> e13	,104	,029	3,619	***	
e11 <--> e16	,103	,023	4,442	***	
e11 <--> e15	,092	,018	5,064	***	
e11 <--> e12	,197	,022	9,154	***	
e10 <--> e11	,110	,018	5,947	***	
e9 <--> e13	,141	,030	4,715	***	
e9 <--> e14	,179	,037	4,886	***	

	Estimate	S.E.	C.R.	P	Label
e9 <--> e10	,231	,031	7,470	***	
e8 <--> e17	-,128	,021	-6,054	***	
e8 <--> e16	,077	,028	2,730	,006	
e8 <--> e14	,176	,036	4,913	***	
e8 <--> e10	,130	,030	4,381	***	
e8 <--> e9	,343	,035	9,780	***	
e7 <--> e17	-,074	,013	-5,585	***	
e7 <--> e16	-,026	,018	-1,448	,148	
e7 <--> e15	-,110	,018	-6,003	***	
e7 <--> e13	-,213	,028	-7,606	***	
e7 <--> e12	-,042	,014	-2,992	,003	
e7 <--> e9	-,047	,015	-3,096	,002	
e7 <--> e11	,008	,011	,748	,454	
e7 <--> e8	,055	,016	3,510	***	
e6 <--> e17	-,067	,015	-4,637	***	
e6 <--> e15	-,074	,016	-4,669	***	
e6 <--> e13	-,115	,024	-4,892	***	
e6 <--> e7	,164	,018	8,959	***	
e5 <--> e15	-,079	,017	-4,581	***	
e5 <--> e13	-,172	,027	-6,334	***	
e5 <--> e6	,153	,018	8,417	***	
e5 <--> e7	,254	,022	11,556	***	
e2 <--> e3	,053	,009	5,769	***	
e1 <--> e2	,054	,010	5,275	***	
e12 <--> e16	,246	,033	7,532	***	
e12 <--> e15	,139	,024	5,752	***	
e12 <--> e17	-,030	,017	-1,700	,089	
e10 <--> e17	-,055	,021	-2,622	,009	
e10 <--> e15	,063	,021	2,970	,003	
e10 <--> e14	,129	,033	3,890	***	
e4 <--> e16	-,044	,018	-2,432	,015	
e4 <--> e12	-,034	,013	-2,596	,009	
e3 <--> e15	-,024	,010	-2,375	,018	
e2 <--> e17	,038	,013	2,904	,004	
e1 <--> e17	-,031	,014	-2,161	,031	
e1 <--> e8	-,056	,015	-3,761	***	
e1 <--> e6	,053	,011	4,801	***	

**Correlations: (Group number 1 - Default model)**

	Estimate
e15 <--> e17	,168
e15 <--> e16	,279
e14 <--> e16	,268

	Estimate
e13 <--> e17	,071
e13 <--> e16	,411
e13 <--> e14	,217
e13 <--> e15	,255
e12 <--> e13	,138
e11 <--> e16	,174
e11 <--> e15	,239
e11 <--> e12	,466
e10 <--> e11	,228
e9 <--> e13	,157
e9 <--> e14	,210
e9 <--> e10	,330
e8 <--> e17	-,234
e8 <--> e16	,090
e8 <--> e14	,208
e8 <--> e10	,186
e8 <--> e9	,464
e7 <--> e17	-,191
e7 <--> e16	-,043
e7 <--> e15	-,276
e7 <--> e13	-,332
e7 <--> e12	-,096
e7 <--> e9	-,088
e7 <--> e11	,023
e7 <--> e8	,105
e6 <--> e17	-,192
e6 <--> e15	-,207
e6 <--> e13	-,200
e6 <--> e7	,484
e5 <--> e15	-,197
e5 <--> e13	-,265
e5 <--> e6	,448
e5 <--> e7	,669
e2 <--> e3	,329
e1 <--> e2	,248
e12 <--> e16	,344
e12 <--> e15	,299
e12 <--> e17	-,065
e10 <--> e17	-,106
e10 <--> e15	,120
e10 <--> e14	,160
e4 <--> e16	-,103
e4 <--> e12	-,111

	Estimate
e3 <--> e15	-,104
e2 <--> e17	,131
e1 <--> e17	-,103
e1 <--> e8	-,136
e1 <--> e6	,199

**Variances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
SDO	1,198	,087	13,716	***	
e1	,229	,016	14,108	***	
e2	,205	,016	13,238	***	
e3	,129	,011	12,173	***	
e4	,179	,013	13,349	***	
e5	,385	,026	15,029	***	
e6	,305	,022	13,982	***	
e7	,374	,025	14,821	***	
e8	,734	,045	16,150	***	
e9	,743	,046	16,151	***	
e10	,662	,042	15,777	***	
e11	,349	,023	15,366	***	
e12	,512	,035	14,814	***	
e13	1,093	,067	16,217	***	
e14	,976	,061	16,063	***	
e15	,422	,029	14,401	***	
e16	,996	,061	16,294	***	
e17	,403	,027	14,812	***	

**Squared Multiple Correlations: (Group number 1 - Default model)**

	Estimate
q1c	,723
q2c	,359
q3c	,749
q4c	,410
q5c	,417
q6c	,720
q7c	,745
q8c	,595
q9c	,374
q10c	,415
q11c	,769
q12c	,841
q13c	,734

	Estimate
q14c	,883
q15c	,911
q16c	,873
q17c	,839

### Model Fit Summary

#### CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	85	313,205	68	,000	4,606
Saturated model	153	,000	0		
Independence model	17	11516,647	136	,000	84,681

#### RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	,049	,935	,853	,415
Saturated model	,000	1,000		
Independence model	1,014	,119	,009	,106

#### Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	,973	,946	,979	,957	,978
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

#### Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	,500	,486	,489
Saturated model	,000	,000	,000
Independence model	1,000	,000	,000

#### NCP

Model	NCP	LO 90	HI 90
Default model	245,205	193,959	303,993
Saturated model	,000	,000	,000
Independence model	11380,647	11031,813	11735,783

#### FMIN

Model	FMIN	F0	LO 90	HI 90
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Model	FMIN	F0	LO 90	HI 90
Default model	,597	,467	,369	,579
Saturated model	,000	,000	,000	,000
Independence model	21,936	21,677	21,013	22,354

**RMSEA**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,083	,074	,092	,000
Independence model	,399	,393	,405	,000

**AIC**

Model	AIC	BCC	BIC	CAIC
Default model	483,205	489,240	845,755	930,755
Saturated model	306,000	316,864	958,591	1111,591
Independence model	11550,647	11551,854	11623,157	11640,157

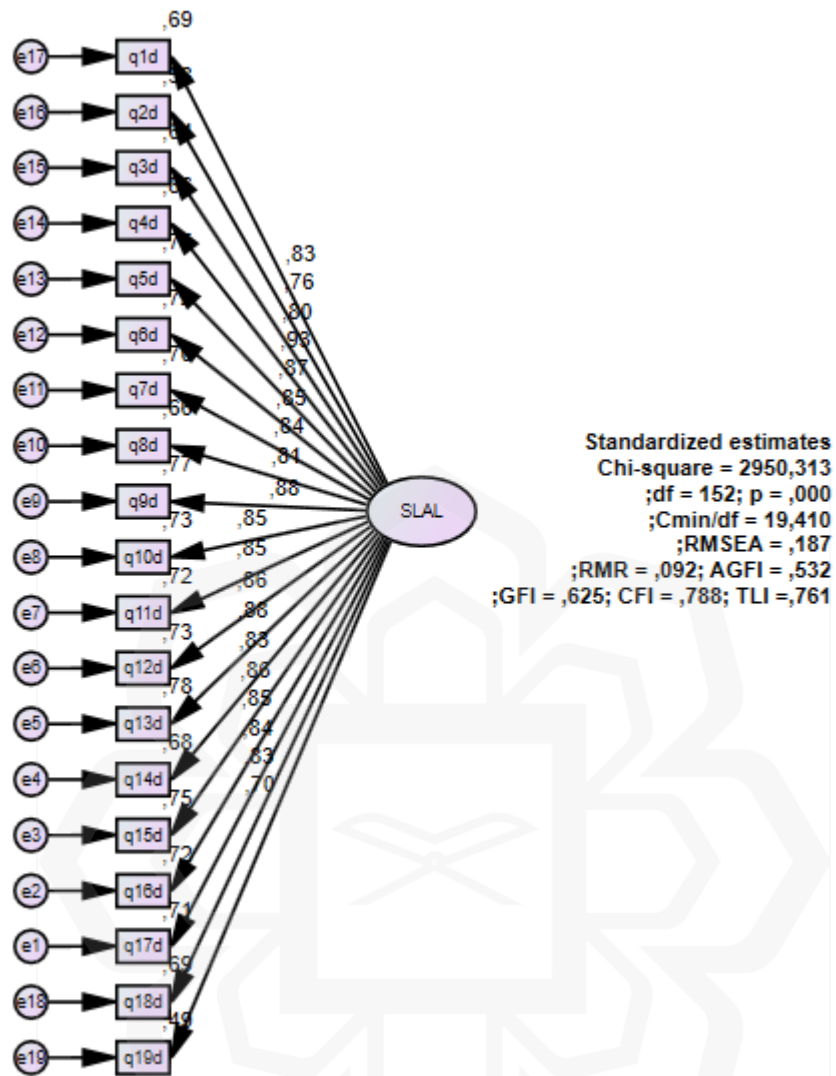
**ECVI**

Model	ECVI	LO 90	HI 90	MECVI
Default model	,920	,823	1,032	,932
Saturated model	,583	,583	,583	,604
Independence model	22,001	21,337	22,678	22,004

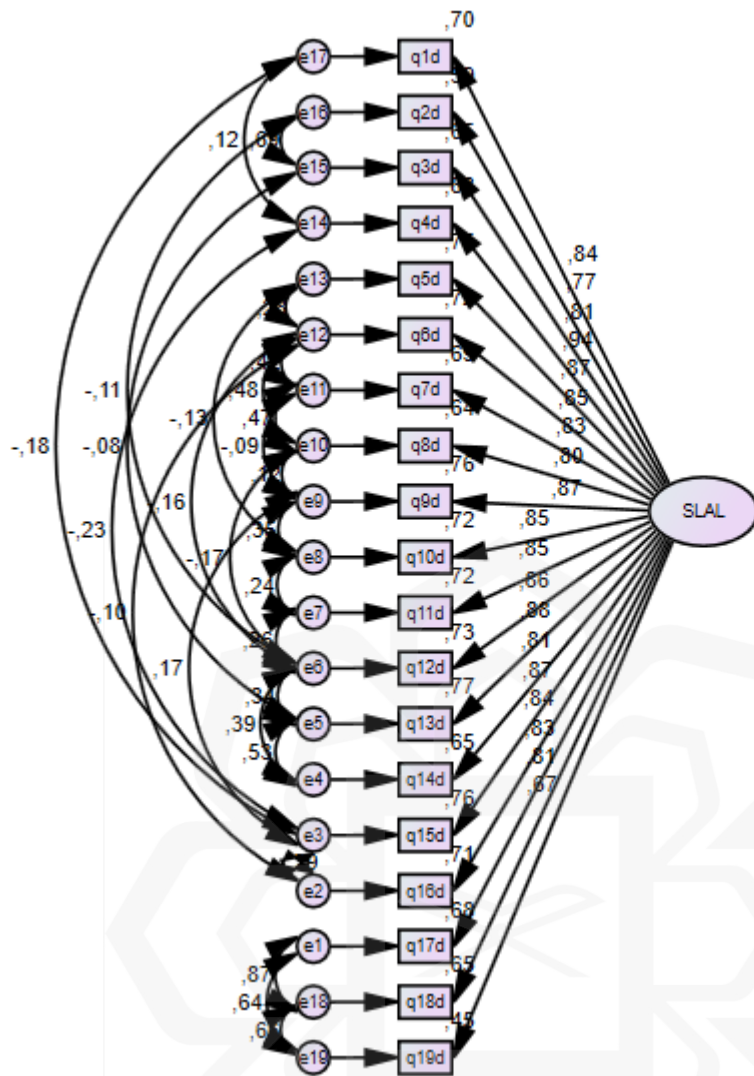
**HOELTER**

Model	HOELTER .05	HOELTER .01
Default model	148	165
Independence model	8	9

### 3. CFA SLAL ORGS



CFA RE-SPECIFIED OF SLAL (ORGS)



Standardized estimates  
 Chi-square = 500,657  
 ;df = 125; p = ,000  
 ;Cmin/df = 4,005  
 ;RMSEA = ,076  
 ;RMR = ,044; AGFI = ,873  
 ;GFI = ,916; CFI = ,971; TLI = ,961

**Estimates (Group number 1 - Default model)**

**Scalar Estimates (Group number 1 - Default model)**

**Maximum Likelihood Estimates**

**Regression Weights: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
q17d <--- SLAL	1,000				
q16d <--- SLAL	1,170	,048	24,129	***	
q15d <--- SLAL	1,237	,049	25,365	***	
q14d <--- SLAL	1,128	,050	22,609	***	
q13d <--- SLAL	1,199	,047	25,698	***	
q12d <--- SLAL	1,096	,044	24,745	***	
q11d <--- SLAL	1,162	,048	24,241	***	
q10d <--- SLAL	1,254	,051	24,444	***	
q9d <--- SLAL	1,276	,050	25,587	***	

			Estimate	S.E.	C.R.	P	Label
q8d	<---	SLAL	1,127	,050	22,344	***	
q7d	<---	SLAL	1,127	,048	23,460	***	
q6d	<---	SLAL	1,211	,050	24,321	***	
q5d	<---	SLAL	1,300	,052	25,206	***	
q4d	<---	SLAL	1,284	,045	28,828	***	
q3d	<---	SLAL	1,212	,054	22,616	***	
q2d	<---	SLAL	1,097	,053	20,886	***	
q1d	<---	SLAL	1,215	,051	23,664	***	
q18d	<---	SLAL	,909	,015	61,863	***	
q19d	<---	SLAL	,820	,031	26,503	***	

**Standardized Regression Weights: (Group number 1 - Default model)**

			Estimate
q17d	<---	SLAL	,825
q16d	<---	SLAL	,844
q15d	<---	SLAL	,872
q14d	<---	SLAL	,809
q13d	<---	SLAL	,877
q12d	<---	SLAL	,857
q11d	<---	SLAL	,846
q10d	<---	SLAL	,851
q9d	<---	SLAL	,875
q8d	<---	SLAL	,803
q7d	<---	SLAL	,829
q6d	<---	SLAL	,848
q5d	<---	SLAL	,866
q4d	<---	SLAL	,936
q3d	<---	SLAL	,809
q2d	<---	SLAL	,767
q1d	<---	SLAL	,835
q18d	<---	SLAL	,806
q19d	<---	SLAL	,671

**Covariances: (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P	Label
e1	<-->	e18	,368	,026	14,163	***	
e1	<-->	e19	,365	,031	11,736	***	
e4	<-->	e5	,265	,027	9,777	***	
e4	<-->	e6	,195	,024	8,176	***	
e5	<-->	e6	,136	,020	6,942	***	
e5	<-->	e15	-,044	,015	-2,999	,003	
e6	<-->	e7	,117	,018	6,444	***	

	Estimate	S.E.	C.R.	P	Label
e6 <--> e10	-,088	,017	-5,168	***	
e7 <--> e8	,125	,022	5,617	***	
e6 <--> e16	-,062	,015	-4,060	***	
e8 <--> e9	,177	,024	7,436	***	
e10 <--> e11	,277	,030	9,151	***	
e10 <--> e12	,281	,028	9,884	***	
e15 <--> e16	,515	,042	12,288	***	
e18 <--> e19	,370	,031	12,106	***	
e12 <--> e13	,147	,022	6,697	***	
e11 <--> e12	,222	,026	8,629	***	
e9 <--> e10	,066	,020	3,349	***	
e9 <--> e11	-,047	,018	-2,571	,010	
e6 <--> e12	-,073	,015	-4,817	***	
e14 <--> e17	,043	,019	2,266	,023	
e8 <--> e13	-,072	,021	-3,440	***	
e3 <--> e17	-,093	,023	-4,066	***	
e3 <--> e14	-,070	,015	-4,573	***	
e3 <--> e9	,076	,019	3,913	***	
e2 <--> e3	,139	,024	5,691	***	
e2 <--> e12	-,053	,018	-3,038	,002	

**Correlations: (Group number 1 - Default model)**

	Estimate
e1 <--> e18	,870
e1 <--> e19	,636
e4 <--> e5	,531
e4 <--> e6	,389
e5 <--> e6	,338
e5 <--> e15	-,083
e6 <--> e7	,261
e6 <--> e10	-,172
e7 <--> e8	,238
e6 <--> e16	-,111
e8 <--> e9	,350
e10 <--> e11	,471
e10 <--> e12	,479
e15 <--> e16	,690
e18 <--> e19	,661
e12 <--> e13	,280
e11 <--> e12	,417
e9 <--> e10	,120
e9 <--> e11	-,095
e6 <--> e12	-,159

	Estimate
e14 <--> e17	,122
e8 <--> e13	-,134
e3 <--> e17	-,182
e3 <--> e14	-,226
e3 <--> e9	,167
e2 <--> e3	,292
e2 <--> e12	-,103

**Variances: (Group number 1 - Default model)**

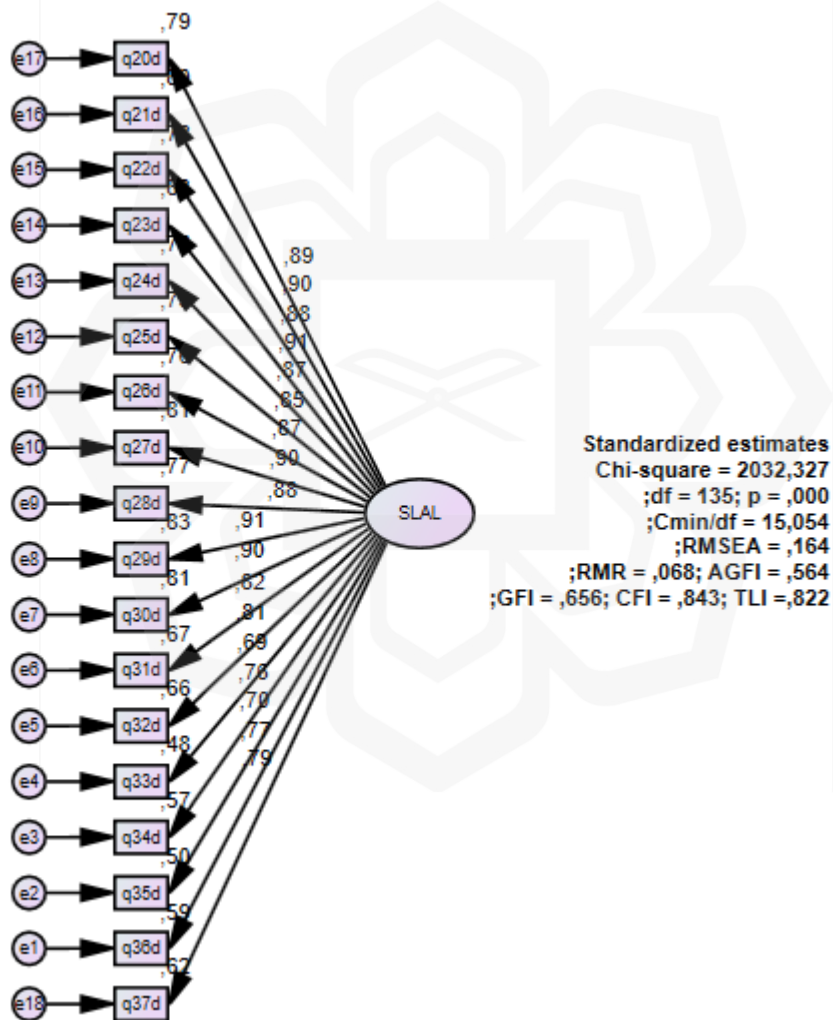
	Estimate	S.E.	C.R.	P	Label
SLAL	,925	,080	11,559	***	
e1	,433	,028	15,251	***	
e2	,512	,034	14,967	***	
e3	,445	,032	14,080	***	
e4	,620	,041	15,287	***	
e5	,401	,027	14,646	***	
e6	,402	,026	15,451	***	
e7	,497	,033	15,185	***	
e8	,556	,037	15,122	***	
e9	,463	,031	14,816	***	
e10	,647	,042	15,556	***	
e11	,536	,035	15,180	***	
e12	,530	,034	15,594	***	
e13	,519	,035	14,806	***	
e14	,214	,017	12,440	***	
e15	,716	,047	15,336	***	
e16	,779	,050	15,608	***	
e17	,593	,040	14,777	***	
e18	,413	,027	15,372	***	
e19	,758	,048	15,826	***	

**Squared Multiple Correlations: (Group number 1 - Default model)**

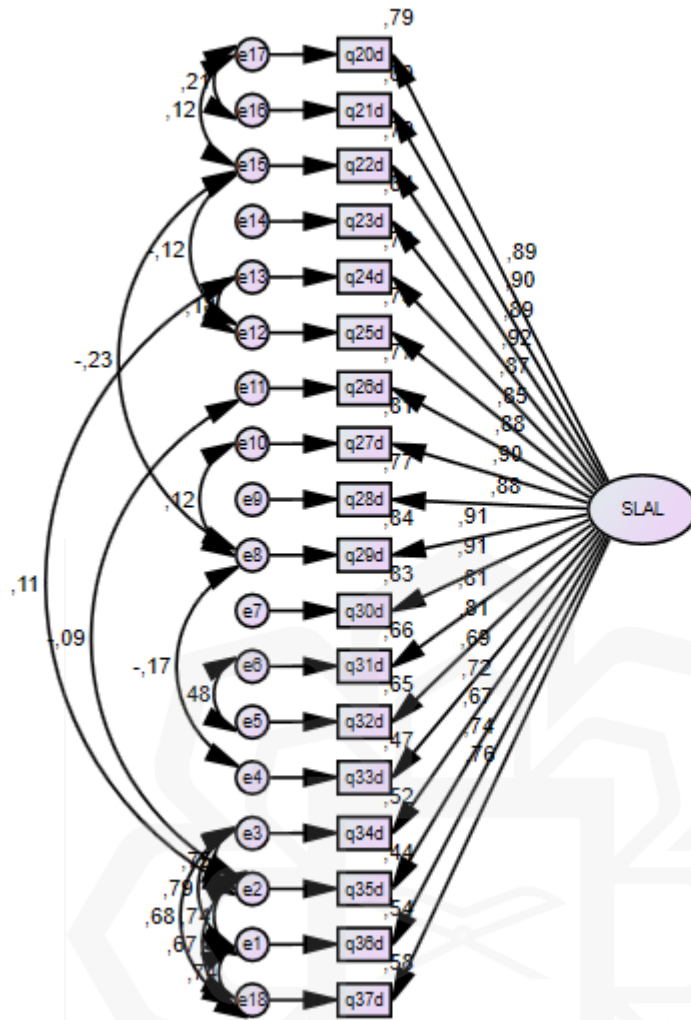
	Estimate
q19d	,450
q18d	,649
q1d	,697
q2d	,588
q3d	,655
q4d	,877
q5d	,751
q6d	,719
q7d	,687

	Estimate
q8d	,645
q9d	,765
q10d	,723
q11d	,715
q12d	,734
q13d	,768
q14d	,655
q15d	,761
q16d	,712
q17d	,681

**CFA SLAL PRCS**



**CFA RE-SPECIFIED OF SLAL (PRCS)**



Standardized estimates  
 Chi-square = 327,159  
 ;df = 119; p = ,000  
 ;Cmin/df = 2,749  
 ;RMSEA = ,058  
 ;RMR = ,026; AGFI = ,907  
 ;GFI = ,935; CFI = ,983; TLI = ,978

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
q36d <--- SLAL	1,000				
q35d <--- SLAL	,910	,030	30,088	***	
q34d <--- SLAL	1,027	,027	37,370	***	
q33d <--- SLAL	1,033	,064	16,227	***	
q32d <--- SLAL	1,270	,066	19,356	***	
q31d <--- SLAL	1,244	,064	19,402	***	
q30d <--- SLAL	1,487	,067	22,124	***	
q29d <--- SLAL	1,425	,064	22,272	***	
q28d <--- SLAL	1,400	,066	21,291	***	
q27d <--- SLAL	1,412	,065	21,863	***	

	Estimate	S.E.	C.R.	P	Label
q26d <--- SLAL	1,337	,063	21,254	***	
q25d <--- SLAL	1,283	,062	20,541	***	
q24d <--- SLAL	1,371	,065	21,069	***	
q23d <--- SLAL	1,509	,067	22,395	***	
q22d <--- SLAL	1,490	,069	21,535	***	
q21d <--- SLAL	1,503	,069	21,788	***	
q20d <--- SLAL	1,544	,072	21,569	***	
q37d <--- SLAL	1,147	,032	35,372	***	

**Standardized Regression Weights: (Group number 1 - Default model)**

	Estimate
q36d <--- SLAL	,738
q35d <--- SLAL	,665
q34d <--- SLAL	,723
q33d <--- SLAL	,689
q32d <--- SLAL	,808
q31d <--- SLAL	,809
q30d <--- SLAL	,909
q29d <--- SLAL	,915
q28d <--- SLAL	,879
q27d <--- SLAL	,900
q26d <--- SLAL	,878
q25d <--- SLAL	,852
q24d <--- SLAL	,871
q23d <--- SLAL	,918
q22d <--- SLAL	,889
q21d <--- SLAL	,897
q20d <--- SLAL	,889
q37d <--- SLAL	,759

**Covariances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
e1 <--> e2	,357	,026	13,463	***	
e1 <--> e3	,364	,026	13,839	***	
e2 <--> e3	,387	,028	13,582	***	
e1 <--> e18	,341	,026	13,233	***	
e5 <--> e6	,206	,022	9,458	***	
e3 <--> e18	,337	,027	12,539	***	
e2 <--> e18	,345	,028	12,525	***	
e2 <--> e13	,046	,011	4,292	***	
e2 <--> e11	-,035	,010	-3,420	***	
e4 <--> e8	-,061	,016	-3,772	***	

	Estimate	S.E.	C.R.	P	Label
e8 <--> e15	-,058	,012	-4,882	***	
e8 <--> e10	,026	,011	2,350	,019	
e12 <--> e13	,055	,015	3,718	***	
e12 <--> e15	-,037	,014	-2,647	,008	
e16 <--> e17	,065	,015	4,404	***	
e15 <--> e17	,038	,015	2,533	,011	

**Correlations: (Group number 1 - Default model)**

	Estimate
e1 <--> e2	,745
e1 <--> e3	,790
e2 <--> e3	,754
e1 <--> e18	,740
e5 <--> e6	,481
e3 <--> e18	,682
e2 <--> e18	,670
e2 <--> e13	,114
e2 <--> e11	-,093
e4 <--> e8	-,175
e8 <--> e15	-,234
e8 <--> e10	,120
e12 <--> e13	,176
e12 <--> e15	-,121
e16 <--> e17	,215
e15 <--> e17	,121

**Variances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
SLAL	,512	,052	9,837	***	
e1	,429	,027	15,804	***	
e2	,534	,033	16,152	***	
e3	,493	,031	15,836	***	
e4	,606	,038	15,848	***	
e5	,441	,028	15,570	***	
e6	,418	,027	15,563	***	
e7	,239	,016	14,612	***	
e8	,202	,014	13,973	***	
e9	,296	,020	15,070	***	
e10	,240	,017	14,516	***	
e11	,273	,018	15,085	***	
e12	,318	,021	15,129	***	
e13	,306	,020	15,125	***	

	Estimate	S.E.	C.R.	P	Label
e14	,216	,015	14,391	***	
e15	,303	,021	14,559	***	
e16	,281	,019	14,785	***	
e17	,323	,022	14,718	***	
e18	,495	,031	15,749	***	

**Squared Multiple Correlations: (Group number 1 - Default model)**

	Estimate
q37d	,577
q20d	,791
q21d	,804
q22d	,790
q23d	,844
q24d	,759
q25d	,726
q26d	,770
q27d	,810
q28d	,772
q29d	,837
q30d	,826
q31d	,655
q32d	,652
q33d	,474
q34d	,523
q35d	,443
q36d	,544

**Model Fit Summary**

**CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	52	327,159	119	,000	2,749
Saturated model	171	,000	0		
Independence model	18	12258,538	153	,000	80,121

**RMR, GFI**

Model	RMR	GFI	AGFI	PGFI
Default model	,026	,935	,907	,651
Saturated model	,000	1,000		
Independence model	,848	,103	-,002	,092

### Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	,973	,966	,983	,978	,983
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

### Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	,778	,757	,764
Saturated model	,000	,000	,000
Independence model	1,000	,000	,000

### NCP

Model	NCP	LO 90	HI 90
Default model	208,159	158,122	265,854
Saturated model	,000	,000	,000
Independence model	12105,538	11745,604	12471,774

### FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	,623	,396	,301	,506
Saturated model	,000	,000	,000	,000
Independence model	23,350	23,058	22,373	23,756

### RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,058	,050	,065	,044
Independence model	,388	,382	,394	,000

### AIC

Model	AIC	BCC	BIC	CAIC
Default model	431,159	435,064	652,954	704,954
Saturated model	342,000	354,842	1071,367	1242,367
Independence model	12294,538	12295,890	12371,313	12389,313

### ECVI

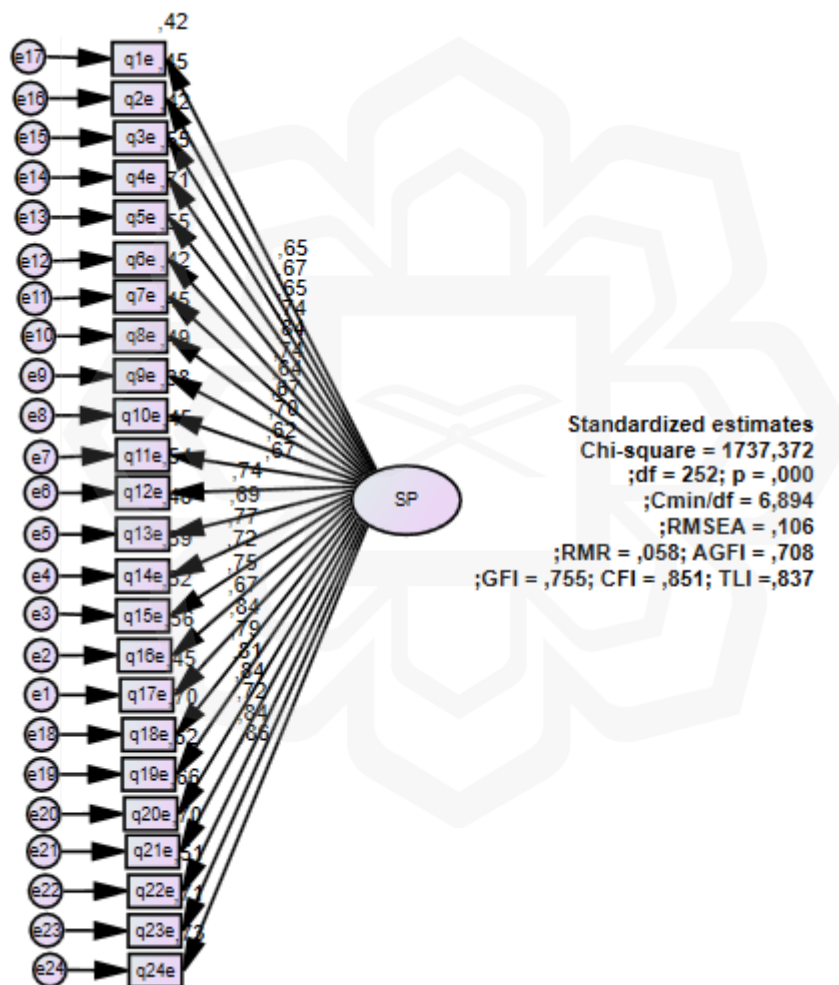
Model	ECVI	LO 90	HI 90	MECVI
Default model	,821	,726	,931	,829
Saturated model	,651	,651	,651	,676

Model	ECVI	LO 90	HI 90	MECVI
Independence model	23,418	22,733	24,116	23,421

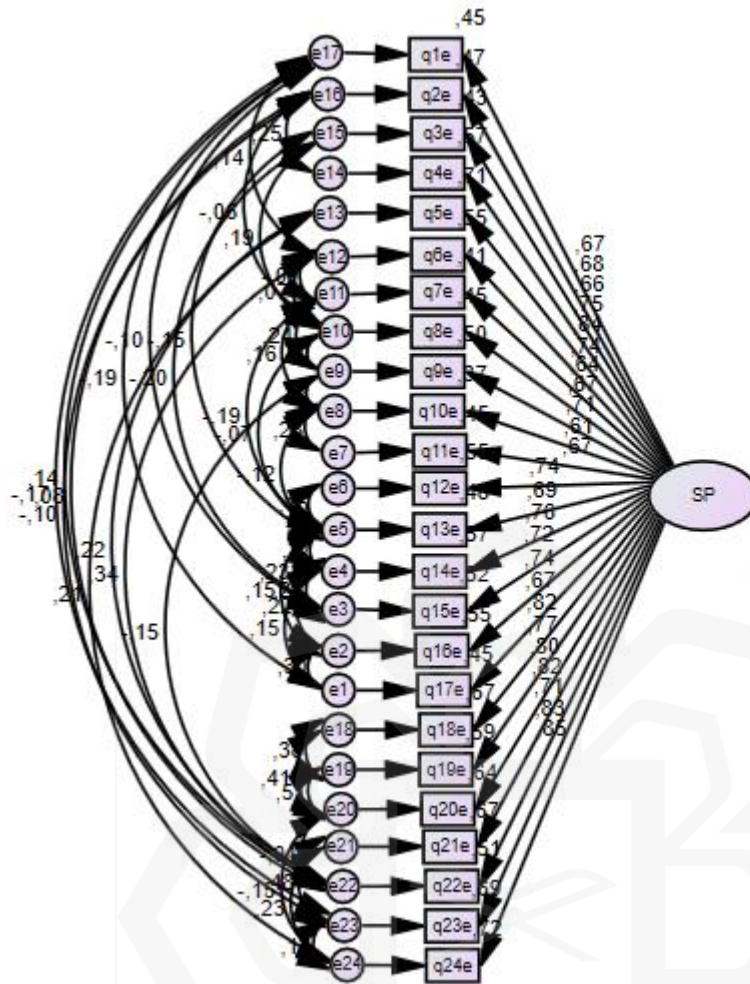
**HOELTER**

Model	HOELTER	HOELTER
	.05	.01
Default model	234	254
Independence model	8	9

**4. CFA STAF PERFORMANCE (SP)**



**CFA RE-SPECIFIED OF SP**



Standardized estimates  
 Chi-square = 535,001  
 ;df = 209; p = ,000  
 ;Cmin/df = 2,560  
 ;RMSEA = ,055  
 ;RMR = ,033; AGFI = ,886  
 ;GFI = ,920; CFI = ,967; TLI = ,957

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
q17e <--- SP	1,000				
q16e <--- SP	1,130	,061	18,437	***	
q15e <--- SP	1,204	,079	15,224	***	
q14e <--- SP	1,088	,064	17,111	***	
q13e <--- SP	1,176	,080	14,613	***	
q12e <--- SP	1,187	,076	15,563	***	
q11e <--- SP	,820	,057	14,323	***	
q10e <--- SP	,811	,062	13,070	***	
q9e <--- SP	,989	,066	14,906	***	
q8e <--- SP	,931	,066	14,175	***	
q7e <--- SP	,932	,068	13,669	***	

	Estimate	S.E.	C.R.	P	Label
q6e <--- SP	,910	,059	15,536	***	
q5e <--- SP	1,209	,070	17,388	***	
q4e <--- SP	1,072	,068	15,792	***	
q3e <--- SP	,957	,068	13,991	***	
q2e <--- SP	1,096	,076	14,469	***	
q1e <--- SP	,824	,063	12,990	***	
q18e <--- SP	1,085	,064	16,999	***	
q19e <--- SP	,983	,061	16,092	***	
q20e <--- SP	,938	,056	16,648	***	
q21e <--- SP	1,092	,064	17,002	***	
q22e <--- SP	1,899	,126	15,015	***	
q23e <--- SP	1,073	,062	17,191	***	
q24e <--- SP	1,385	,079	17,498	***	

**Standardized Regression Weights: (Group number 1 - Default model)**

	Estimate
q17e <--- SP	,669
q16e <--- SP	,739
q15e <--- SP	,739
q14e <--- SP	,756
q13e <--- SP	,692
q12e <--- SP	,748
q11e <--- SP	,679
q10e <--- SP	,618
q9e <--- SP	,706
q8e <--- SP	,668
q7e <--- SP	,641
q6e <--- SP	,740
q5e <--- SP	,842
q4e <--- SP	,753
q3e <--- SP	,658
q2e <--- SP	,683
q1e <--- SP	,668
q18e <--- SP	,820
q19e <--- SP	,770
q20e <--- SP	,801
q21e <--- SP	,821
q22e <--- SP	,713
q23e <--- SP	,832
q24e <--- SP	,850

**Covariances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
e23 <--> e24	,052	,015	3,544	***	
e21 <--> e24	,073	,016	4,693	***	
e21 <--> e23	,126	,015	8,512	***	
e20 <--> e24	-,044	,010	-4,226	***	
e20 <--> e22	-,006	,021	-,295	,768	
e19 <--> e20	,141	,015	9,387	***	
e18 <--> e19	,114	,016	7,324	***	
e18 <--> e20	,106	,014	7,727	***	
e17 <--> e23	-,055	,012	-4,497	***	
e17 <--> e22	,114	,036	3,140	,002	
e16 <--> e22	,085	,041	2,069	,039	
e16 <--> e23	-,039	,015	-2,569	,010	
e14 <--> e16	,131	,025	5,173	***	
e13 <--> e24	,068	,015	4,503	***	
e13 <--> e22	,151	,030	5,004	***	
e12 <--> e22	,256	,035	7,283	***	
e12 <--> e17	,052	,017	3,095	,002	
e11 <--> e12	-,006	,018	-,367	,714	
e10 <--> e16	-,038	,023	-1,659	,097	
e10 <--> e12	,031	,017	1,835	,066	
e10 <--> e15	,106	,023	4,583	***	
e10 <--> e11	,197	,026	7,571	***	
e9 <--> e22	-,136	,035	-3,870	***	
e9 <--> e11	,127	,025	5,159	***	
e9 <--> e10	,102	,022	4,579	***	
e8 <--> e11	,092	,023	3,932	***	
e8 <--> e9	,060	,021	2,774	,006	
e7 <--> e8	,106	,021	5,106	***	
e1 <--> e2	,164	,026	6,270	***	
e1 <--> e4	,075	,022	3,455	***	
e1 <--> e17	-,096	,021	-4,630	***	
e2 <--> e4	,102	,021	4,755	***	
e2 <--> e5	,092	,025	3,675	***	
e3 <--> e4	,128	,024	5,284	***	
e3 <--> e5	,157	,031	5,083	***	
e3 <--> e15	-,121	,026	-4,564	***	
e3 <--> e17	-,053	,021	-2,530	,011	
e4 <--> e5	,152	,026	5,937	***	
e5 <--> e6	,105	,027	3,844	***	
e5 <--> e8	-,074	,025	-2,992	,003	
e5 <--> e10	-,042	,024	-1,715	,086	
e5 <--> e11	-,125	,027	-4,692	***	
e5 <--> e15	-,100	,027	-3,682	***	

**Correlations: (Group number 1 - Default model)**

	Estimate
e23 <--> e24	,176
e21 <--> e24	,233
e21 <--> e23	,479
e20 <--> e24	-,151
e20 <--> e22	-,010
e19 <--> e20	,508
e18 <--> e19	,380
e18 <--> e20	,411
e17 <--> e23	-,174
e17 <--> e22	,137
e16 <--> e22	,080
e16 <--> e23	-,097
e14 <--> e16	,246
e13 <--> e24	,213
e13 <--> e22	,215
e12 <--> e22	,343
e12 <--> e17	,142
e11 <--> e12	-,014
e10 <--> e16	-,064
e10 <--> e12	,074
e10 <--> e15	,192
e10 <--> e11	,351
e9 <--> e22	-,151
e9 <--> e11	,237
e9 <--> e10	,204
e8 <--> e11	,161
e8 <--> e9	,117
e7 <--> e8	,231
e1 <--> e2	,295
e1 <--> e4	,148
e1 <--> e17	-,194
e2 <--> e4	,216
e2 <--> e5	,150
e3 <--> e4	,244
e3 <--> e5	,230
e3 <--> e15	-,198
e3 <--> e17	-,103
e4 <--> e5	,271
e5 <--> e6	,164
e5 <--> e8	-,118
e5 <--> e10	-,068
e5 <--> e11	-,189

	Estimate
e5 <--> e15	-,153

**Variances: (Group number 1 - Default model)**

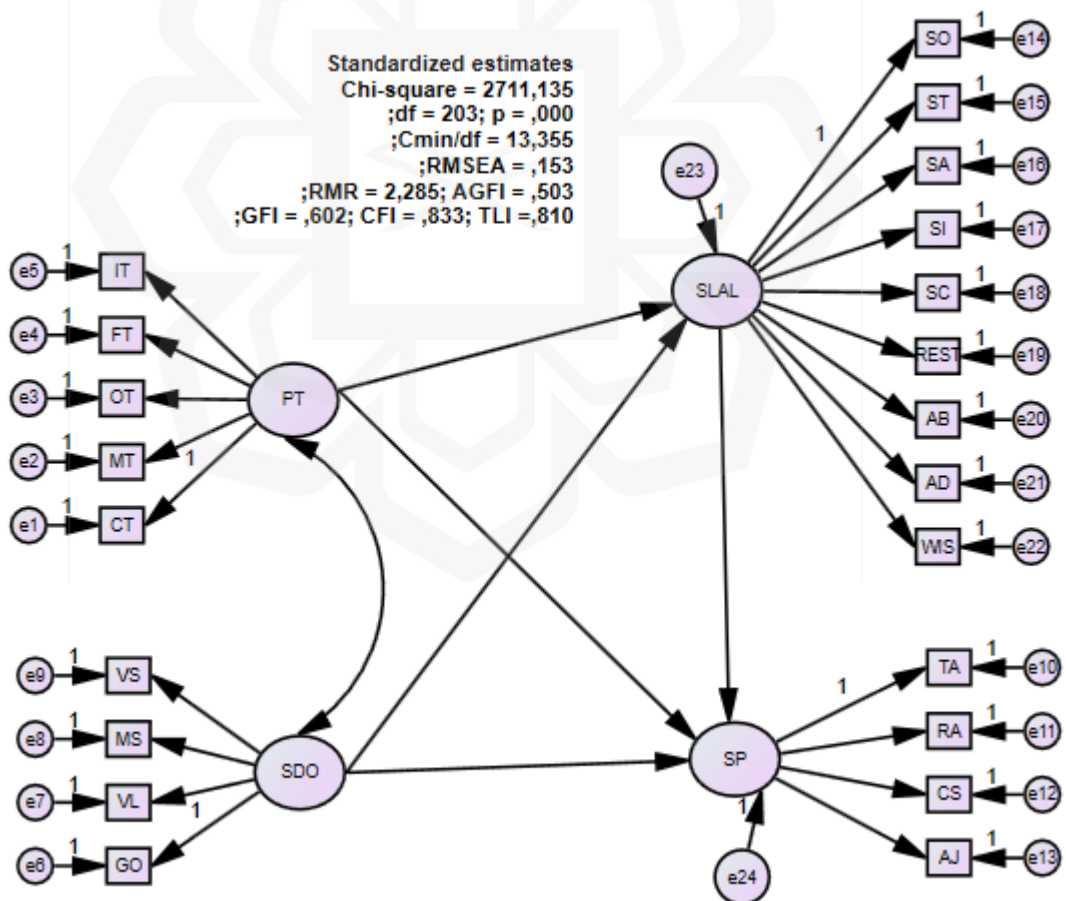
	Estimate	S.E.	C.R.	P	Label
SP	,484	,057	8,537	***	
e1	,599	,038	15,592	***	
e2	,514	,034	15,341	***	
e3	,639	,042	15,304	***	
e4	,430	,028	15,250	***	
e5	,730	,047	15,623	***	
e6	,562	,037	15,304	***	
e7	,390	,025	15,591	***	
e8	,537	,034	15,796	***	
e9	,478	,031	15,503	***	
e10	,522	,033	15,684	***	
e11	,603	,038	15,759	***	
e12	,331	,022	15,257	***	
e13	,290	,020	14,410	***	
e14	,425	,028	15,221	***	
e15	,582	,037	15,616	***	
e16	,665	,043	15,514	***	
e17	,408	,026	15,541	***	
e18	,278	,019	14,622	***	
e19	,321	,021	15,053	***	
e20	,238	,016	14,785	***	
e21	,279	,019	14,491	***	
e22	1,689	,109	15,524	***	
e23	,247	,017	14,251	***	
e24	,356	,025	14,056	***	

**Squared Multiple Correlations: (Group number 1 - Default model)**

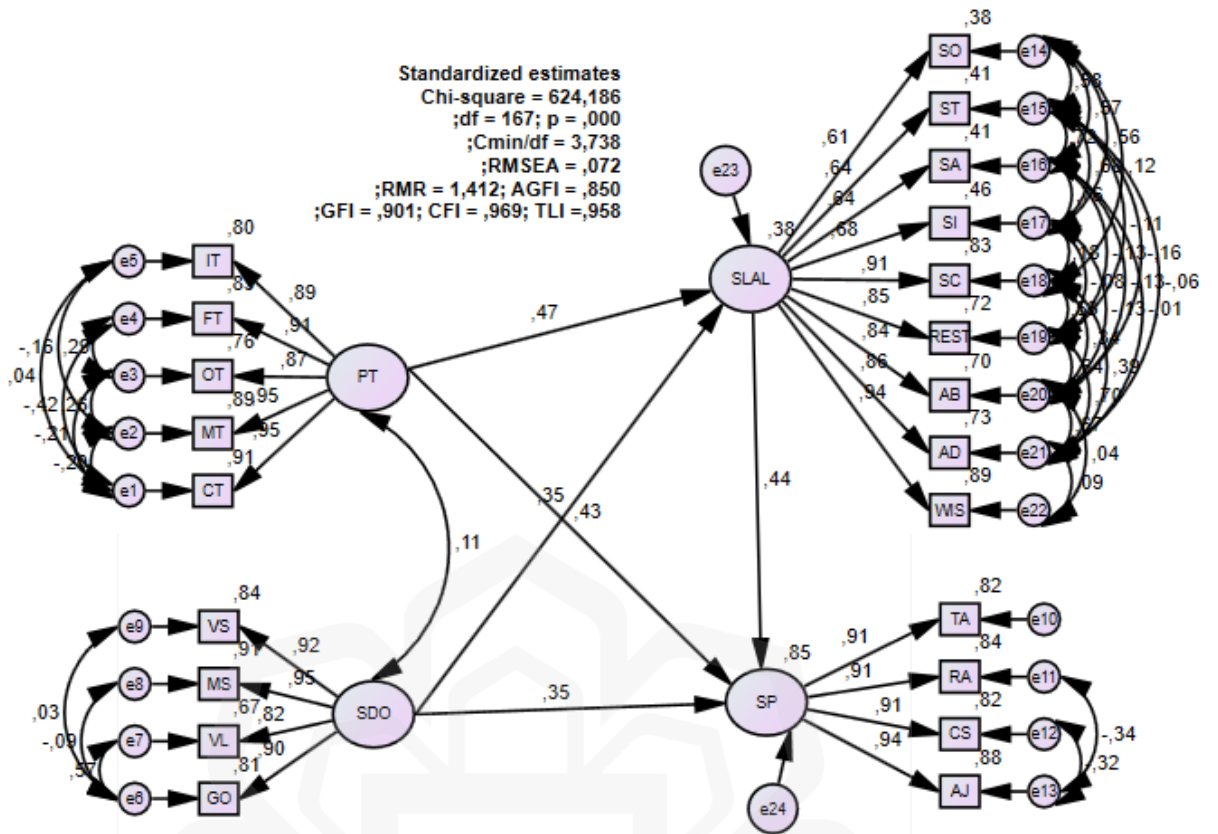
	Estimate
q24e	,723
q23e	,693
q22e	,508
q21e	,674
q20e	,642
q19e	,593
q18e	,673
q1e	,447
q2e	,467
q3e	,433

	Estimate
q4e	,567
q5e	,710
q6e	,547
q7e	,411
q8e	,446
q9e	,498
q10e	,372
q11e	,455
q12e	,548
q13e	,479
q14e	,571
q15e	,524
q16e	,546
q17e	,447

**STRUCTURAL MODEL**



**RE-SPECIFIED OF STRUCTURAL MODEL**



Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
SLAL <--- PT	,339	,034	9,882	***	
SLAL <--- SDO	,255	,032	8,023	***	
SP <--- PT	,604	,041	14,700	***	
SP <--- SDO	,507	,037	13,589	***	
SP <--- SLAL	,866	,075	11,597	***	
CT <--- PT	1,000				
MT <--- PT	1,254	,035	35,572	***	
OT <--- PT	1,014	,039	25,835	***	
FT <--- PT	1,392	,051	27,478	***	
IT <--- PT	,854	,027	31,385	***	
GO <--- SDO	1,000				
VL <--- SDO	,883	,029	30,736	***	
MS <--- SDO	1,206	,041	29,558	***	
VS <--- SDO	,933	,033	28,664	***	

			Estimate	S.E.	C.R.	P	Label
TA	<---	SP	1,000				
RA	<---	SP	,734	,021	34,204	***	
CS	<---	SP	,597	,018	33,268	***	
AJ	<---	SP	,652	,018	35,634	***	
SO	<---	SLAL	1,000				
ST	<---	SLAL	1,055	,054	19,413	***	
SA	<---	SLAL	,798	,042	19,099	***	
SI	<---	SLAL	1,048	,053	19,638	***	
SC	<---	SLAL	1,151	,069	16,799	***	
REST	<---	SLAL	1,245	,081	15,405	***	
AB	<---	SLAL	,828	,055	14,966	***	
AD	<---	SLAL	1,179	,077	15,321	***	
WIS	<---	SLAL	1,931	,118	16,407	***	

**Standardized Regression Weights: (Group number 1 - Default model)**

			Estimate
SLAL	<---	PT	,472
SLAL	<---	SDO	,352
SP	<---	PT	,427
SP	<---	SDO	,355
SP	<---	SLAL	,439
CT	<---	PT	,954
MT	<---	PT	,946
OT	<---	PT	,870
FT	<---	PT	,911
IT	<---	PT	,894
GO	<---	SDO	,900
VL	<---	SDO	,819
MS	<---	SDO	,954
VS	<---	SDO	,918
TA	<---	SP	,906
RA	<---	SP	,915
CS	<---	SP	,905
AJ	<---	SP	,936
SO	<---	SLAL	,615
ST	<---	SLAL	,644
SA	<---	SLAL	,642
SI	<---	SLAL	,676
SC	<---	SLAL	,912
REST	<---	SLAL	,849
AB	<---	SLAL	,837
AD	<---	SLAL	,856
WIS	<---	SLAL	,944

**Covariances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
PT <--> SDO	1,984	,824	2,408	,016	
e20 <--> e21	2,432	,300	8,115	***	
e19 <--> e21	3,636	,388	9,372	***	
e19 <--> e20	2,533	,296	8,564	***	
e18 <--> e20	,897	,209	4,293	***	
e18 <--> e21	1,342	,263	5,097	***	
e17 <--> e20	-,779	,171	-4,567	***	
e17 <--> e19	-,688	,226	-3,047	,002	
e17 <--> e18	,991	,182	5,442	***	
e16 <--> e21	-,092	,179	-,513	,608	
e16 <--> e19	-,907	,215	-4,213	***	
e16 <--> e20	-,625	,165	-3,796	***	
e16 <--> e17	7,749	,568	13,638	***	
e15 <--> e20	-,998	,220	-4,530	***	
e15 <--> e21	-,510	,253	-2,018	,044	
e15 <--> e19	-1,007	,287	-3,508	***	
e15 <--> e16	8,082	,633	12,774	***	
e15 <--> e17	9,129	,721	12,659	***	
e6 <--> e7	3,064	,455	6,728	***	
e6 <--> e8	-,287	,456	-,630	,529	
e6 <--> e9	,114	,365	,311	,755	
e3 <--> e4	1,915	,546	3,510	***	
e2 <--> e5	-,541	,373	-1,448	,148	
e2 <--> e3	1,164	,365	3,185	,001	
e1 <--> e5	-,090	,405	-,223	,823	
e1 <--> e3	-,703	,406	-1,731	,083	
e1 <--> e4	-1,507	,484	-3,117	,002	
e1 <--> e2	-,483	,563	-,858	,391	
e11 <--> e13	-,991	,223	-4,441	***	
e12 <--> e13	-,804	,187	-4,293	***	
e14 <--> e16	6,545	,595	11,009	***	
e14 <--> e17	7,755	,705	11,003	***	
e14 <--> e15	8,792	,790	11,129	***	
e18 <--> e19	1,995	,295	6,757	***	
e14 <--> e18	,731	,219	3,341	***	
e21 <--> e22	,409	,301	1,358	,175	
e20 <--> e22	,138	,252	,549	,583	

**Correlations: (Group number 1 - Default model)**

	Estimate
PT <--> SDO	,110

	Estimate
e20 <--> e21	,671
e19 <--> e21	,701
e19 <--> e20	,641
e18 <--> e20	,340
e18 <--> e21	,387
e17 <--> e20	-,134
e17 <--> e19	-,083
e17 <--> e18	,178
e16 <--> e21	-,014
e16 <--> e19	-,130
e16 <--> e20	-,129
e16 <--> e17	,757
e15 <--> e20	-,156
e15 <--> e21	-,061
e15 <--> e19	-,110
e15 <--> e16	,718
e15 <--> e17	,678
e6 <--> e7	,571
e6 <--> e8	-,088
e6 <--> e9	,033
e3 <--> e4	,290
e2 <--> e5	-,160
e2 <--> e3	,257
e1 <--> e5	-,037
e1 <--> e3	-,213
e1 <--> e4	-,418
e1 <--> e2	-,195
e11 <--> e13	-,342
e12 <--> e13	-,321
e14 <--> e16	,568
e14 <--> e17	,563
e14 <--> e15	,580
e18 <--> e19	,527
e14 <--> e18	,117
e21 <--> e22	,091
e20 <--> e22	,040

**Variances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
PT	18,271	1,400	13,049	***	
SDO	17,961	1,523	11,792	***	
e23	5,803	,775	7,490	***	
e24	5,445	,534	10,189	***	

	Estimate	S.E.	C.R.	P	Label
e1	1,801	,670	2,689	,007	
e2	3,401	,614	5,538	***	
e3	6,034	,587	10,283	***	
e4	7,210	,793	9,095	***	
e5	3,352	,364	9,219	***	
e6	4,189	,766	5,470	***	
e7	6,886	,483	14,249	***	
e8	2,565	,413	6,214	***	
e9	2,910	,293	9,937	***	
e10	7,972	,594	13,428	***	
e11	3,837	,330	11,640	***	
e12	2,871	,236	12,185	***	
e13	2,191	,253	8,670	***	
e14	15,501	,988	15,685	***	
e15	14,799	,953	15,532	***	
e16	8,559	,549	15,591	***	
e17	12,246	,764	16,037	***	
e18	2,531	,256	9,877	***	
e19	5,660	,465	12,182	***	
e20	2,758	,265	10,419	***	
e21	4,760	,447	10,641	***	
e22	4,253	,629	6,765	***	

**Squared Multiple Correlations: (Group number 1 - Default model)**

	Estimate
SLAL	,383
SP	,851
WIS	,892
AD	,733
AB	,700
REST	,721
SC	,831
SI	,458
SA	,412
ST	,415
SO	,378
AJ	,877
CS	,820
RA	,837
TA	,821
VS	,843
MS	,911
VL	,670

	Estimate
GO	,811
IT	,799
FT	,831
OT	,757
MT	,894
CT	,910

### Model Fit Summary

#### CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	86	624,186	167	,000	3,738
Saturated model	253	,000	0		
Independence model	22	15218,099	231	,000	65,879

#### RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	1,412	,901	,850	,595
Saturated model	,000	1,000		
Independence model	12,182	,141	,059	,128

#### Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	,959	,943	,970	,958	,969
Saturated model	1,000		1,000		1,000
Independence model	,000	,000	,000	,000	,000

#### Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	,723	,693	,701
Saturated model	,000	,000	,000
Independence model	1,000	,000	,000

#### NCP

Model	NCP	LO 90	HI 90
Default model	457,186	384,440	537,505
Saturated model	,000	,000	,000
Independence model	14987,099	14585,979	15394,527

**FMIN**

Model	FMIN	F0	LO 90	HI 90
Default model	1,189	,871	,732	1,024
Saturated model	,000	,000	,000	,000
Independence model	28,987	28,547	27,783	29,323

**RMSEA**

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	,072	,066	,078	,000
Independence model	,352	,347	,356	,000

**AIC**

Model	AIC	BCC	BIC	CAIC
Default model	796,186	804,067	1163,002	1249,002
Saturated model	506,000	529,183	1585,121	1838,121
Independence model	15262,099	15264,114	15355,935	15377,935

**ECVI**

Model	ECVI	LO 90	HI 90	MECVI
Default model	1,517	1,378	1,670	1,532
Saturated model	,964	,964	,964	1,008
Independence model	29,071	28,307	29,847	29,075

**HOELTER**

Model	HOELTER .05	HOELTER .01
Default model	167	179
Independence model	10	10