THE INFLUENCE OF ISLAMIC LEADERSHIP AND ORGANIZATIONAL CULTURE ON LECTURER SATISFACTION AND PERFORMANCE
ALKHAIRAAT PALU UNIVERSITY

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ABSTRACT

Objectives: The aim of this research is twofold. Firstly, it seeks to analyze the influence of Islamic leadership and organizational culture on the job satisfaction and performance of lecturers at Alkhairaat University, Palu. Secondly, it aims to examine the impact of Islamic leadership and organizational culture on job satisfaction and performance through job satisfaction.

Methods: This verification research employs a quantitative approach to analyze the influence of Islamic leadership variables and organizational culture variables on job satisfaction and performance of lecturers at Alkhairaat University, Palu.

Results: The results of this research reveal that Islamic leadership significantly affects the job satisfaction of lecturers at Alkhairaat University, Palu. Additionally, Islamic leadership has a significant effect on lecturer performance through job satisfaction, although it does not directly impact performance. This finding suggests that the influence of Islamic leadership on performance is mediated by job satisfaction. Organizational culture variables, on the other hand, significantly affect both job satisfaction and performance of lecturers at Alkhairaat University, Palu. Furthermore, organizational culture influences performance through satisfaction. Job satisfaction itself is found to significantly affect the performance of lecturers at Alkhairaat University, Palu.

Conclusion: In conclusion, this research highlights the significant influence of Islamic leadership and organizational culture on the job satisfaction and performance of lecturers at Alkhairaat University, Palu. While Islamic leadership directly impacts job satisfaction and indirectly affects performance through satisfaction, organizational culture directly influences both job satisfaction and performance. These findings underscore the importance of fostering positive Islamic leadership and a conducive organizational culture in enhancing the satisfaction and performance of lecturers in an Islamic-based institution like Alkhairaat University.

Keywords: Islamic Leadership, Organizational Culture, Job Satisfaction, Lecturer Performance.

A INFLUÊNCIA DA LIDERANÇA ISLÂMICA E DA CULTURA ORGANIZACIONAL NA SATISFAÇÃO DO PROFESSOR E NO DESEMPENHO DA UNIVERSIDADE ALKHAIRAAT PALU

RESUMO

Objetivos: O objetivo desta pesquisa é duplo. Em primeiro lugar, procura analisar a influência da liderança islâmica e da cultura organizacional na satisfação profissional e no desempenho dos professores da Universidade de Alkhairaat, em Palu. Em segundo lugar, visa examinar o impacto da liderança islâmica e da cultura organizacional na satisfação e no desempenho através da satisfação no trabalho.

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Métodos: Esta pesquisa de verificação emprega uma abordagem quantitativa para analisar a influência de variáveis de liderança islâmica e variáveis de cultura organizacional sobre a satisfação no trabalho e desempenho dos professores da Universidade de Alkhairaat, Palu.

Resultados: Os resultados desta pesquisa revelam que a liderança islâmica afeta significativamente a satisfação profissional dos professores da Universidade de Alkhairaat, em Palu. Além disso, a liderança islâmica tem um efeito significativo no desempenho do professor por meio da satisfação no trabalho, embora não afete diretamente o desempenho. Esta conclusão sugere que a influência da liderança islâmica no desempenho é mediada pela satisfação no trabalho. As variáveis da cultura organizacional, por outro lado, afetam significativamente a satisfação no trabalho e o desempenho dos professores da Universidade de Alkhairaat, em Palu. Além disso, a cultura organizacional influi o desempenho através da satisfação. A própria satisfação no trabalho é considerada como afetando significativamente o desempenho dos professores da Universidade de Alkhairaat, Palu.

Conclusão: Em conclusão, esta pesquisa destaca a influência significativa da liderança islâmica e da cultura organizacional na satisfação no trabalho e no desempenho dos professores da Universidade de Alkhairaat, em Palu. Enquanto a liderança islâmica impacta diretamente a satisfação no trabalho e afeta indiretamente o desempenho através da satisfação, a cultura organizacional influência diretamente tanto a satisfação no trabalho quanto o desempenho. Esses achados ressaltam a importância de promover uma liderança islâmica positiva e uma cultura organizacional propícia para aumentar a satisfação e o desempenho dos professores em uma instituição de base islâmica como a Universidade de Alkhairaat.

Palavras-chave: Liderança Islâmica, Cultura Organizacional, Satisfação Profissional, Desempenho de Professor.
1 INTRODUCTION

The development of education is currently accelerating rapidly, along with the pace of development of information technology which has resulted in many universities having to carry out internal consolidation as an effort to defend themselves to be able to compete and achieve national education goals and institutional goals through effective and efficient performance. Efforts to defend oneself and achieve the desired goals are largely determined by the success of managing human resources. One of the national problems currently faced by the Indonesian nation is the poor handling of human resources. If utilized effectively and efficiently, the large quantity of human resources will be useful for supporting the pace of sustainable national development. Currently, human resources are still low both in terms of intellectual abilities and technical skills. Human resources are the most important asset, because of their role as implementing subjects for higher education policies and operational activities. For universities to continue to exist, they must have the courage to face change and win the competition. Owned resources such as infrastructure and learning methods will not provide optimum results if they are not supported by effective and efficient human resources. Handoko T, Hani, Management, (2003). What is meant by human resource management is that universities must be able to unite the perspectives of the entire academic community with those of higher education leaders to achieve the desired goals, including through the formation of a good work mentality with high dedication and loyalty to their work, motivating in implementing tri dharma of higher education, good guidance and direction by a leader. Human resources in a higher education institution consist of employees and lecturers, both as leaders and staff, which are the most important factors that are interconnected with each other. This happens because the success or failure of an organization or university is largely influenced by human factors as implementers of the work.

The main goal of human resource management is to obtain, retain and use employees or workers efficiently and effectively to achieve the organization's mission. The main activities that form the core elements of human resource management are human resource planning and forecasting, staffing, training and development, career management, performance management.
and supervision, compensation or reward management, quality improvement strategies work, productivity and quality of the world of work, as well as the relationship between leaders and employees. Azhar Arsyad, Management Principles; (2012). Human resources at each university must pay attention to the level of leadership skills and good and correct communication with all employees, including lecturers so that a good family climate is created and ultimately can improve the performance of lecturers and employees. Increasing effective and correct leadership is one aspect of lecturers' work effectiveness. Amang, B., & Husain, A. (2022). The dominant role of leadership is visible, especially as it is associated with the need to interact with an environment that is always changing and developing, partly because of the rapid progress that has occurred in the fields of science and technology. This requires the existence of leadership elements who are expected to respond to challenges and take advantage of opportunities that arise. Apart from that, there must be a leader who is considered capable of seeing the situation and conditions of development for the life of the organization/university.

The ability to make decisions is the main criterion in assessing the effectiveness of a person's leadership, so effective leadership must influence the efforts of all workers in achieving organizational goals. Without leadership or guidance, the relationship between individual goals and organizational goals may be weak because individuals work to achieve personal goals, while the organization moves to achieve shared goals. Therefore, leadership is very necessary if an organization wants to achieve its goals, at least as an external motivation to keep individual goals in harmony with organizational goals, in this case, higher education. Effective leadership, whether from the lower level, middle level, upper level, or staff in carrying out their duties and functions will carry out activities in communicating correctly and effectively, Basalamah, S., Gani, A., & Sinring, B. (2022).

Organizational culture is also one of the factors that can lead to increased employee performance in an organization. Management of organizational culture must be directed at the ability of organizational culture to improve the performance of higher education institutions through improving the performance of employees and lecturers, this is mainly because of the function of culture which provides a set of values for setting priorities and determines how everything is done in a university or company. Apart from that, culture also functions as a facilitator for the emergence of shared commitment as a meaning-making and control mechanism that guides and shapes the attitudes and behavior of lecturers and employees, therefore if culture is managed well it can influence the achievement of high employee and lecturer performance. The issue of job satisfaction will be implemented and fulfilled if
influencing variables such as leadership and organizational culture can be accommodated well and accepted by the academic community in a university. These variables indirectly influence a person's performance as well as whether college performance can run well, Semmaila, B., & Arfah, A. (2022). Many experts say that organizational culture can be the basis for adaptation and the key to organizational success, so much research has been carried out to identify values or behavioural norms that can make a major contribution to organizational success. However, relatively few have tried to link organizational culture with important human resource variables, especially employee/faculty satisfaction and performance. The success of an organization can be seen from the performance of its apparatus. Performance is the work result achieved by a person in carrying out the tasks assigned to him based on the quality, quantity and toughness of work. Job satisfaction is a psychological atmosphere regarding pleasant or unpleasant feelings towards their work. Someone who feels satisfied at work will have high performance, and vice versa, Davis, Keith, (1985).

Director General of Higher Education, Nizam, encouraged universities to work together in developing superior human resources (HR) and higher education innovations that are relevant to world needs to build a better Indonesia, Neni Herlina, (2021). This encouragement causes universities to compete with each other. This competition can lead to excessive use of employees and lecturers by higher education leaders without paying attention to the needs of employees and lecturers. If this happens, it is possible that the university has not implemented Islamic rules completely. Therefore, universities need to implement Islamic leadership and ideal organizational culture, so that they can have performance based on Islamic spirituality for employees and lecturers.

In this research, the researcher chose Alkhairaat University, Palu, as the research locus, because based on temporary observations, it appears that lecturers' performance is still relatively low both in terms of teaching discipline, responsibility in carrying out tasks, effectiveness in completing work, initiative in conveying ideas and ability to utilize organizational resources. Likewise from the aspect of lecturer job satisfaction. This resulted in the institutional accreditation obtained by Alkhairaat University Palu being still low (accreditation C). There are still several study programs that have C accreditation and there are no study programs that have A accreditation. Alkhairaat University Palu is the oldest university in Central Sulawesi with a vision: "Becoming an Islamic, Advanced and Trusted University by 2035". To realize this vision, apart from being supported by the right mission, goals and strategy, there needs to be strong managerial leadership and an Islamic leadership style.
Based on the results of initial observations made, the phenomenon that occurs shows that the implementation of Islamic leadership at Alkhairaat University has been carried out. In its implementation, there are still differences in vision in developing the organization, there are still lecturers who use conventional learning patterns have not utilized learning media optimally, and have not implemented learning models that can activate students, so assessments are unclear, providing training without any process. teaching and learning, lecturers are not optimal in teaching and guiding theses, teaching is not by the number of credits and even teaching is not by the syllabus. Apart from that, there is still a communication gap between leaders and lecturers, in carrying out assignments lecturers still wait for orders rather than taking the initiative and lecturers pay less attention to their profession. This is because lecturers teach in other places, or do other work to gain additional income and prestige, there are still lecturers who teach not by their competencies, only some lecturers do research, lecturers who are active and productive, then in one year can do some research, but for those who are not active, in one year they don't do any research at all. Likewise with community service. Implementation of community service still revolves around supervising and mentoring Real Work Lectures (KKN). Alkhairaat University Palu lecturers must be in the office from 08.00 to 14.30, Monday to Friday, and on Saturday from 08.00 to 12.00 WIB. In practice, there are still lecturers who do not arrive on time, do not come to work or leave on time. To increase job satisfaction and lecturer performance, a leader is needed who can direct his subordinates well, based on Islamic law, and also has a good organizational culture. This is the reason behind the researchers taking the research topic of "The Influence of Islamic Leadership and Organizational Culture on Job Satisfaction and Lecturer Performance at Alkhairaat University, Palu."

2 RESEARCH METHODS

This type of verification research analyzes the influence of Islamic leadership variables and organizational culture variables on job satisfaction and performance of lecturers at Alkhairaat University, Palu, using a quantitative approach.

2.1 DATA TYPES AND SOURCES

The types of data used in this research are:
1. Primary data is data regarding respondents' opinions about leadership, organizational culture, job satisfaction and lecturer performance.

2. Secondary Data, is data obtained indirectly through intermediaries (obtained and recorded by other parties). In this research, secondary data supports initial data collection as research output.

2.2 POPULATION AND SAMPLE

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Sugiono (2015). In this research, the population used was all lecturers at 7 faculties at Alkhairaat University, Palu, totalling 132 people.

2.3 METHOD OF COLLECTING DATA

Data collection in this research uses:

1. Unstructured observation, namely the researcher made direct observations while observing the activities of Alkhairaat University lecturers in Palu. In this case, the lecturer as the object of research is created in an atmosphere where he is not known if he is being researched.

2. Unstructured interviews, namely the researcher conducted free interviews (without an interview guide) with several respondents. This is done to support the data obtained through the inventory list.

3. Personal questionnaire. This method responds to questionnaire statements. The questionnaires in this research were distributed directly to respondents and researchers can provide explanations regarding the purpose of the survey and questions that respondents do not understand and responses to the questionnaires can be collected directly by researchers after they have been filled in by respondents. Personal questionnaires are used to obtain data about the dimensions of the constructs being developed in this research.
2.4 DATA ANALYSIS TECHNIQUE

Quantitative data analysis techniques are a series of methods and procedures used to process, analyze and interpret data in the form of numbers. The main goal of this technique is to extract relevant information, identify patterns or trends, and gain a better understanding of the phenomena represented by the data. The method chosen for data analysis must be by the research pattern and variables to be studied. The analysis technique that will be used in this research is structural Equation Modeling (SEM) with structural equations as follows;

**Figure 1**

*structural Equation Modeling (SEM)*

![Figure 1 - Structural Equation Modeling (SEM)](image)

Source: Prepared by Authors (2024)

3 RESULTS AND DISCUSSION

3.1 ANALYSIS OF RESEARCH RESULTS

Analysis of research results using Covariance Base-Structural Equation Modeling (CB-SEM), and confirmatory factor analysis (CFA) with the help of the AMOS 24 program. The predictive power of observation variables both at the individual level and at the construct level is seen through the loading factor values, Average Variance Extracted (AVE), Heterotrait-Monotrait Ratio (HTMT), Composite Reliability (CR), and Cronbach's Alpha (α). If the value has met the acceptance threshold, then these indicators can be said to be able to predict the
construct. This research construct consists of Islamic leadership, organizational culture, job satisfaction, and lecturer performance. The benchmark for testing each hypothesis is by looking at the probability value, if this value is greater than 0.05 then the relationship between the constructs is significant. In addition, to measure whether the proposed model fits the data, it is necessary to carry out a model fit test with the following criteria: 1) the degree of freedom must be positive; 2) The Minimum Sample Discrepancy Function divided by its degree of freedom (CMIN/DF) is between 1 and 3; 3) non-significant required Chi-square (p ≥ 0.05); 4) Standardized Root Mean Square Residual (SRMR) <0.08; 5) RMSEA (Root Mean Square Error of Approximation) <0.06; 6) Tucker Lewis Index (TLI) >0.95; 6) Comparative Fit Index (CFI) >0.95 and 7) P-value of the null hypothesis (PClose) >0.05 J. Hair et al., 2010; Hu L.T. & M., (1999). In this study, the Goodness-of-Fit (GFI) and Adjusted Goodness-of-Fit Index (AGFI) criteria were not used because in the amount of data below 150 these criteria are not suitable for use Doğan & Özdamar, 2017; Hu L.T. & M., (1999).

3.2 HYPOTHESIS TEST

Testing the significance of the path coefficient uses Covariance Base-Structural Equation Modeling (CB-SEM). From the test results, it is known that Islamic leadership has a significant effect in a positive direction on performance satisfaction, therefore H1 is accepted. An organizational culture where this construct has a significant effect in a positive direction on job satisfaction, therefore H2 is accepted. Meanwhile, Islamic leadership has no significant effect on lecturer performance, therefore H3 is rejected. However, organizational culture has a significant effect in a positive direction on lecturer performance, therefore, H4 is accepted. Job satisfaction has a significant effect in a positive direction on lecturer performance, therefore H5 is accepted. Testing hypotheses 6 and 7 use the bias-corrected bootstrap technique which is considered better in calculating the significance of indirect effects than the Sobel test which requires large data in its estimation, Preacher & Hayes, (2008). The results of the bias-corrected bootstrap test show that Islamic leadership has a significant positive effect on lecturer performance through job satisfaction, therefore hypothesis 6 is accepted. The same condition also occurs in an organizational culture where this construct has a significant positive effect on lecturer performance through job satisfaction, therefore H7 is accepted.
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Table 1
Summary of Hypothesis Testing

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Construct</th>
<th>Coefficient</th>
<th>CR</th>
<th>p-values</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>X1 -&gt; Y1</td>
<td>0.257</td>
<td>2.829</td>
<td>0.005</td>
<td>Accepted</td>
</tr>
<tr>
<td>H2</td>
<td>X2 -&gt; Y1</td>
<td>0.589</td>
<td>5.760</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>H3</td>
<td>X1 -&gt; Y2</td>
<td>-0.143</td>
<td>-1.799</td>
<td>0.072</td>
<td>Rejected</td>
</tr>
<tr>
<td>H4</td>
<td>X2 -&gt; Y2</td>
<td>0.477</td>
<td>4.449</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>H5</td>
<td>Y1 -&gt; Y2</td>
<td>0.472</td>
<td>4.117</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>H6</td>
<td>X1 -&gt; Y1 -&gt; Y2</td>
<td>0.121</td>
<td>2.332</td>
<td>0.006</td>
<td>Accepted</td>
</tr>
<tr>
<td>H7</td>
<td>X2 -&gt; Y1 -&gt; Y2</td>
<td>0.278</td>
<td>3.350</td>
<td>0.004</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Source: AMOS 24 output

The interpretation of Table 1 can be explained as follows:

1) Islamic leadership has a significant effect in a positive direction on job satisfaction with \( P = 0.005 < 0.05 \) with a coefficient value of 0.257, this means that leaders who carry out good Islamic leadership will increase job satisfaction.

2) Organizational culture has a significant effect in a positive direction on job satisfaction with \( P = 0.000 < 0.05 \) with a coefficient value of 0.589, this means that, if the organizational culture of an institution/university is good then the job satisfaction of employees/lecturers in that organization will increase.

3) Islamic leadership has an insignificant effect on lecturer performance with \( P = 0.072 > 0.05 \) with a coefficient value of -0.143, this condition means that even though a higher education leader has carried out Islamic leadership well, it does not necessarily mean that the performance of lecturers at his/her higher education institution will improve.

4) Organizational culture has a significant effect in a positive direction on lecturer performance with \( P = 0.000 < 0.05 \) with a coefficient value of 0.477, this means that if the university's organizational culture is good then lecturer performance will increase.

5) Job satisfaction has a significant effect in a positive direction on lecturer performance \( P = 0.000 < 0.05 \) with a coefficient value of 0.472, this means that if a lecturer is satisfied with the performance of their higher education leadership then their performance will increase.

6) Islamic leadership has a significant positive effect on lecturer performance through job satisfaction with \( P = 0.006 < 0.05 \) with a coefficient value of 0.121, this means that if a higher education leader has carried out Islamic leadership well and is assessed well by his staff which forms satisfaction with the performance of the leadership, the performance of the lecturers will increase.
7) Organizational culture, this construct has a significant effect in a positive direction on lecturer performance through job satisfaction with $P = 0.004 < 0.05$ with a coefficient value of 0.278, this means that if the organizational culture of an institution is good then lecturer job satisfaction in that organization will increase and performance Lecturers as part of the organization will also experience an increase.

4 DISCUSSION

4.1 THE INFLUENCE OF ISLAMIC LEADERSHIP ON THE JOB SATISFACTION OF LECTURERS AT ALKHAIRAAT UNIVERSITY, PALU

After conducting a Convergent Validity Test to see the relationship between each indicator and its variable construct which was measured using factor loading and AVE with the threshold value for each indicator being $\geq 0.60$ and the AVE value being $\geq 0.50$, it was found that several indicators of Islamic leadership do not meet the threshold value, it needs to be eliminated to meet the threshold value, so that the threshold value (AVE) for each indicator used to measure the respective Islamic leadership construct, charisma = 0.575, influence of idealism = 0.623, Inspirational motivation for lecturers = 0.526, intellectual stimulation for lecturers = 0.521 and concern for individual lecturers = 0.525. Then, based on the HTMT test, it was found that the Islamic leadership construct had a value of $\leq 0.85$, which explains that the indicators which are the benchmark for the Islamic leadership variable are discriminantly valid. Furthermore, through a reliability test using CB-SEM analysis, the value of the Islamic leadership construct for Cronbach's Alpha ($\alpha$) = 0.925 and Composite Reliability (CR) = 0.905 was obtained, the value was $>0.70$, so it can be said that all indicators for measuring the Islamic leadership construct have been achieved reliable. The results of this research show that the role of a good Islamic leader can encourage increased job satisfaction for lecturers, especially at Alkhairaat University, Palu.

4.2 THE INFLUENCE OF ORGANIZATIONAL CULTURE ON JOB SATISFACTION OF LECTURERS AT ALKHAIRAAT UNIVERSITY, PALU

The organizational culture variable itself is formed and measured based on six indicators, namely: professionalism, distance from management, trust in colleagues, order,
hostility and integration. After carrying out a Convergent Validity Test to see the relationship between each indicator and the variable construct which was measured using factor loading and AVE with the threshold value for each indicator being ≥0.60 and the AVE value being ≥0.50, it was found that several indicators of organizational culture do not meet the threshold value, it needs to be eliminated to meet the threshold value, so that the threshold value (AVE) for each indicator used to measure the organizational culture construct is 0.578. Then, based on the HTMT test, it was found that the Islamic leadership construct had a value of ≤0.85, which explains that the indicators that serve as benchmarks for organizational culture variables are discriminantly valid. Furthermore, through a reliability test using CB-SEM analysis, the value of the organizational culture construct for Cronbach's Alpha (α) = 0.913 and Composite Reliability (CR) = 0.905 was obtained, the value was >0.70, so it can be said that all indicators for measuring the organizational culture construct have reliable. Based on the description of organizational culture that has been explained previously, in determining the problem formulation in the second hypothesis, it can be seen that organizational culture has a significant effect in a positive direction on job satisfaction with P = 0.000 < 0.05 with a coefficient value of 0.589, this shows that with a good organizational culture, it can increase job satisfaction for lecturers, especially lecturers at Alkhairaat University, Palu.

4.3 THE INFLUENCE OF ISLAMIC LEADERSHIP ON THE PERFORMANCE OF LECTURERS AT ALKHAIRAAT UNIVERSITY, PALU

Lecturer performance variables are formed and measured based on nine indicators, namely: (1) achieving quantity and quality of work (2) developing themselves as academic staff, (3) keeping up with developments in science and technology, (4) preparing work programs, (5) achieving as lecturer, (6) carries out the duties of the tridharma of higher education, (7) carries out other supporting duties, (8) has a strong personality, (9) finds new ideas. Furthermore, these indicators are measured based on the respondents' answers, these answers can be seen in Table 3 in CHAPTER V, which shows the average score for each indicator is 4 with an average value of 4.17. After carrying out a Convergent Validity Test to see the relationship between each indicator and its variable construct which was measured using factor loading and AVE with the threshold value for each indicator being ≥0.60 and the AVE value being ≥0.50, it was found that several lecturer performance indicators did not meet the threshold value, it needs to be eliminated to meet the threshold value, so that the threshold value (AVE) for each indicator
used to measure the lecturer performance construct is 0.590. Then, based on the HTMT Test, it was found that the Islamic leadership construct had a value of ≤0.85, which explains that the indicators that serve as benchmarks for lecturer performance variables are discriminantly valid. Furthermore, through a reliability test using CB-SEM analysis, the value of the lecturer performance construct for Cronbach's Alpha (α) = 0.876 and Composite Reliability (CR) = 0.877 was obtained. This value is >0.70, so it can be said that all indicators for measuring the lecturer performance construct have been achieved. reliable. The Islamic leadership variable has an insignificant effect on the performance of lecturers in this research, partly because Alkhairaat University is an Islamic-based institution so the entire academic community in carrying out its routines is always shaped by Islamic values.

4.4 THE INFLUENCE OF ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF LECTURERS AT ALKHAIRAAT UNIVERSITY, PALU

In determining the problem formulation in the fourth hypothesis, can be seen in Table 15. This table shows that organizational culture has a significant effect in a positive direction on lecturer performance with P = 0.000 < 0.05 with a coefficient value of 0.477. This shows that with culture Good organization can improve the performance of lecturers, especially lecturers at Alkhairaat University, Palu. This means that the organizational culture indicators as a benchmark have been implemented completely well so that respondents can feel that the organizational culture at Alkhairaat University Palu has been implemented or carried out well so that it can improve lecturer performance. This research is in line with Suwarmi., 2009. The Influence of Organizational Culture, Managerial Skills of School Principals and Implementation of Supervisory Functions on the Performance of High School Economics Teachers in Blitar City and Regency. Journal of Business Economics, Year 14, No.2: 171-178, ISSN: 0853-7283, Fak. Economics, Univ. Malang Country, Malang. The results of this study support the fourth hypothesis that organizational culture has a significant effect on the performance of lecturers at Alkhairaat University, Palu.
4.5 THE INFLUENCE OF JOB SATISFACTION ON THE PERFORMANCE OF LECTURERS AT ALKHAIRAAT UNIVERSITY, PALU

Job satisfaction is measured based on; (1) satisfaction with salary, (2) satisfaction with promotion, (3) satisfaction with coworkers, (4) satisfaction with superiors, and (5) satisfaction with the job itself. These indicators are measured based on respondents' answers, these answers can be seen in Table 3 in CHAPTER V, which shows the average score for each indicator is 4 with an average value of 4.22. After carrying out a Convergent Validity Test to see the relationship between each indicator and the variable construct which was measured using factor loading and AVE with the threshold value for each indicator being ≥0.60 and the AVE value being ≥0.50, it was found that several indicators of job satisfaction do not meet the threshold value, it needs to be eliminated to meet the threshold value, so that the threshold value (AVE) for each indicator used to measure the construct of job satisfaction is 0.553. Then, based on the HTMT test, it was found that the Islamic leadership construct had a value of ≤0.85, which explains that the indicators which are the benchmark for the job satisfaction variable are discriminantly valid. Furthermore, through a reliability test using CB-SEM analysis, the value of the job satisfaction construct for Cronbach's Alpha (α) = 0.860 and Composite Reliability (CR) = 0.861 was obtained, the value was >0.70, so it can be said that all indicators for measuring lecturer job satisfaction have been achieved. reliable. Based on the description of job satisfaction that has been explained previously, in determining the problem formulation in the fifth hypothesis, it can be seen in Table 15. The table shows that job satisfaction has a significant effect in a positive direction on lecturer performance with P = 0.000 < 0.05 with The coefficient value is 0.472.

4.6 THE INFLUENCE OF ISLAMIC LEADERSHIP ON THE PERFORMANCE OF ALKHAIRAAT UNIVERSITY LECTURERS IN PALU THROUGH JOB SATISFACTION

The job satisfaction variable here is an intervening variable, namely a developed variable, or a connecting variable that influences the relationship between Islamic leadership variables and lecturer performance into an indirect relationship. So, in measuring these variables, the Bootstrap Bias Corrected test is carried out, which is a nonparametric procedure used to test the statistical significance of various SEM-PLS results or calculate the significance of indirect effects. To determine the problem formulation for the sixth hypothesis, it can be seen
in Table 15. This table shows that Islamic leadership has a significant positive effect on lecturer performance through job satisfaction with $P = 0.006 < 0.05$ with a coefficient value of 0.121.

### 4.7 THE INFLUENCE OF ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF ALKAIRAAAT UNIVERSITY LECTURERS IN PALU THROUGH JOB SATISFACTION

This discussion is almost the same as the results of the previous hypothesis, but what is different is the endogenous variable which previously was Islamic leadership in organizational culture. The job satisfaction variable here is intervening, the same as in the sixth hypothesis, namely a developed variable, or a connecting variable that influences the relationship between Islamic leadership variables and lecturer performance into an indirect relationship. As well as the test used to measure these variables, the Bootstrap Bias Corrected test was also carried out, which is a non-parametric procedure used to test the statistical significance of various SEM-PLS results or calculate the significance of indirect effects. To determine the problem formulation in the seventh hypothesis, it can be seen in Table 15. This table shows that organizational culture has a significant effect in a positive direction on lecturer performance through job satisfaction with $P = 0.004 < 0.05$ with a coefficient value of 0.278. This shows that if the organizational culture of an institution or agency runs well, and then provides job satisfaction to its staff, then this can improve the performance of lecturers as part of the organization or institution. So it can be said that organizational culture has a significant effect on lecturer performance through lecturer job satisfaction at Alkhaarat University, Palu. This research is relevant to research from Lund (2003), in his research showing that job satisfaction which is described in salary satisfaction, promotions, supervision and cooperation between workers has a very big influence in improving their performance, but this is very much influenced by a work culture that is conducive for workers to organization.

### 5 CONCLUSION

1. Islamic leadership has a significant effect on the job satisfaction of lecturers at Alkhaarat University, Palu.
2. Organizational culture has a significant effect on the job satisfaction of lecturers at Alkhaarat University, Palu.
3. Islamic leadership has no significant effect on the performance of lecturers at Alkhairaat University, Palu.

4. Organizational culture has a significant effect on the performance of lecturers at Alkhairaat University, Palu.

5. Job satisfaction has a significant effect on the performance of lecturers at Alkhairaat University, Palu.

6. Islamic leadership has a significant effect on performance through the job satisfaction of lecturers at Alkhairaat University, Palu.

7. Organizational culture has a significant effect on performance through job satisfaction of lecturers at Alkhairaat University, Palu.

5.1 SUGGESTION

1. The selection process for appointing internal leadership at Alkhairaat University must be given a health orientation. This is intended to maintain the influence of Islamic leadership.

2. Alkhairaat University needs to carry out a structured orientation regarding standard operating procedures (SOP) so that all lecturers and employees know exactly the work culture of the institution.

3. Islamic leaders are encouraged to actively engage with their subordinates and pay attention to their needs and concerns.

4. Alkhairaat University must continue to strive to maintain and even improve the current work patterns and systems as far as possible by utilizing or using technological approaches.

5. Alkhairaat University must continue to strive to explore its workforce potential so that it can maintain job satisfaction.

6. Alkhairaat University should develop Islamic values in improving performance.

7. Referring to the conclusion which states that organizational culture has a significant effect on performance through job satisfaction of lecturers at Alkhairaat University, Palu. So UNISA should develop an organizational culture by deriving Islamic values so that leaders can maintain lecturer satisfaction within Alkhairaat University.
REFERENCES


