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The Impact of Leadership, Motivation, and Remuneration on Employee and Organizational Performance at PTN-BH in Sumatra

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THE IMPACT OF LEADERSHIP, MOTIVATION, AND REMUNERATION ON EMPLOYEE AND ORGANIZATIONAL PERFORMANCE AT PTN-BH IN SUMATRA

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Abstract

In recent years, Indonesian universities have transitioned to legal entity state universities (PTN-BH). This transition significantly impacts employee performance, requiring adjustments in organizational management, particularly in leadership, motivation, and remuneration. This study investigated how leadership style, motivation, and employee compensation influence civil servant performance and, in turn, the performance of PTN-BH universities in Sumatra. The research focused on Universitas Sumatera Utara (USU), Universitas Andalas (UNAND), Universitas Negeri Padang (UNP), and Universitas Syiah Kuala (USK), with a population of 4,382 teaching staff members who have at least five years of service. A sample of 367 individuals was selected using the Slovin formula. Data analysis was conducted using Structural Equation Modeling (SEM) with SPSS-AMOS-22 software. Key findings showed that leadership style, motivation, and remuneration directly impact both employee and organizational performance. Specifically, leadership style affected both employee and organizational performance, as do motivation and remuneration. Employee performance served as a partial mediator between leadership style and organizational performance, as well as between motivation and organizational performance. The study highlighted how improving leadership practices, motivating employees effectively, and ensuring fair compensation contribute to the overall success of Legal Entity State Universities in Sumatra.

Keywords: Leadership Style; Motivation; Employee Remuneration; Organizational Performance.

A. Introduction

Individual performance is a critical factor in achieving organizational objectives and sustaining operational efficiency, particularly in both public and private sectors. Effective human resource management is essential in aligning individual contributions with organizational goals, ensuring enhanced reputation and stakeholder trust (Iswahyudi et al., 2023). This is especially significant for institutions undergoing structural reforms, such as Indonesia's transition of public universities to State-Owned Legal Entity Universities (PTN-BH).

The shift to PTN-BH status, initiated under Law No. 12 of 2012, has granted universities such as the University of Indonesia and Gadjah Mada University greater financial autonomy and decision-making flexibility (Diyanto et al., 2021; Darlis et al., 2023; Kususiyannah et al., 2021). By 2021, 16 universities had adopted this status, including four in Sumatra (Suryani et al., 2024). These reforms have emphasized managerial authority and individual accountability, as demonstrated at Universitas Negeri Surabaya, where increased flexibility improved organizational responsiveness and effectiveness (Sulaksono et al., 2023; Putri et al., 2024). However, despite the administrative and financial benefits, research has insufficiently addressed the impact of these changes on employee behavior, motivation, and organizational culture.

Declining employee performance in PTN-BH universities, as indicated by unmet deadlines and reduced productivity, underscores the need for a deeper examination of leadership styles, motivation, and remuneration systems (Bela, 2024). Studies suggest that leadership grounded in Maslow's hierarchy of needs and equitable remuneration based on Vroom's Expectancy Theory are pivotal to reversing these trends (Nnubia, 2020). However, these frameworks remain underexplored in the PTN-BH context, where employee behavior is significantly influenced by organizational transformation dynamics.

While regulatory frameworks, such as Ministerial Regulation No. 176 of 2017 and Presidential Regulation No. 23 of 2005, provide guidelines for

financial and remuneration systems, their practical implementation often falls short (Bukit et al., 2022; Bauk et al., 2023). Research on PTN-BH universities has predominantly focused on financial and administrative metrics, neglecting the complexities of human resource dynamics. Widodo et al. (2023) emphasize the importance of clear communication and strategic change management in mitigating resistance and fostering employee engagement during these transitions.

Existing studies lack comprehensive analyses of how PTN-BH reforms impact leadership approaches, motivational strategies, and remuneration systems collectively. Furthermore, regional disparities in these factors remain unexplored, particularly in Sumatra compared to other regions. Such gaps highlight the need for comparative analyses to determine how local contexts influence these elements and their integration into organizational performance frameworks.

This study aims to investigate the interplay between leadership, motivation, and remuneration systems in influencing employee performance within PTN-BH universities. It will also explore regional variations to provide a nuanced understanding of these factors. By identifying barriers and facilitators to effective policy implementation, the findings will offer actionable insights for developing strategies to optimize human resource management and enhance organizational outcomes in PTN-BH institutions.

B. Method

This study was conducted at four state universities (PTN-BH) in Sumatra: Universitas Sumatera Utara (USU), Universitas Andalas (UNAND), Universitas Negeri Padang (UNP), and Universitas Syiah Kuala (USK). These institutions were selected as they exemplify autonomous legal entities and provide a relevant context for examining how leadership, motivation, and remuneration influence employee performance. Participants included lecturers and civil servants with at least five years of service, ensuring the sample consisted of individuals well-acquainted with the changes introduced by PTN-BH status. A quantitative approach was applied, utilizing both cross-



sectional and longitudinal designs to comprehensively analyze the interplay between the variables under study.

The population comprised all lecturers from the four universities, totaling 5,082 individuals, of whom 4,382 met the minimum five-year tenure criterion. The distribution included 1,243 lecturers from Syiah Kuala University, 1,226 from USU, 1,006 from UNAND, and 907 from UNP. Slovin's formula with a 5% margin of error determined the sample size to be 367 respondents, selected through proportional random sampling to ensure balanced representation from each university. This sampling method enhanced the reliability of the findings by accounting for institutional differences across the four universities.

Data were collected via a structured questionnaire distributed through Google Forms. Respondents rated their perceptions of remuneration, motivation, leadership style, and performance on a 5-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire's validity was tested using Pearson's Product-Moment Coefficient of Correlation, with items considered valid if the significance value was below 0.05 ($p < 0.05$). Reliability testing followed, using Cronbach's Alpha, where a value of ≥ 0.7 indicated good internal consistency, ensuring that the measurement instrument produced accurate and consistent results (Abu-Bader & Jones, 2021).

Structural Equation Modeling (SEM) was conducted using SPSS-AMOS-22 software to analyze relationships between observed and latent variables, evaluate direct and indirect effects, and address measurement errors (Ferdinand, 2014). A theoretical model was developed from a literature review and visualized through a path diagram, with direct relationships represented by straight arrows and correlations by curved arrows. Model fit was assessed using indices such as GFI, RMSEA, and CMIN/DF, with a GFI value of ≥ 0.90 considered acceptable. The measurement model was assessed using confirmatory factor analysis (CFA) with criteria as outlined in the table in the appendix. Hypothesis testing employed Baron and Kenny's (1986) method to evaluate direct, indirect, and mediating effects, with mediation assessed via the Sobel test (Abu-Bader & Jones, 2021). This approach provided a comprehensive

framework for exploring how leadership, motivation, and remuneration jointly influence employee performance, offering insights for improving human resource strategies in PTN-BH institutions.

C. Result and Discussion

This study reveals key insights into respondents' perceptions of leadership style, motivation, remuneration, employee performance, and organizational performance across four universities in Sumatra. The findings indicate generally positive views on leadership and motivation, with a strong emphasis on communication skills and workplace security. While remuneration is considered adequate, particularly in terms of salary, there is room for improvement in incentives for high-performing employees. Employee and organizational performance are rated positively, with discipline and responsiveness standing out as key strengths. These results provide a comprehensive understanding of how these factors contribute to overall employee satisfaction and performance in higher education institutions.

1. Result

a. Respondent characteristics

The respondent profile demonstrates a well-distributed and diverse demographic, characterized by a slight female majority, a predominantly single and mid-career age group, and a highly educated population. These characteristics establish a strong foundation for understanding and analyzing perceptions of leadership, motivation, and organizational performance in higher education institutions. The respondent characteristics data are presented in Table 1.

Table 1. Distribution of respondent characteristics

Variable	USU		UNAND		UNP		USK		Total	
	n	%	n	%	n	%	n	%	n	%
Gender;										
Male	46	12.53	43	11.72	34	9.26	48	13.08	171	46.6
Female	58	15.80	41	11.17	41	11.17	56	15.26	196	53.4
	104	28.34	84	22.89	75	20.44	104	28.34	367	100.0
Marital Status;										
Married	20	5.45	12	3.27	20	5.45	21	5.72	73	19.9

Variable	USU		UNAND		UNP		USK		Total	
	n	%	n	%	n	%	n	%	n	%
Single	84	22.89	72	19.62	55	14.99	83	22.62	294	80.1
	104	28.34	84	22.89	75	20.44	104	28.34	367	100.0
Age;										
18-29 years	9	2.45	8	2.18	14	3.81	10	2.72	41	11.2
30-39 years	44	11.99	28	7.63	29	7.90	42	11.44	143	39.0
40-49 years	29	7.90	35	9.54	23	6.27	36	9.81	123	33.5
>50 years	22	5.99	13	3.54	9	2.45	16	4.36	60	16.3
	104	28.34	84	22.89	75	20.44	104	28.34	367	100.0
Education;										
Master's degree	66	17.98	51	13.90	52	14.17	75	20.44	244	66.5
Doctorate	38	10.35	33	8.99	23	6.27	29	7.90	123	33.5
	104	28.34	84	22.89	75	20.44	104	28.34	367	100.0

Table 1 highlights the demographic characteristics of respondents from four universities in Sumatra (USU, UNAND, UNP, and USK). Female participants slightly outnumbered males (53.4% vs. 46.6%), with USU and USK having the highest proportion of women. Most respondents were single (80.1%), and the majority were in the mid-career age groups of 30-39 years (39%) and 40-49 years (33.5%). Regarding education, 66.5% held master's degrees, and 33.5% had doctorates, with USK leading in master's degree holders and USU in doctorates. This diverse and highly educated sample provides a robust basis for exploring variations in leadership, motivation, and performance perceptions within higher education institutions.

b. Perception of leadership style

The perception of leadership style is presented in Table 3.

Table 2. Respondents' perception of leadership style

Item	SD	D	DL	A	SA	Average of Score
The leader has good communication skills	5	4	0	211	147	4.33
The leader can show maturity in facing problems	6	6	3	211	141	4.29
The leader is humble	7	4	6	209	141	4.28
The leader shows empathy towards all employees	2	9	8	188	160	4.34
The leader is a role model in every problem faced	2	13	62	223	67	3.92
The leader has high self-	1	12	14	226	114	4.19

confidence	
Overall Average of Score	4.23

Note: SD=Strongly Disagree; D=Disagree; DL=Disagree Less; A=Agree; SA=Strongly Agree

Table 2 summarizes respondents’ perceptions of leadership style, revealing a generally positive outlook. Communication skills and empathy received the highest ratings, with most respondents agreeing or strongly agreeing that the leader communicates effectively (211 agree, 147 strongly agree) and showing empathy towards employees (188 agree, 160 strongly agree). Maturity in facing challenges and humility were also well-regarded traits, though role-modeling behavior was rated lower, with 62 respondents expressing disagreement. Despite this, self-confidence was viewed favorably, reflecting the leader’s self-assurance.

The overall average score for leadership style was 4.23, categorized as good, with empathy scoring the highest at 4.34, signifying a strong emotional connection with employees. The lowest score, 3.92, was for the role model indicator, suggesting room for improvement in setting examples during challenges. These findings highlight that effective leadership, marked by strong communication, empathy, and confidence, is essential for enhancing employee satisfaction and organizational performance.

c. Perception towards motivation

Respondents’ perceptions of motivation are presented in Table 3.

Table 3. Respondents’ perception towards motivation

Item	SD	D	DL	A	SA	Average of Score
The organization meets employees’ physical needs	8	2	12	222	123	4.22
The organization ensures the need for security at work	9	3	4	197	154	4.31
The organization fulfills the need for socialization inside and outside the office	7	7	12	254	87	4.1
The organization rewards high-performing employees	7	8	23	245	84	4.06
Leaders praise employees who demonstrate high work performance	2	9	28	258	70	4.04
Overall Average of Score						4.15

Note: SD=Strongly Disagree; D=Disagree; DL=Disagree Less; A=Agree; SA=Strongly Agree



Table 3 highlights a positive perception of the organization’s employee motivation efforts. Most respondents agree that basic physical needs are met (222 agree, 123 strongly agree) and workplace security is ensured (197 agree, 154 strongly agree). High ratings were also given to support for socialization and recognition of employee achievements (254 and 258 agree, respectively). While motivation strategies are generally strong, there is room to improve the recognition of high performance.

The overall average score for motivation is 4.15, categorized as good. The highest score, 4.31, reflects the organization’s ability to ensure workplace security, while the lowest score, 4.04, pertains to self-actualization, suggesting that recognition for high performance could be improved. These results emphasize the organization’s success in addressing key motivational factors while identifying opportunities to enhance performance recognition for sustaining employee motivation.

d. Perception towards remuneration

Respondents’ perceptions of remuneration are presented in Table 4.

Table 4. Respondents’ perception towards compensation

Item	SD	D	DL	A	SA	Average of Score
The salary received is commensurate with the workload	2	5	31	225	104	4.15
The organization provides incentives to high-performing employees	3	24	83	165	92	3.86
The organization provides non-financial benefits such as health insurance	2	8	51	222	84	4.03
The organization gives bonuses to employees with significant performance achievements	2	16	58	227	64	3.91
The organization provides allowances for employees	1	11	23	246	86	4.10
Overall Average of Score						4.01

Note: SD=Strongly Disagree; D=Disagree; DL=Disagree Less; A=Agree; SA=Strongly Agree

Table 4 reveals a generally positive perception of the organization’s compensation system, with allowances and bonuses receiving the highest ratings. Most respondents agreed that allowances (246 agreed, 86 strongly



agreed) and bonuses for high-performing employees (227 agreed, 64 strongly agreed) are adequately provided. However, some dissatisfaction was noted regarding salaries relative to workload, with 31 respondents disagreeing and 5 strongly disagreeing. Incentives for high performers received mixed feedback, with 165 agreeing, 92 strongly agreeing, and 107 respondents expressing varying levels of disagreement. Non-financial benefits, such as health insurance, were positively viewed by most respondents, though some found them lacking.

The overall average compensation score of 4.01 is categorized as good, with the highest average (4.15) reflecting satisfaction with salary adequacy. The lowest average (3.86) pertains to bonuses and commissions, indicating some dissatisfaction with incentives for high-performing employees. These findings suggest that while the compensation system is perceived as adequate, improvements in aligning salaries with workload and enhancing incentives could further boost employee satisfaction.

e. Perception towards employee performance

Respondents' perceptions of employee performance are presented in Table 5.

Table 5. Respondents' perception towards employee performance

Item	SD	D	DL	A	SA	Average of Score
My work results can meet the quantity set by the organization and contribute to work achievements	5	9	55	221	77	3.97
My work results can meet the quality set by the organization and contribute to work achievements	3	9	29	246	80	4.06
I have the ability and knowledge to complete the tasks assigned to me	2	10	10	235	110	4.20
My work results can be measured according to the effective budget usage target	9	17	72	212	57	3.79
My work results are always efficient and meet the target budget usage	5	11	24	251	76	4.04
I always prioritize tasks considered more important	1	14	40	251	61	3.97
I have the ability to act in accordance with the values, norms, and ethics applicable	5	13	33	252	64	3.97
I can balance between official duties and	7	5	33	258	64	4.00

Item	SD	D	DL	A	SA	Average of Score
personal interests						
I can arrive at the office on time and adhere to the obligations of this organization	6	2	16	239	104	4.27
During work. I always maintain good relationships and cooperation between superiors and subordinates and set a good example	5	13	23	232	94	4.08
Overall Average of Score						4.04

Note: SD=Strongly Disagree; D=Disagree; DL=Disagree Less; A=Agree; SA=Strongly Agree

Table 5 highlights a generally positive perception of employee performance, with most respondents agreeing they meet quality and quantity targets (246 agree, 80 strongly agree) and contribute to organizational success (221 agree, 77 strongly agree). Additionally, 235 respondents agreed and 110 strongly agreed that they possess the skills and knowledge needed to complete tasks effectively. Most respondents also indicated they prioritize tasks and align their actions with organizational values. However, budget management received mixed feedback, with 72 somewhat disagreeing and 9 strongly disagreeing about meeting budget targets.

The overall average performance score of 4.02 is categorized as good. The highest average score (4.27) is in the discipline indicator, reflecting punctuality and adherence to organizational obligations. The lowest average score (3.79) is in the effectiveness indicator, suggesting room for improvement in meeting budget-related targets. Overall, employees view themselves as competent and committed, with opportunities to enhance task prioritization and budget management for even better performance.

f. Perception towards organizational performance

Respondents' perceptions of organizational performance are presented in Table 6.

Table 6. Respondents' perception towards organizational performance

Item	SD	D	DL	A	SA	Average of Score
The organization experiences an increase in productivity every year	2	7	9	239	110	4.22



Item	SD	D	DL	A	SA	Average of Score
The organization experiences an improvement in the quality of service to students	2	6	15	227	117	4.22
The organization is able to identify every need of the students and innovate in creating services that meet those needs	3	4	2	248	110	4.24
The organization makes consistent policies to advance education	2	9	6	248	102	4.19
Overall Average of Score						4.22

Note: SD=Strongly Disagree; D=Disagree; DL=Disagree Less; A=Agree; SA=Strongly Agree

Table 6 indicates a positive perception of the organization's performance, particularly in productivity, service quality, and innovation. Most respondents agreed that productivity increases annually (239 agree, 110 strongly agree) and that service quality and responsiveness to student needs have improved (248 agree, 110 strongly agree). Policies are viewed as consistent and aligned with educational goals (248 agree, 102 strongly agree).

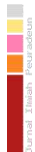
With an overall average score of 4.22 ("good"), responsiveness scored highest at 4.24, reflecting effective student engagement. Accountability scored lowest at 4.19, suggesting some concerns about policy consistency. These findings highlight strengths in productivity and innovation while identifying opportunities to enhance policy alignment for sustained organizational success.

g. Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis aims to test the unidimensionality of each indicator that forms latent variables in the research model. This study's model includes three exogenous variables and two endogenous variables, totaling 30 indicators.

1) Confirmatory factor analysis

The results of the confirmatory factor analysis for all constructs in this study are presented in Figure 1.



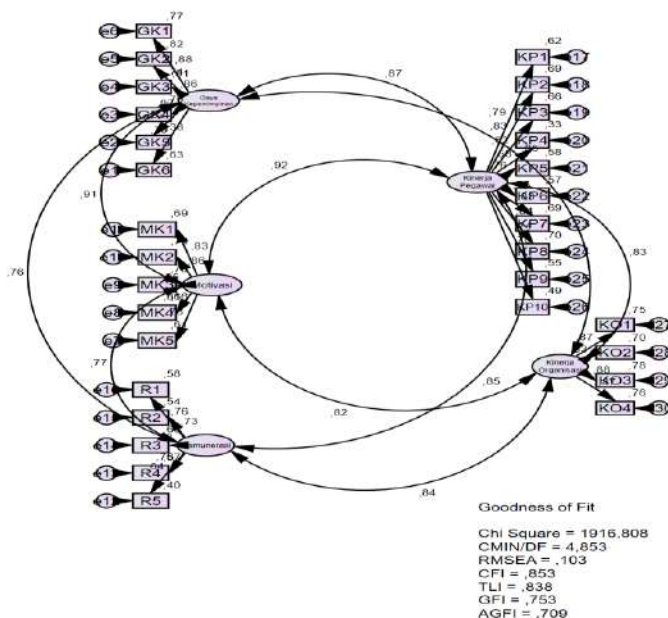


Figure 1. Confirmatory Factor Analysis of Constructs

2) Evaluation of Goodness of Fit Criteria

The results of the measurement model's feasibility analysis are presented in Table 7.

Table 7. Results of the measurement model feasibility testing

Goodness of Fit Index	Cut off Value	Results	Model Evaluation
Chi-Square	< 887,882	1916,808	Poor Marginal
RMSEA	≤ 0,08	0,103	Poor Marginal
GFI	≥ 0,90	0,753	Poor Marginal
AGFI	≥ 0,90	0,709	Poor Marginal
CMIN/DF	≤ 2,00	4,853	Poor Marginal
TLI	≥ 0,90	0,838	Poor Marginal
CFI	≥ 0,90	0,853	Poor Marginal

The feasibility testing results still indicate a marginal fit, with factor loadings all being acceptable. Therefore, a respecification analysis is necessary by examining Modification Indices (M.I.) and combining indicators with high MI values. The final results of the respecification analysis are presented in Figure 2.

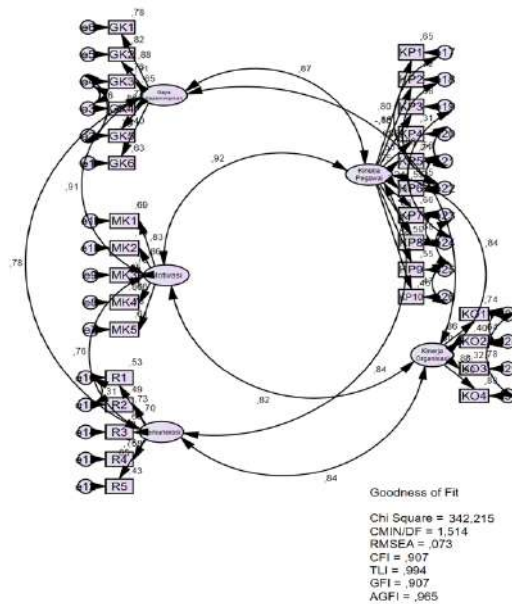


Figure 2. Measurement model respecification analysis

The results of the measurement model feasibility analysis are presented in Table 8.

Table 8. Results of the measurement model feasibility testing

Goodness of Fit Index	Cut off Value	Results	Model Evaluation
Chi-Square	< 887,882	342,215	Good
RMSEA	≤ 0,08	0,073	Good
GFI	≥ 0,90	0,907	Good
AGFI	≥ 0,90	0,965	Good
CMIN/DF	≤ 2,00	1,514	Good
TLI	≥ 0,90	0,994	Good
CFI	≥ 0,90	0,907	Good

Table 8 shows that the measurement model has a good fit based on several fit indices. The Chi-Square value (342.215) is below the cutoff (887.882), and the RMSEA (0.073) is within the acceptable range (≤ 0.08). The GFI (0.907) and AGFI (0.965) both exceed the required 0.90, indicating a good fit. The CMIN/DF ratio (1.514) is well below the threshold of 2.00. Additionally, the TLI (0.994) and CFI (0.907) meet the minimum acceptable value of 0.90.

Based on Table 10, it can be concluded that the measurement model has met the goodness of fit criteria overall. Therefore, the results from this model can be used as findings related to the relationships between each indicator and its respective constructs. According to Figure 4, the factor loading values for each indicator are greater than 0.5, indicating that these indicators meet the requirements in SEM.

3) The full Structural Equation Model (SEM)

The full Structural Equation Model (SEM) analysis was conducted following the confirmatory factor analysis to assess the unidimensionality of the latent variable indicators. The data processing results for the full SEM model analysis were evaluated through goodness-of-fit tests and statistical tests. The processed data results for the full SEM model analysis are presented in Figure 3.

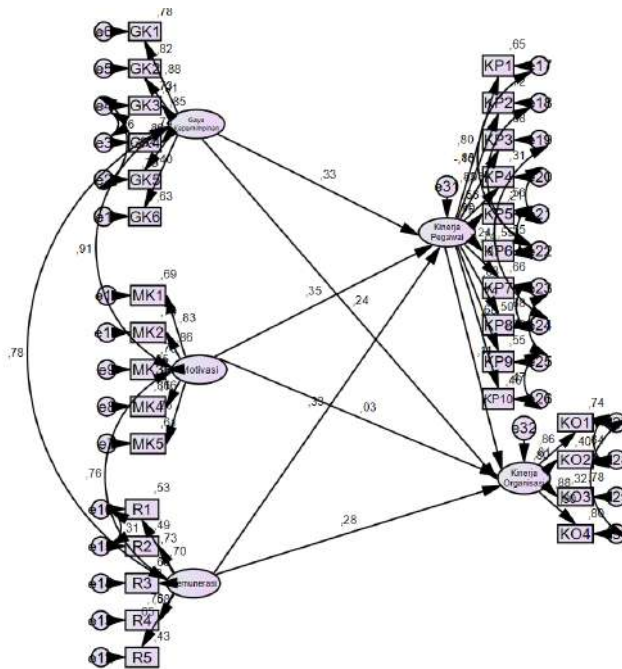


Figure 3. Results of the structural equation model (SEM) testing.

Figure 3 explains the influence of each variable: leadership style, motivation, and remuneration on employee performance, as well as the indirect influence on organizational performance through employee performance.

h. Hypothesis Testing

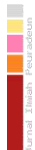
Hypothesis testing in this study is based on the Critical Ratio (CR) values of the causal relationships from the SEM processing results, as shown in Table 9.

Table 9. Standardized regression weights of the structural equation model

	Variabel	Estimate	S.E.	C.R.	P
Leadership Style	---> Employee Performance	0,333	0,097	3,383	***
Motivation	---> Employee Performance	0,345	0,102	4,057	***
Remuneration	---> Employee Performance	0,326	0,078	3,951	***
Leadership Style	---> Organizational Performance	0,237	0,099	4,454	***
Motivation	---> Organizational Performance	0,030	0,154	0,210	0,833
Remuneration	---> Organizational Performance	0,283	0,103	4,738	***
Employee Performance	---> Organizational Performance	0,410	0,101	5,807	***

Notes: S.E: standard error, C.R: Critical Ratio, and P: significance level (P)

Table 9 highlights that Leadership Style, Motivation, and Remuneration significantly impact Employee Performance. Leadership style and remuneration strongly enhance employee performance ($P < 0.001$), with leadership also positively affecting Organizational Performance ($P < 0.001$). While motivation boosts employee performance ($P < 0.001$), it does not directly influence organizational performance ($P = 0.833$). Remuneration and Employee Performance have significant effects on Organizational Performance ($P < 0.001$), underscoring the critical role of individual contributions. These results emphasize the importance of leadership, motivation, and remuneration in driving employee and organizational success. Universities should prioritize



balancing these factors to foster engagement, productivity, and overall performance.

1) Influence of leadership style, motivation, and remuneration on employee performance

The study highlights that leadership style, motivation, and remuneration are crucial in enhancing employee performance at PTN-BH University, Sumatera Region. Leadership, contributing 33.3% to performance ($P = 0.000$), fosters clarity, inspiration, and fairness, positively impacting employees. Motivation accounts for 34.5% of performance improvement ($P = 0.000$), driven by factors such as recognition, development opportunities, and a supportive work environment, which enhance enthusiasm and job satisfaction.

Remuneration influences performance by 32.6% ($P = 0.000$), with fair compensation and performance-based incentives boosting motivation. Together, these factors create an environment for optimal employee performance, advancing PTN-BH University's goals and enhancing educational quality in the region.

2) Influence of leadership style, motivation, and remuneration on organizational performance

The influence of leadership style on organizational performance is significantly significant at 0.000, indicating that leadership style significantly affects organizational performance. The magnitude of the influence of leadership style on organizational performance is 32.7%. This result shows that higher levels of leadership style lead to greater improvements in the performance of PTN-BH University in the Sumatera Region.

The influence of remuneration on organizational performance also has a significant value of 0.000, indicating that remuneration significantly affects organizational performance ($P < 0.05$). This confirms that a good remuneration policy can significantly enhance organizational performance. Meanwhile, the influence of motivation on organizational performance has a significance value of 0.833, indicating that motivation does not have a

statistically significant impact on organizational performance ($P > 0.05$). This result suggests that the level of employee motivation does not statistically affect organizational performance in the context of this study.

3) Influence of employee performance on organizational performance

The impact of employee performance on organizational performance is highly significant (P value 0.000), with a notable effect size of 41.0%. This demonstrates that higher employee performance greatly contributes to the overall performance of PTN-BH University in the Sumatera Region. The research underscores that employee performance is a key indicator of individual success and is crucial for organizational success.

High employee performance enhances competence, productivity, and alignment with organizational goals. Thus, focusing on employee development, recognition, and support is essential for improving organizational effectiveness. For PTN-BH University, prioritizing the enhancement of employee performance is vital for achieving sustainable educational and institutional development.

4) The influence of leadership style on organizational performance through employee performance

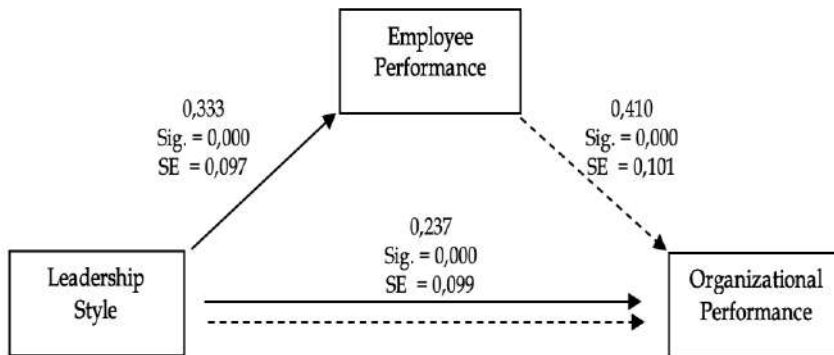


Figure 4. Testing the mediating effect of leadership style on organizational performance through employee performance

Figure 4 illustrates the results of testing the mediating effect of leadership style on organizational performance through employee performance. This

suggests that leadership style not only directly influences organizational performance but also exerts an impact through its effect on the quality of individual employee performance. In other words, leadership style improves organizational outcomes by enhancing individual performance.

The finding that employee performance partially mediates the relationship highlights the importance of leadership in motivating and guiding employees toward optimal performance. While leadership style provides direct direction and motivation, the success of the organization depends on how effectively individuals apply the vision and strategies set by their leaders. These insights are valuable for human resource management and leadership development, particularly in educational settings like PTN-BH universities in the Sumatra region, where improving individual performance quality can lead to greater organizational success.

5) The effect of motivation on organizational performance through employee performance

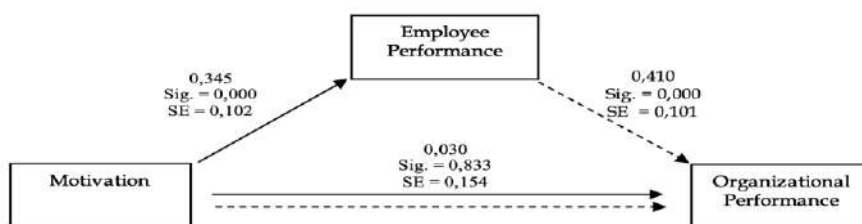


Figure 5. Mediation analysis of the effect of motivation on organizational performance through employee performance

Figure 5 illustrates the mediation analysis of motivation’s effect on employee performance. The Sobel test results (2.598, P-value 0.009) confirm that employee performance serves as a mediating variable between motivation and organizational performance. This means motivation partially influences organizational performance indirectly through its impact on employee performance quality.

This finding highlights the crucial role of individual performance as a bridge between motivation and organizational outcomes. While motivation

enhances performance, its impact depends on employees effectively channeling it into productive contributions. Effective management should prioritize improving both motivation and employee performance quality to achieve optimal organizational success.

6) The Influence of remuneration on organizational performance through employee performance

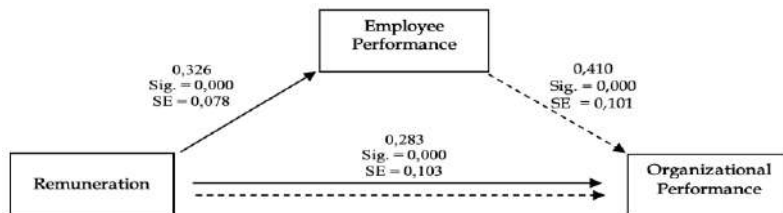


Figure 6. Testing the mediating effect of compensation on organizational performance through employee performance

Figure 6 shows that fair, competitive compensation boosts employee motivation, which leads to improved performance. Employees who feel valued are more engaged, producing quality work that enhances organizational performance. This contributes to increased productivity and supports long-term organizational success by attracting and retaining skilled employees. Figure 9 highlights the link between compensation, employee performance, and organizational outcomes, demonstrating how strategic compensation can improve overall performance.

The Sobel test (2.911, P-value 0.003) confirms that employee performance mediates the relationship between remuneration and organizational performance. Remuneration improves organizational performance by enhancing individual performance, underscoring the importance of effective compensation management.

2. Discussion

a. The influence of leadership style on performance

This study highlights the significant positive impact of leadership style on employee performance ($P < 0.001$), supporting the Path-Goal

Theory. Iswahyudi et al. (2023) note that House's Path-Goal theory emphasizes how leaders can influence subordinates' perceptions of their personal goals to achieve organizational objectives. Leaders who tailor their styles to the needs of their teams – whether transformational for innovation or participative for decision-making – enhance employee engagement and commitment (Ned & Umesi, 2023; Iska et al., 2024). Additionally, Mien et al. (2023) and Bakker et al. (2023) found that appropriate leadership enhances communication and operational efficiency, driving both individual and organizational performance. Uman et al. (2024) also suggest that supportive leadership positively influences job satisfaction through organizational practices like communication and teamwork.

Further exploration of specific leadership styles could provide deeper insights. While the general findings confirm the positive effect of leadership, it is essential to identify which style – directive, supportive, participative, or achievement-oriented – has the greatest influence in PTN-BH universities. For example, transformational leadership may foster innovation (Zhu & Huang, 2023), while participative leadership may improve decision-making (Ahn & Bessiere, 2022). The relationship between leadership and performance is bidirectional; leadership influences performance, and employee feedback shapes leadership strategies (Baporikar, 2024).

b. The influence of motivation on performance

Motivation is a key driver of employee performance, with this study confirming their significant positive relationship ($P < 0.001$). Motivation aligns employees' personal goals with organizational objectives, fostering dedication and improving performance (Girdwichai & Sriviboon, 2020; Prastiwi et al., 2022). Leaders who understand motivation's importance can create environments that inspire productivity (Iskandar, 2016; Maksun, 2023). Maslow's Hierarchy of Needs emphasizes fulfilling basic needs like security and stability before addressing higher-level motivators such as self-actualization. Vroom's Expectancy Theory highlights the importance of ensuring employees see a clear link between their efforts, performance, and

rewards (Tahir & Iraqi, 2018; Anwar et al., 2024; Witro, 2024). Addressing these needs boosts motivation and productivity across organizations.

This study could further explore balancing intrinsic motivators, like personal growth and intellectual challenge, with extrinsic rewards, such as bonuses, in academic settings. Intrinsic factors often have a stronger impact on performance in universities, while institutional constraints may limit certain motivational strategies. Creating supportive environments where employees feel valued and have clear goals strengthens individual and organizational performance (Zulkarnain, 2016). Comprehensive motivational strategies enhance teamwork, customer satisfaction, and competitiveness, highlighting the need for human resource management to focus on sustainable approaches to achieving strategic goals.

c. The influence of remuneration on employee performance at PTN-BH

Remuneration, including incentives, plays a critical role in enhancing employee motivation and performance. This study reveals a significant positive relationship between remuneration and employee performance, with an estimate of 0.326 and a critical ratio (C.R.) of 3.951 ($P < 0.000$). These findings highlight the need for fair and well-structured compensation systems to align employee efforts with organizational goals (Kayode et al., 2019; Putra, 2022). Vroom's Expectancy Theory supports this, suggesting employees are more likely to excel when they perceive their efforts are fairly rewarded (Qadari et al., 2018).

Combining intrinsic and extrinsic motivators, effective remuneration enhances engagement, satisfaction, and retention while reducing turnover. The study aligns with Benarkuu et al. (2024), who found a strong correlation between fair remuneration and job satisfaction among Ghanaian lecturers, with a 1% pay increase improving satisfaction by 96.6%. Competitive compensation boosts performance and fosters a motivated workforce committed to organizational success.

Effective remuneration systems also promote employee welfare, focus, and loyalty (Putra, 2022; Rasyid, 2021). Kayode et al. (2019) emphasize that well-structured salaries, bonuses, and incentives motivate employees to



achieve their best. These systems reduce turnover, enhance satisfaction, and support talent retention, making transparent and fair remuneration strategies vital for achieving organizational objectives (Setiawan & Hendarman, 2024).

d. The influence of civil servant performance on the performance of PTN-BH University

Civil Servant (*ASN – Aparatur Sipil Negara*) performance significantly influences university operations, including administrative efficiency, public service, and resource management. Quality ASN ensures the smooth execution of tasks like financial and academic management while enhancing service delivery to students and stakeholders, ultimately shaping the university's reputation (Weda, 2018; Khairudin et al., 2024). Efficient administration also supports timely decision-making, while effective resource management enables optimal allocation for academic and research activities. High-performing ASN directly contributes to achieving academic and non-academic goals, ensuring smoother processes and better outcomes (Fauzi et al., 2022; Sriani et al., 2023).

The strategic impact of ASN performance extends beyond operational efficiency to achieving the university's vision and mission. Capacity development, professional performance management, and appropriate incentives are crucial for improving ASN quality. Research findings align with global trends in higher education management, where leadership, motivation, and remuneration play pivotal roles. For instance, transformational leadership in UK universities fosters innovation and engagement, while effective remuneration systems in Malaysia enhance satisfaction and retention (Mien et al., 2023; Zhu & Huang, 2023; Hamsin et al., 2023). These findings highlight shared challenges and opportunities, emphasizing the need for tailored strategies in PTN-BH universities.

PTN-BH universities face unique challenges during their autonomy transition, requiring localized solutions integrated with international best practices. Adopting participative leadership, leveraging motivational theories like Vroom's Expectancy Theory, and implementing performance-based remuneration systems can enhance engagement and

governance. By aligning global standards with local contexts, PTN-BH universities can contribute meaningfully to international discourse on university management and performance.

The combination of motivation and remuneration at PTN-BH offers a potential model for universities worldwide. Participative leadership and performance-based remuneration systems, proven effective in this context, can be adapted to other institutions considering cultural and organizational nuances. Such adaptations foster improved performance and efficiency tailored to specific environmental dynamics, ensuring relevance and effectiveness.

Maslow's and Vroom's motivational theories provide strategic frameworks for enhancing employee performance in autonomous universities. Maslow emphasizes fulfilling basic needs, such as job security and financial stability, before addressing higher-level motivators like self-actualization. In PTN-BH, this approach translates into offering competitive salaries, adequate facilities, and welfare guarantees, followed by opportunities for academic recognition and career development. Balancing these needs encourages optimal contributions toward institutional goals.

Vroom's theory focuses on the connection between effort, performance, and rewards, emphasizing clarity and fairness. At PTN-BH, this involves ensuring staff understand how their efforts impact institutional success and providing transparent reward systems, such as financial incentives and promotions, for achievements in research or teaching. These strategies create an empowering work environment that motivates employees to excel, driving both individual and institutional success.

D. Conclusion

This study concludes that effective leadership, strong motivation, and competitive remuneration significantly enhance employee performance, which in turn improves organizational outcomes at PTN-BH universities in Sumatra. Leadership characterized by strong communication, empathy, and adaptability positively impacts employee behavior, while motivation, though crucial for individual performance,



does not directly influence organizational outcomes. Remuneration, however, strengthens both employee and organizational performance, underscoring the need for a synergistic approach between leadership, fair compensation, and motivation to achieve overall organizational success.

To boost performance at PTN-BH, adaptive leadership development, balanced motivation strategies, and effective remuneration systems are essential. Leadership programs should focus on transformational, participative, and achievement-oriented styles, paired with regular training to enhance communication and engagement. Balancing intrinsic and extrinsic motivators is key to sustaining employee performance. A transparent, competitive remuneration system aligned with organizational goals should include regular market assessments to attract and retain talent. For ASN, performance management and continuous feedback can refine skills and strategies, supporting PTN-BH's growth and long-term objectives.

This study has limitations, including its focus on four Sumatra universities, limiting generalizability to other Indonesian institutions. Data collection relied on subjective questionnaires, and the cross-sectional approach only captured a single time point, missing long-term trends. External factors like organizational culture and economic conditions were not examined, and performance was perception-based, introducing subjectivity. Future research should expand the scope, incorporate diverse methods, and explore complex factor interactions for more comprehensive insights.

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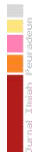


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Appendix

Table 1. Criteria of Confirmatory Factor Analysis (CFA)

Goodness of Fit Index	Cut off Value	Criteria
DF	> 0	Over Identified
Probability	> 0,05	Fit
CMIN/DF	< 2	Fit
GFI	≥ 0,90	Fit
AGFI	≥ 0,90	Fit
CFI	≥ 0,90	Fit
TLI	≥ 0,90	Fit
RMSEA	≤ 0,08	Fit

Source: Dachlan (2014)