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Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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Uswatun Hasanah

The Influence of Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance

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Abstract- This study deals with the Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance. The research aims: 1) to find out the influence of leadership behavior (X_1) on the work stress of lecturers (X_3); 2) to know the effect of work motivation (X_2) on the work stress of the lecturer (X_3); 3) to know the effect of work motivation (X_2) on lecturer job satisfaction (X_4); 4) to reveal the influence of leadership behavior (X_1) on lecturer performance (X_5); 5) the effect of work motivation (X_2) on lecturer performance (X_5); 6) to reveal the effect of job satisfaction (X_4) on lecturer performance (X_5). There are 186 lectures at Langsa became subjects of this research. The research instrument that used is closed questionnaire. The data analysis done through descriptive analysis and inferential Path Analysis. The result found: Work motivation has a positive effect on lecturer performance through job satisfaction with a path coefficient value of 0.0726. Job stress has a negative effect on lecturer performance through job satisfaction with the path coefficient value of -0.0016. It can be concluded that to improve the performance of lecturers can be done through efforts; (1) improvement of leadership behavior; (2) increase work motivation; (3) management of work stress; and (4) increasing job satisfaction.

Keyword: Leadership Behavior, Work Motivation, Job Stress, Job Satisfaction, Lecturers' Performance.

I. INTRODUCTION

Performance relates to productivity issues, as it is an indicator of how the efforts to achieve a high level of productivity in an organization.

Observations and documentation studies University Samudra at Langsa indicated that (1) Lecturers in teaching did not make a lecture program; (2) There are still lecturers who do not have a rank; (3) Lecturers are inconsistent with the schedule of the stipulated lecture. (4) Only 40% of lecturers are consistent with lecture schedules; (5) The level of research lecturers receiving higher educational research funding.

1. Leadership behaviour

Leadership is the ability to influence and move others to want and can follow the management's desire to achieve a predetermined and effective goal[1].

Leadership provides a positive and negative influence on lecturers, counselors, and other education professions. Motivation and improvement of job satisfaction is a little effort that can be done by the leadership, so the lecturer works the most. But without proper leadership, the lecturer will apply at the same time providing instruction to the students. This condition obviously worsens the quality of education in college[2].

Of course, effective leadership will direct and influence the behaviour of all elements in the course, following the value, norms, ethics and culture of a mutually agreed organization, and being able to make appropriate and rapid decisions. Pending for a principal course of study to be able to direct the policies that leads to the leadership function. It is supported by the opinion of Golembiewski[3] that every job will only bring the expected results when done by the best humans by using the best ways anyway.

2. Motivation work

In addition to leadership factors, another factor that affects the lecturer's performance is work motivation. The results of the research of Samson[4] and Siwantara [5] state that work motivation can affect a person's performance. Winardi[6] adds that the motivation of work is a potential force that exists in a person, which can be developed by a number of outside forces that essentially revolve around monetary rewards, and non-monetary rewards That can affect the performance results positively or negatively, depending on the circumstances and conditions facing the person in question.

Uno [7] describes two factors that affect the motivation of work, namely internal and external factors. Internal factors include interest and desire while the external factors are leadership style, good supervision, environment and working conditions as well as the organizational climate. Further Davison [8] emphasized that the leader must have the ability to understand the characteristics and abilities of his subordinates so that every given task can be performed

properly so as not to be a burden of thought Impact on occupational stress.

3. Occupational stress

The results of Sagala Research & Ardi [9] proved that work stress consisting of environmental, organizational, and individual factors, significant and positive impact on the lecturers' performance. Furthermore Lubis & Budiman [10] strengthens that occupational stress in individuals can cause problems for institutions. Because individuals lose concentration, difficult to decide, the quality and quantity of work decreases, working relationships deteriorate, apathy to the working environment, can result in occupational accidents, attendance and high turnover Causing harm to the organization.

So it is understandable that individuals who are sensitive to stress easily make the wrong decisions, this is because they tend to do wrong information processing strategies when experiencing stress [11].

4. Job satisfaction

An important goal in managing human resources within an organization is the work satisfaction of a member of the organization in question that will further improve performance.

Job satisfaction has an impact on work productivity or performance, employee turnover, attendance or absence, and other impacts, such as physical and mental health, the ability to study new jobs and work accidents. [12]

Reveals that job satisfaction affects the performance of a person in work. In line with Gibson, Ivancevic, & Donnelly [14], stating that job satisfaction is an individual's positive and negative attitude toward work, workplace and relationships with colleagues. In general, someone expressed the satisfaction of work when he likes to do the work faced and carried out every day [13].

II. METHOD

This type of research uses quantitative research methods with path analysis. The Research population amounted to 450 people. Sample Assignment using tables Krejcie [15]. So the sample 186 People. Instruments used by DNatural Research this is a Questionnaire. analyses Data using Statistics Descriptive and inferential analysis.

III. RESULTS AND DISCUSSION

1. Results

More research hypotheses test results are presented in table 1. Below:

TABLE 1. SUMMARY OF LINE COEFFICIENT ANALYSIS

Mode I	Line coefficient	To.	A	Inferred
1	$\rho_{31} =$	0,040	0,05	Signif

	0,144			icant
	$\rho_{32} =$ 0,311	0,000	0,05	Signif icant
2	$\rho_{41} =$ 0,270	0,000	0,05	Signif icant
	$\rho_{42} =$ 0,320	0,000	0,05	Signif icant
	$\rho_{43} = -$ 0,007	0,925	0,05	Not signif icant
3	$\rho_{51} =$ 0,155	0,03 4	0,05	Signif icant
	$\rho_{52} =$ 0,094	0,22 3	0,05	Not signif icant
	$\rho_{53} =$ 0,105	0,15 1	0,05	Not signif icant
	$\rho_{54} =$ 0,227	0,00 3	0,05	Signif icant

The Behavioral Leadership (x_1) provides a positive and significant influence on the Working stress ADAP was unable (x_2) ($\rho_{31} = 0.144$). In general the behavior of prevailing leadership and formed at the University of the Langsa Ocean belongs to the category quite well.

Work motivation (x_2) positive and significant impact on occupational stress (x_3) ($\rho_{32} = 0.311$). It means the higher the motivation of work then the stress of work will also be better (decreased). The motivation of working at Samudra Langsa University lecturer also belongs to the category quite well.

Leadership Behavior (x_1) also has a positive and significant impact on job satisfaction (x_4) ($\rho_{41} = 0.270$). That the better the leadership behavior will be higher also the performance of lecturers. Job satisfaction lecturer at the University of the Langsa Ocean belongs to the category is quite good.

Work motivation (x_2) also affects positively and significantly towards job satisfaction (x_4) ($\rho_{42} = 0.320$).

VAriabel Stress work (x_3) gives a negative and insignificant influence on job satisfaction (x_4) ($\rho_{43} = -0.007$). This is expected to give a positive effect to the lecturer's performance in enhancing the quality of self so that it has a big impact on the quality of education in the Langsa Ocean University. Further leadership behavior (x_1) also gives a positive and significant direct influence on the performance of lecturers (x_5) ($\rho_{51} = 0.155$).

The work motivation (x_2) provides a positive but insignificant response to a significant performance of the lecturer (x_5) ($\rho_{52} = 0.094$). Similarly, work stress (x_3) contributes a positive but insignificant influence on the faculty performance (x_5) ($\rho_{53} = 0.105$).

Last is a positive and significant influence of work satisfaction variables (x_4) to lecturer performance (x_5) ($\rho_{54} =$

0.227). This indicates if the high level of work satisfaction, the higher the performance of lecturers will be displayed.

2. The discussion

The lecturer performance model produced from this research is a performance model at the University of the Langsa Ocean which is built causally by leadership behavior variables, work motivation, occupational stress, and work satisfaction formed through 19 Indicators. This performance Model can be implemented with three (3) stages, namely; (1) Working stress management phase; (2) A stage of increased job satisfaction; and (3) the total stage of the lecturers ' performance. So that the performance model of the University of Samudra Langsa lecturer can be used as a reference in Upata to improve the performance of lecturers in the University of the Langsa Ocean.

This is in accordance with that of Belias & Koustelios that the leadership of the organization or agency refers to the style of its leader in providing direction, implementing plans, and motivating employees. While job satisfaction refers to employee perception of their job environment, relationships between colleagues, income and promotional opportunities.

Based on the results of this study was found that the work satisfaction lecturer at the University of Langsa Samudra need to be further improved. This shows that the job satisfaction of lecturers is still a homework for the university to be constantly improved. Therefore, the leader of the Langsa Ocean University should seriously think about this, and to find certain strategies to improve the work satisfaction of lecturers.

Leadership Behavior in good category (25.27%) And the remaining 74.73% rate that leadership behaviour at the Langsa Ocean Univeritas belongs to the category quite well.

Research analysis also shows that work stress affects the job satisfaction of lecturers. The influence given is the negative influence of the opposite direction with job satisfaction. Thus the leader of the Langsa Ocean University should be able to pay attention to the factors or the forming indicators of leadership behaviors observed in this study.

It means that the leadership behavior is a key factor that can affect other variables, such as job motivation, job stress,

job satisfaction, and lecturer performance. So, it is possible to develop and improve leadership behavior in the better direction as an effort to increase the performance of lecturers.

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