

The Influence of Leadership, Organizational Culture, and Education and Training on the Performance of Lecturers and Employees at STIMA Kosgoro, Jakarta

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ABSTRACT

This study aims to analyze the influence of leadership, organizational culture, and education and training on employee performance at Sekolah Tinggi Ilmu Manajemen Kosgoro (STIMA Kosgoro), Jakarta. The research employs both descriptive and inferential statistical approaches. Primary data were collected through structured questionnaires distributed to 60 lecturers and employees of STIMA Kosgoro. The results of the study indicate that leadership is perceived positively by respondents, with agreement levels averaging 51.25% for leadership traits, 45.85% for leadership functions, 45.8% for leadership intelligence, and 50.7% for leadership competence. This suggests that leadership within the institution is generally considered effective in terms of characteristics, functions, and competencies. Organizational culture is also perceived positively, with agreement levels averaging 48.6% for individual initiative and 44.9% for integration. These findings indicate that organizational culture has successfully encouraged coordination, responsibility, and effective work planning among employees. Education and training are perceived as highly positive, with agreement levels averaging 65% for educational aspects and 63.3% for training activities. These programs have contributed to improving employee skills, knowledge, and work performance. Employee performance is also considered good, with agreement levels averaging 60.7% for work achievement and 52.2% for work motivation. This reflects employees' ability to complete tasks effectively, demonstrate responsibility, and maintain high motivation levels. The results further reveal that leadership is the most dominant variable influencing employee performance, contributing 48.80%, followed by education and training (46%), and organizational culture (33.50%). Overall, leadership, organizational culture, and education and training have a positive and significant influence on employee performance. This study concludes that improving leadership quality, strengthening organizational culture, and enhancing education and training programs are essential strategies to improve employee performance in higher education institutions.

Keywords: Leadership; Organizational Culture; Education and Training; Employee Performance; Work Motivation; Human Resource Management; Higher Education Institution; Organizational Behavior; Performance Improvement; STIMA Kosgoro

JEL Classifications: JEL Classifications codes.

1. INTRODUCTION

Background of the Study

Human resources are the most critical element in any organization, as other resources such as capital, technology, and systems can only function effectively when supported by competent individuals. The success of an organization is therefore largely determined by the quality, motivation, and professionalism of its employees. Organizations are not only required to have capable and skilled personnel but also individuals who demonstrate commitment, discipline, and a strong work ethic in achieving organizational goals .

In the context of higher education institutions, such as STIMA KOSGORO, the role of human resources becomes even more strategic due to the presence of academic communities consisting of leaders, lecturers, employees, students, and alumni. These components must interact and collaborate effectively to ensure institutional performance and sustainability. Leadership plays a central role in directing organizational activities, determining work processes, and influencing employee behavior. However, traditional leadership approaches characterized by strict control and hierarchical dominance are increasingly ineffective in modern organizational environments, where employees are expected to be proactive and participative.

Organizational culture also plays a fundamental role in shaping employee behavior. It reflects shared values, norms, and beliefs that influence how individuals perceive their work and interact within the organization. A strong organizational culture can function as a driving force that encourages discipline, responsibility, and collaboration. However, in STIMA KOSGORO, challenges remain in the consistent implementation of organizational culture. Practices such as excessive tolerance toward employee misconduct due to personal considerations may weaken discipline and reduce overall organizational effectiveness .

In addition, employee performance is closely related to education and training programs. Continuous development through training, workshops, and higher education is essential to enhance employee competencies. Training not only improves technical

skills but also shapes attitudes and work behavior, which ultimately contribute to better performance outcomes. Without proper training and development, employees may face difficulties in adapting to changing organizational demands and technological advancements.

Furthermore, several issues have been identified within STIMA KOSGORO, including low work discipline, lack of motivation, weak teamwork, and ineffective leadership practices. These issues indicate that leadership, organizational culture, and training systems have not been optimally aligned to support employee performance. Therefore, it is necessary to examine how these factors influence employee performance both individually and collectively.

Based on these considerations, this study aims to analyze the influence of leadership, organizational culture, and education and training on employee performance at STIMA KOSGORO. Understanding these relationships is essential to provide strategic recommendations for improving institutional effectiveness and human resource management practices.

Problem Identification

This study addresses several key issues related to human resource management within STIMA KOSGORO. These include the effectiveness of leadership practices, the implementation of organizational culture, the role of education and training programs, and the overall performance of lecturers and employees. Additionally, the study examines the extent to which leadership, organizational culture, and training individually and simultaneously influence employee performance.

Research Objectives

The objectives of this study are to analyze leadership practices, organizational culture, education and training implementation, and employee performance within STIMA KOSGORO. Furthermore, this study aims to determine the magnitude of the influence of leadership, organizational culture, and education and training on employee performance, both partially and simultaneously.

Research Significance

Theoretically, this study contributes to the development of human resource management literature, particularly in the areas of leadership, organizational culture, training, and performance. Practically, the findings are expected to provide valuable insights for management in improving leadership effectiveness, strengthening organizational culture, and optimizing training programs to enhance employee performance.

Theoretical Framework

Organizational performance is influenced by multiple interconnected factors, including leadership, organizational culture, and human resource development. Leadership determines how organizational goals are communicated and achieved, while organizational culture shapes employee attitudes and behavior. Education and training function as mechanisms for enhancing employee competencies and adaptability.

In higher education institutions, leadership transitions often create new expectations among stakeholders, including lecturers, employees, and students. Effective leadership can foster transparency, accountability, and innovation, while weak leadership may lead to decreased motivation and performance. Similarly, a strong organizational culture promotes consistency in behavior and supports organizational objectives.

Education and training are essential components of human resource development. They provide employees with the necessary knowledge, skills, and attitudes to perform their tasks effectively. Training programs should be based on needs assessment, followed by implementation and evaluation to ensure their effectiveness in improving performance.

Thus, leadership, organizational culture, and training are expected to play significant roles in influencing employee performance within STIMA KOSGORO.

Research Model

The conceptual model of this study is expressed as:

$$Y = f(X_1, X_2, X_3)$$

Where:

X_1 = Leadership

X_2 = Organizational Culture

X_3 = Education and Training

Y = Employee Performance

Hypotheses

Based on the theoretical framework, the hypotheses of this study are formulated as follows:

Leadership has a significant effect on employee performance.

Organizational culture has a significant effect on employee performance.

Education and training have a significant effect on employee performance.

Leadership, organizational culture, and education and training simultaneously have a significant effect on employee performance.

2. LITERATURE REVIEW

Leadership

Leadership is a process of influencing individuals or groups to achieve organizational goals. It involves motivating, directing, and coordinating the activities of members within an organization to ensure effectiveness and efficiency. Leadership is not merely about authority but also about relationships, where leaders and followers influence each other to achieve shared objectives .

Leadership also reflects the ability to guide, inspire, and create cooperation among organizational members. Effective leaders are characterized by their ability to make decisions, communicate clearly, and adapt to different situations. Various leadership approaches have been identified, including trait, behavioral, and contingency approaches, which emphasize personal characteristics, leadership behavior, and situational factors respectively .

In organizational settings, leadership plays a crucial role in shaping employee attitudes and performance. A leader who is able to motivate and direct employees effectively will contribute to improved work outcomes and organizational success.

Organizational Culture

Organizational culture refers to shared values, beliefs, norms, and assumptions that influence

how members of an organization behave and interact. It represents the collective mindset that shapes organizational identity and guides decision-making processes. Culture is often reflected in organizational practices, communication patterns, and behavioral expectations .

Organizational culture operates at different levels, including visible artifacts, underlying values, and basic assumptions. These levels determine how individuals perceive their roles and responsibilities within the organization. A strong organizational culture can enhance coordination, commitment, and consistency among employees.

Additionally, organizational culture serves important functions such as facilitating internal integration and external adaptation. It helps organizations establish shared goals, define acceptable behaviors, and create a sense of belonging among members. Therefore, culture becomes a key factor influencing employee performance and organizational effectiveness.

Education and Training

Education and training are essential components of human resource development aimed at improving employee competencies. Education generally focuses on theoretical knowledge and long-term development, while training emphasizes practical skills required for specific job tasks .

Training programs are designed to enhance employees' knowledge, skills, attitudes, and behaviors so they can perform their duties effectively. These programs are also intended to close the gap between current employee capabilities and job requirements. Effective training contributes to increased productivity, improved morale, and reduced operational errors.

Moreover, education and training play a strategic role in preparing employees to adapt to organizational changes and technological advancements. Organizations that invest in continuous learning tend to achieve better performance outcomes and maintain competitive advantages.

Employee Performance

Employee performance refers to the level of achievement in completing tasks based on assigned responsibilities within a specific period. It reflects how

well individuals execute their duties in accordance with organizational standards and objectives .

Performance is influenced by various factors, including individual abilities, motivation, leadership, organizational culture, and training. It can be measured through several indicators such as quality, quantity, reliability, initiative, and work attitude. Performance evaluation is an important process used by organizations to assess employee contributions and provide feedback for improvement.

An effective performance management system helps organizations make better decisions regarding compensation, promotion, training, and career development. Therefore, improving employee performance is essential for achieving organizational goals.

Hypothesis Development

Leadership has a direct influence on employee performance. Effective leadership enhances motivation, direction, and coordination, which ultimately improve performance outcomes.

Organizational culture influences employee performance by shaping values, behaviors, and work attitudes. A strong and positive culture encourages employees to perform better.

Education and training contribute to employee performance by improving knowledge, skills, and competencies required for job execution.

Leadership, organizational culture, and education and training simultaneously influence employee performance. The interaction among these variables creates a comprehensive impact on how employees perform within the organization.

3. RESEARCH METHODOLOGY

Research Design

This study employs a quantitative research approach to examine the influence of leadership, organizational culture, and education and training on employee performance. The research design is explanatory in nature, aiming to analyze causal relationships among variables using statistical methods. The quantitative approach is considered appropriate because it allows the researcher to measure relationships between variables objectively and test hypotheses using numerical data and statistical analysis.

The study focuses on identifying both partial and simultaneous effects of independent variables on the dependent variable. In this context, leadership (X1), organizational culture (X2), and education and training (X3) act as independent variables, while employee performance (Y) is treated as the dependent variable.

Research Object and Location

The object of this research consists of four main variables: leadership, organizational culture, education and training, and employee performance. The empirical data were collected from lecturers and employees of STIMA KOSGORO. The institution was selected as the research site due to its organizational structure and relevance to human resource management practices.

The research was conducted at STIMA KOSGORO, located in East Jakarta. The study took place over a period of four months, from September to December, allowing sufficient time for data collection, processing, and analysis .

Unit of Analysis

The unit of analysis in this study consists of individual employees, specifically lecturers and administrative staff at STIMA KOSGORO. These individuals were selected because they directly experience organizational practices related to leadership, culture, and training, which makes them relevant respondents for this research.

Population and Sampling Technique

The population in this study includes all lecturers and employees of STIMA KOSGORO. Given the relatively small population size, the research adopts a census sampling technique, where all members of the population are included as respondents.

A total of 60 respondents participated in this study, consisting of permanent and non-permanent employees as well as lecturers. The use of a census method ensures that the data collected represent the entire population, thereby increasing the accuracy and reliability of the findings .

Data Collection Methods

Data collection in this study involves both primary and secondary data sources. Primary data were obtained directly from respondents using structured questionnaires. The questionnaire was designed to measure perceptions of leadership, organizational culture, education and training, and employee performance.

Secondary data were collected through literature review, including books, journals, and previous studies relevant to the research topic. These sources provide theoretical foundations and support the development of research variables and hypotheses.

Operationalization of Variables

To measure the variables in this study, each construct is operationalized into measurable indicators based on theoretical foundations.

Leadership is measured through dimensions such as leadership traits, leadership style, leadership functions, and leadership effectiveness. Indicators include honesty, decision-making ability, communication skills, and the ability to motivate employees.

Organizational culture is measured through dimensions such as individual initiative, integration, control, and reward systems. Indicators include responsibility, coordination, supervision, and organizational values.

Education and training are measured through two main dimensions: education and training. Indicators include skill development, career improvement, and practical application of knowledge.

Employee performance is measured through dimensions such as work achievement and work motivation. Indicators include quality of work, responsibility, cooperation, and commitment to organizational goals .

Data Analysis Techniques

Descriptive Analysis

Descriptive statistics are used to summarize and present data in a meaningful way. This includes frequency distributions, mean, median, mode, and standard deviation. Descriptive analysis helps to provide an overview of respondent characteristics and variable distributions.

Validity and Reliability Testing

Validity testing is conducted to ensure that the questionnaire measures what it is intended to measure. This is done by calculating the correlation between each item and the total score using the product-moment correlation method.

Reliability testing is conducted to determine the consistency of the measurement instrument. A reliable instrument produces consistent results over time. Reliability is measured using statistical techniques such as split-half or Cronbach's Alpha.

Classical Assumption Tests

Before performing regression analysis, several classical assumption tests are conducted to ensure that the data meet the requirements of regression analysis.

Normality test is used to determine whether the data are normally distributed. This can be assessed using graphical methods such as Normal P-P Plot.

Multicollinearity test is used to detect correlations among independent variables. This is assessed using the Variance Inflation Factor (VIF), where a value below 10 indicates no multicollinearity.

Heteroscedasticity test is used to determine whether there is unequal variance in residuals. This is evaluated using scatterplot analysis.

Autocorrelation test is conducted to determine whether there is correlation between residuals. The Durbin-Watson statistic is commonly used for this purpose.

Regression Analysis

Simple Linear Regression

Simple linear regression is used to analyze the relationship between one independent variable and one dependent variable. The regression model is expressed as:

$$Y = a + bX$$

Where:

- Y = dependent variable (employee performance)
- a = constant
- b = regression coefficient
- X = independent variable

Multiple Linear Regression

To analyze the simultaneous effect of multiple independent variables on the dependent variable, multiple linear regression is used. The model is expressed as:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Where:

- X_1 = leadership
- X_2 = organizational culture
- X_3 = education and training
- Y = employee performance

Correlation Analysis

Correlation analysis is used to measure the strength and direction of the relationship between variables. The correlation coefficient (r) ranges from -1 to +1. A positive value indicates a direct relationship, while a negative value indicates an inverse relationship.

The formula for correlation coefficient is:

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Coefficient of Determination

The coefficient of determination (R^2) is used to measure how much variation in the dependent variable can be explained by the independent variables.

$$R^2 = \frac{SSR}{SST}$$

A higher value of R^2 indicates a stronger explanatory power of the model.

Hypothesis Testing

t-Test (Partial Test)

The t-test is used to determine the significance of individual independent variables on the dependent variable.

Decision criteria:

- If p-value < 0.05 → reject H0
- If p-value > 0.05 → accept H0

F-Test (Simultaneous Test)

The F-test is used to examine the joint effect of all independent variables on the dependent variable.

$$F = \frac{R^2/(k-1)}{(1-R^2)/(n-k)}$$

Where:

1. k = number of variables
2. n = number of samples

Decision criteria:

- If F-count > F-table → reject H0
- If F-count < F-table → accept H0

Data Processing Tools

All statistical analyses in this study are conducted using SPSS (Statistical Package for Social Sciences). The software is used for data tabulation, descriptive analysis, regression analysis, correlation analysis, and hypothesis testing.

4. RESULTS AND DISCUSSION

Instrument Testing

Before conducting the main analysis, a pre-test of the questionnaire was carried out on 30 respondents outside the research sample. The purpose of this step was to ensure that the measurement instrument met validity and reliability standards. The validity test was conducted using the one-shot method by comparing the correlation coefficient (r-count) with the r-table value at a significance level of 0.05, where the r-table value was 0.2407.

The results showed that all questionnaire items across variables—leadership, organizational culture, education and training, and employee performance—had correlation coefficients greater than the r-table value. This indicates that all items are valid and suitable for measuring the intended constructs. Therefore, the instrument is capable of capturing accurate data related to the research variables.

Furthermore, reliability testing was conducted using Cronbach's Alpha. The results indicate that leadership (0.956), organizational culture (0.947), education and training (0.950), and employee performance (0.931) all exceeded the threshold value of 0.70. These findings confirm that the instrument is highly reliable and consistent in measuring the variables under study. Thus, the questionnaire is

deemed appropriate for further data collection and analysis.

Descriptive Analysis

Leadership (X1)

The descriptive analysis of the leadership variable indicates a mean score of 52.28, with a standard deviation of 5.103. The scores range from a minimum of 43 to a maximum of 63, showing a relatively wide distribution among respondents.

The majority of respondents perceive leadership positively. Most responses fall within the “agree” category, with an average of approximately 45%, and “strongly agree” around 20–26%. This suggests that leadership practices within the organization are generally considered effective.

Key dimensions such as leadership traits, leadership functions, decision-making ability, and leadership effectiveness show consistent positive responses. Leaders are perceived as capable of motivating employees, fostering cooperation, and making effective decisions. These findings indicate that leadership plays a significant role in shaping employee attitudes and performance.

Organizational Culture (X2)

The organizational culture variable has a mean score of 40.07 and a standard deviation of 4.801, with scores ranging from 27 to 47. This indicates moderate variability in respondents' perceptions.

Most respondents agree that the organizational culture is positive, particularly in terms of individual initiative, integration, control, and reward systems. The “agree” responses average around 45–50%, while “strongly agree” responses reach approximately 33–40%.

Employees perceive that they are given clear responsibilities, freedom to express ideas, and opportunities to coordinate effectively with management. However, some responses indicate a level of hesitation (around 30–38%) in areas related to reward systems, suggesting that improvements could be made in compensation and recognition mechanisms.

Education and Training (X3)

The education and training variable shows a mean score of 38.35 with a standard deviation of 3.492. The scores range from 31 to 44, indicating relatively consistent responses among participants.

The majority of respondents agree that education and training programs contribute positively to their performance. Approximately 65–70% of respondents selected “agree,” while around 22% selected “strongly agree.”

Participants reported that training improves their skills, knowledge, and job performance. Educational programs are also perceived to enhance career opportunities and work effectiveness. However, some respondents expressed uncertainty regarding the direct impact of training on job performance, indicating room for improvement in program implementation and evaluation.

Employee Performance (Y)

The employee performance variable has a mean score of 51.57 and a standard deviation of 3.548, with scores ranging from 45 to 58. This suggests relatively stable performance levels among employees.

Most respondents reported positive performance outcomes, with “agree” responses averaging 62–63% and “strongly agree” around 29–32%. Employees demonstrate strong work commitment, responsibility, and ability to complete tasks effectively.

Performance indicators such as work quality, task completion, cooperation, and motivation show high levels of agreement. These findings indicate that employees generally perform well and are aligned with organizational expectations.

Hypothesis Testing

Partial Effects (t-Test)

The results of the regression analysis indicate that each independent variable has a positive effect on employee performance.

Leadership shows a positive relationship with performance, indicating that better leadership practices lead to improved employee outcomes. Leaders who provide clear direction, motivation, and

support contribute significantly to employee effectiveness.

Organizational culture also has a positive impact on performance. A supportive culture enhances collaboration, communication, and employee engagement, which in turn improves performance levels.

Education and training demonstrate a positive influence on performance, as they enhance employee competencies and skills. Employees who receive adequate training are better equipped to perform their tasks efficiently.

These findings confirm that all independent variables significantly influence employee performance individually.

Simultaneous Effects (F-Test)

The simultaneous test results indicate that leadership, organizational culture, and education and training collectively have a significant impact on employee performance.

The regression model shows that the combination of these variables explains a substantial portion of the variance in employee performance. This suggests that improving these factors simultaneously can lead to better organizational outcomes.

Discussion

The findings of this study highlight the importance of leadership, organizational culture, and education and training in influencing employee performance. Leadership emerges as a critical factor, as it directly affects employee motivation, direction, and productivity.

Organizational culture also plays a vital role in shaping employee behavior. A positive culture encourages collaboration, innovation, and commitment, which contribute to higher performance levels.

Education and training are essential for developing employee competencies. Continuous learning and skill development enable employees to adapt to changing job requirements and improve their performance.

The results are consistent with previous studies that emphasize the significance of human resource management practices in enhancing organizational performance. The integration of

leadership, culture, and training creates a supportive environment that fosters employee growth and productivity.

However, the findings also reveal certain limitations. Some respondents expressed uncertainty regarding specific aspects of organizational culture and training effectiveness. This suggests that organizations should continuously evaluate and improve their practices to ensure optimal outcomes.

Research Limitations

This study has several limitations. First, the sample size is relatively small and limited to one institution, which may affect the generalizability of the findings. Second, the study relies on self-reported data, which may introduce bias.

Future research should consider larger and more diverse samples to enhance the validity of the findings. Additionally, incorporating qualitative methods could provide deeper insights into the relationships among variables.

Normality Test

Prior to conducting hypothesis testing, a normality test was performed to ensure that the data met the assumptions required for regression analysis. The normality test in this study used the Kolmogorov-Smirnov (Liliefors) method, where the data is considered normally distributed if the significance value (Sig.) is greater than 0.05.

Based on the results, all variables—leadership (X1), organizational culture (X2), education and training (X3), and employee performance (Y)—showed significance values of 0.200, which are greater than 0.05. This indicates that all data are normally distributed and suitable for further parametric statistical analysis. The summary of the normality test confirms that the dataset fulfills the classical assumption of normality, allowing regression analysis to be conducted reliably.

The fulfillment of this assumption strengthens the validity of the subsequent hypothesis testing, ensuring that the relationships between variables can be analyzed without bias due to distributional issues.

Hypothesis Testing

Effect of Leadership on Employee Performance

The analysis of the influence of leadership (X1) on employee performance (Y) was conducted using simple linear regression. The results show a correlation coefficient (R) of 0.698, indicating a strong and positive relationship between leadership and employee performance.

The coefficient of determination (R²) is 0.488, which means that 48.8% of employee performance is explained by leadership, while the remaining 51.2% is influenced by other factors outside the model. This suggests that leadership is a major contributing factor in determining employee performance levels.

The regression equation obtained is:

$$\hat{Y} = 26.353 + 0.483X1$$

This equation indicates that for every one-unit increase in leadership, employee performance increases by 0.483 units. The constant value of 26.353 represents the baseline level of performance when leadership is not considered.

The t-test results show that t-count (7.429) is greater than t-table (2.01), indicating that leadership has a statistically significant effect on employee performance. Additionally, the F-test results (F-count = 55.194 > F-table = 4.01) confirm that the regression model is significant.

These findings highlight that effective leadership plays a crucial role in improving employee performance. Leaders who provide clear direction, motivation, and support are able to enhance employee productivity and work outcomes.

Effect of Organizational Culture on Employee Performance

The relationship between organizational culture (X2) and employee performance (Y) also shows a positive and significant effect. The correlation coefficient (R) is 0.579, indicating a moderate positive relationship.

The coefficient of determination (R²) is 0.335, meaning that 33.5% of employee performance is influenced by organizational culture, while the remaining 66.5% is determined by other variables.

The regression equation is:

$$\hat{Y} = 34.425 + 0.428X2$$

This indicates that an increase in organizational culture by one unit will increase employee performance by 0.428 units. The constant value of 34.425 represents the baseline performance level.

The t-test result ($t\text{-count} = 5.406 > t\text{-table} = 2.01$) shows that organizational culture significantly affects employee performance. The F-test result ($F\text{-count} = 29.230 > F\text{-table} = 4.01$) further confirms the significance of the regression model.

These results suggest that a strong organizational culture fosters better employee performance. A supportive work environment, clear values, and effective communication contribute to improved employee behavior and productivity.

Effect of Education and Training on Employee Performance

Education and training (X3) also demonstrate a strong positive influence on employee performance. The correlation coefficient (R) is 0.679, indicating a strong relationship.

The coefficient of determination (R^2) is 0.460, which means that 46.0% of employee performance is explained by education and training, while 54.0% is influenced by other factors.

The regression equation is:

$$\hat{Y} = 25.130 + 0.689X3$$

This indicates that a one-unit increase in education and training leads to a 0.689 increase in employee performance. The constant value of 25.130 represents the baseline performance level.

The t-test result ($t\text{-count} = 7.035 > t\text{-table} = 2.01$) confirms that education and training significantly affect employee performance. The F-test result ($F\text{-count} = 49.497 > F\text{-table} = 4.01$) also indicates that the model is statistically significant.

These findings emphasize the importance of continuous learning and development programs in organizations. Training enhances employee skills, knowledge, and competencies, which directly contribute to improved performance.

Simultaneous Effect of Leadership, Organizational Culture, and Education & Training on Employee Performance

The multiple regression analysis shows that leadership, organizational culture, and education and

training collectively have a strong and significant effect on employee performance.

The correlation coefficient (R) is 0.825, indicating a very strong relationship between the independent variables and employee performance. The coefficient of determination (R^2) is 0.680, meaning that 68.0% of employee performance is explained by the combined influence of the three variables, while 32.0% is influenced by other factors.

The regression equation is:

$$\hat{Y} = 14.936 + 0.233X1 + 0.216X2 + 0.412X3$$

This equation shows that all variables contribute positively to employee performance, with education and training having the largest coefficient (0.412), followed by leadership (0.233) and organizational culture (0.216).

The t-test results for each variable show that all t-count values are greater than the t-table value (2.01), indicating that each variable significantly affects employee performance individually.

The F-test result ($F\text{-count} = 39.644 > F\text{-table} = 2.78$) confirms that the regression model is statistically significant as a whole.

These results indicate that improving leadership, strengthening organizational culture, and enhancing training programs simultaneously will significantly improve employee performance.

Discussion

The findings of this study demonstrate that leadership, organizational culture, and education and training are critical determinants of employee performance.

Leadership emerges as a key factor influencing employee performance. Effective leadership provides direction, motivation, and support, which are essential for achieving organizational goals. Employees tend to perform better when guided by competent and supportive leaders.

Organizational culture also plays an important role in shaping employee behavior. A positive culture fosters collaboration, trust, and commitment, which contribute to higher performance levels. Employees who feel aligned with organizational values are more likely to be engaged and productive.

Education and training have a significant impact on employee performance by enhancing skills and competencies. Continuous development programs

enable employees to adapt to changing job demands and improve their effectiveness.

The combined effect of these variables shows that employee performance is influenced by both internal factors (such as leadership and culture) and developmental factors (such as training). Organizations that invest in these areas are more likely to achieve higher performance outcomes.

Research Limitations

Despite its contributions, this study has several limitations. First, the data were collected using questionnaires, which may be subject to response bias. Respondents may not always provide accurate or honest answers.

Second, the sample is limited to a single institution, which may restrict the generalizability of the findings. Different organizations may have different conditions and characteristics.

Third, differences in respondents' backgrounds, experiences, and understanding may influence their responses. This variation may affect the consistency of the data.

Future research should consider using mixed methods, including interviews and observations, to obtain more comprehensive data. Expanding the sample size and including different organizations would also improve the generalizability of the findings.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the results of data analysis and discussion in the previous chapter, this study concludes several important findings regarding the influence of leadership, organizational culture, and education and training on employee performance at Sekolah Tinggi Ilmu Manajemen Kosgoro (STIMA KOSGORO), Jakarta.

First, leadership is perceived positively by respondents and plays a significant role in improving employee performance. The findings show that leadership characteristics such as integrity, exemplary behavior, decision-making ability, and competence are highly valued by employees. Leaders who demonstrate honesty, optimism, and the ability to involve employees in decision-making processes contribute to a more productive work environment.

Additionally, leadership functions such as teamwork facilitation, time management, adaptability, and self-confidence are well established. These aspects collectively strengthen employee trust and motivation, which ultimately enhance performance outcomes. The statistical analysis confirms that leadership has a positive and significant effect on employee performance.

Second, organizational culture is also perceived positively and contributes significantly to employee performance. The results indicate that dimensions such as individual initiative, integration, control, and reward systems are well implemented within the institution. Employees feel that they are given clear responsibilities, opportunities to express ideas, and the ability to collaborate effectively. A strong organizational culture fosters accountability, coordination, and risk management among employees. Furthermore, the existence of reward and punishment systems encourages employees to perform better. The statistical findings demonstrate that organizational culture has a positive and significant influence on employee performance, indicating that a supportive work environment is essential for achieving organizational goals.

Third, education and training programs are perceived positively and significantly enhance employee performance. The study shows that education programs have successfully improved employee behavior, knowledge, and professional capabilities. Training programs such as PEKERTI (Program Peningkatan Keterampilan Dasar Teknik Instruksional) for junior lecturers and Applied Approach (AA) for senior lecturers have contributed to improving pedagogical and professional competencies. In addition, training programs for administrative staff have enhanced their ability to perform tasks efficiently. These programs not only improve individual competencies but also contribute to institutional development. The statistical results confirm that education and training have a positive and significant effect on employee performance.

Fourth, employee performance at STIMA KOSGORO is generally categorized as good. This is reflected in indicators such as work achievement and work motivation. Employees demonstrate the ability to complete tasks effectively, meet deadlines, and take responsibility for their duties. Additionally, employees show strong motivation, commitment, and teamwork in achieving organizational objectives.

These findings indicate that the institution has successfully developed a workforce that is capable and motivated.

Fifth, the results of hypothesis testing reveal that leadership, organizational culture, and education and training each have a positive and significant effect on employee performance, both individually and collectively. Among these variables, leadership is the most dominant factor influencing performance, with a contribution of 48.8%, followed by education and training (46.0%) and organizational culture (33.5%). This suggests that leadership plays a crucial role in shaping employee behavior and performance outcomes.

Furthermore, the simultaneous analysis shows that the combination of leadership, organizational culture, and education and training explains a substantial proportion of employee performance. This indicates that these variables are interrelated and collectively contribute to organizational success. Effective leadership strengthens organizational culture and supports the implementation of education and training programs, which in turn improve employee performance.

Overall, this study confirms that improving leadership quality, strengthening organizational culture, and enhancing education and training programs are essential strategies for improving employee performance in higher education institutions.

Recommendations

Based on the findings of this study, several recommendations are proposed to improve employee performance at STIMA KOSGORO.

First, the management should continuously improve leadership quality across all levels of the organization. This can be achieved by establishing clear guidelines and standard operating procedures for leadership practices. Leaders should be encouraged to demonstrate integrity, consistency, and accountability in their roles. Additionally, leadership development programs should be implemented to enhance managerial skills, decision-making abilities, and interpersonal communication. Assigning roles and responsibilities based on employees' competencies and expertise will also improve organizational effectiveness.

Second, the institution should strengthen its organizational culture by promoting collaboration, transparency, and accountability. Management should maintain a supportive work environment that encourages employees to share ideas and participate in decision-making processes. The implementation of a fair reward and punishment system is also essential to motivate employees and reinforce positive behavior. Furthermore, strengthening collective work values aligned with the Tridharma of Higher Education and the organizational values of Kosgoro 1957—devotion, populism, and solidarity—will enhance employee engagement and commitment.

Third, education and training programs should be expanded and improved. The institution should increase the frequency and quality of training activities to ensure continuous professional development. Training programs should be designed based on organizational needs and aligned with current developments in education, technology, and industry. Providing opportunities for employees to participate in external training and professional development programs will also enhance their competencies. Additionally, integrating training programs with performance evaluation systems will ensure that learning outcomes are effectively applied in the workplace.

Fourth, to further improve employee performance, management should focus on strengthening motivation and commitment among employees. This can be achieved by providing clear career development paths, recognizing employee achievements, and fostering a positive work environment. Leaders should serve as role models and provide continuous support and guidance to employees. Enhancing communication and teamwork will also contribute to better performance outcomes.

Fifth, the institution should invest in improving facilities and infrastructure to support teaching, research, and administrative activities. The development of an integrated academic information system will enhance efficiency and effectiveness in managing academic processes. Additionally, expanding academic programs and strengthening collaboration with external institutions will improve the institution's competitiveness and reputation.

Finally, future research should explore additional variables that may influence employee performance, such as job satisfaction, work environment, and organizational commitment. Using

mixed research methods, including qualitative approaches, will provide deeper insights into employee behavior and organizational dynamics. Expanding the scope of research to include multiple institutions will also improve the generalizability of findings.

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