

FEEDFORWARD

JOURNAL OF HUMAN RESOURCE

VOL. 4 NO. 1 APRIL 2024



PUBLISHED BY:
FACULTY OF ECONOMICS AND BUSINESS
UNIVERSITAS PELITA HARAPAN

FEEDFORWARD: JOURNAL OF HUMAN RESOURCE
Vol. 4, No. 1, April 2024

Feedforward: Journal of Human Resource is published by the Faculty of Economics and Business, Universitas Pelita Harapan. The aim of this journal is to provide original research articles related to key concepts and theories in the human resource management field. There are two issues published each year, in April and September. This journal provides a forum for independent research and analysis on human resource management. This journal seeks to reflect a range of views from within the scholarly human resource studies, promote a better understanding of human resource thinking on contemporary national and international themes.

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Phone: 021-5460901

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Yeninda Yaumil Anam¹⁾, Daniel Ong Kim Kui^{2)*}

^{1), 2)} Faculty of Economics and Business, Pelita Harapan University, Tangerang, Indonesia

e-mail: daniel.ong@uph.edu

(Corresponding Author indicated by an asterisk *)

ABSTRAK

Tujuan dari penelitian ini untuk mengetahui pengaruh 1) *Job Involvement* terhadap *Job Outcome*; 2) *Job Involvement* terhadap *Work Engagement*; 3) *Job Characteristics* terhadap *Job Outcome*; 4) *Job Characteristics* terhadap *Work Engagement*; 5) *Work Engagement* terhadap *Job Outcome*; 6) *Work Engagement* sebagai variabel mediasi antara *Job Involvement* terhadap *Job Outcome*; 7) *Work Engagement* sebagai variabel mediasi antara *Job Characteristics* terhadap *Job Outcome*. Responden dari penelitian ini adalah karyawan yang bekerja di PT XYZ. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif, dengan menggunakan pengumpulan data berupa kuesioner secara *online*. Teknik pengambilan data dalam penelitian ini menggunakan teknik *nonprobability sampling* dengan metode *convenience sampling*, di mana responden hanyalah karyawan yang bekerja di PT XYZ. Jumlah sampel yang digunakan dalam penelitian ini adalah 200 responden. Analisis data statistik dalam penelitian ini adalah menggunakan *Structural Equation Modelling* di mana pengolahan data menggunakan aplikasi SmartPLS 3.2.9. Hasil yang diperoleh dari penelitian ini adalah 1) *Job Involvement* berpengaruh positif terhadap *Job Outcome*; 2) *Job Involvement* berpengaruh positif terhadap *Work Engagement*; 3) *Job Characteristics* berpengaruh positif terhadap *Job Outcome*; 4) *Job Involvement* berpengaruh positif terhadap *Work Engagement*; 5) *Work Engagement* berpengaruh positif terhadap *Job Outcome*; 6) *Job Involvement* memiliki pengaruh positif terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi; dan 7) *Job Characteristics* memiliki pengaruh positif terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi.

Kata Kunci: Keterikatan Kerja; Karakteristik Pekerjaan; Keterlibatan Kerja; Capaian Hasil Kerja

ABSTRACT

The purpose of this research is to determine the effect of 1) Job Involvement on Job Outcome; 2) Job Involvement towards Work Engagement; 3) Job Characteristics on Job Outcomes; 4) Job Characteristics on Work Engagement; 5) Work Engagement towards Job Outcomes; 6) Work Engagement as a mediating variable between Job Involvement and Job Outcome; and 7) Work Engagement as a mediating variable between Job Characteristics and Job Outcomes. The respondents to this research are employees who work at PT. XYZ. The method used in this research is a quantitative method, using data collection in the form of an online questionnaire. The data collection technique in this research uses a non-probability sampling technique with a convenience sampling method, where the respondents are only employees who work at PT. XYZ. The number of samples used in this research was 200 respondents. Statistical data analysis in this research uses Structural Equation Modeling where data processing uses the SmartPLS 3.2.9 application. The results obtained from this research are 1) Job Involvement has a positive effect on Job Outcome; 2) Job Involvement has a positive effect on Work Engagement; 3) Job Characteristics have a positive effect on Job Outcomes; 4) Job Involvement has a positive effect on Work Engagement; 5) Work Engagement has a positive effect on Job Outcome; 6) Job Involvement has a positive influence on Job Outcomes through Work Engagement as a mediating variable; and 7) Job Characteristics have a positive influence on Job Outcomes through Work Engagement as a mediating variable.

Keywords: Job Involvement; Job Characteristics; Work Engagement; Job Outcome

PENDAHULUAN

Sumber Daya Manusia merupakan aset paling penting yang dimiliki oleh sebuah perusahaan. Sebuah perusahaan akan tetap terus berkembang dan mempertahankan eksistensinya karena didukung sumber daya manusia yang dimilikinya, selain itu sumber daya manusia juga berperan penting dalam mencapai keberhasilan atau tujuan suatu perusahaan sehingga perusahaan berkewajiban untuk menjaga sumber daya manusia. Perilaku sumber daya manusia yang dimiliki setiap perusahaan selalu menjadi fenomena yang berpengaruh terhadap kinerja karyawan dengan adanya capaian hasil kerja (*Job Outcome*).

Mayoritas sumber daya manusia yang memiliki capaian hasil kerja yang baik biasanya merasakan adanya keterikatan kerja (*Work Engagement*). Keterikatan kerja adalah suatu keadaan psikologis yang positif terkait pekerjaan yang ditandai dengan adanya keinginan untuk memberikan kontribusi dalam mencapai tujuan dan kesuksesan perusahaan (Macey et al., 2009).

Salah satu faktor untuk menumbuhkan adanya keterikatan kerja (*Work Engagement*) adalah keterlibatan kerja (*Job Involvement*) dan karakteristik pekerjaan (*Job Characteristics*). Menurut Yuliana (2019), keterlibatan kerja adalah keterlibatan secara mental dan emosional pekerja dalam suatu situasi yang mendorong untuk memberikan kontribusi lebih kepada perusahaan dengan bertanggung jawab atas pencapaian yang akan diperoleh. Sedangkan pengertian karakteristik pekerjaan (*Job Characteristics*) adalah salah satu aspek internal dari pekerjaan yang terdiri dari variasi keterampilan yang dibutuhkan, prosedur dan kejelasan dalam melaksanakan tugas dan tanggung jawab serta umpan balik dari tugas yang telah dilaksanakan (Berry et al. dalam Indrasari, 2017).

Perilaku karyawan menjadi sebuah fenomena yang selalu diperhatikan oleh perusahaan dalam sistem pengelolaan Sumber Daya Manusia (SDM), perilaku karyawan akan memengaruhi kinerja karyawan, salah satu bentuk perilaku karyawan tersebut dapat dinilai dengan adanya capaian hasil kerja (*Job Outcomes*). Capaian hasil kerja atau kinerja (*Job Outcomes*) menurut Siagian (dalam Indrasari, 2017) merupakan hasil kerja yang dapat diukur baik dalam kualitas maupun kuantitas yang dicapai oleh karyawan dalam melaksanakan tugas dan kewajiban sesuai dengan tanggung jawab yang diberikan oleh perusahaan tempat di mana ia bekerja. Dengan adanya capaian hasil kerja karyawan yang baik tentunya hal tersebut akan membawa perusahaan mencapai tujuan perusahaan. Maka dari itu setiap perusahaan harus mengelola sumber daya manusia yang dimilikinya dengan baik, karena semakin baik sebuah perusahaan mengelola sumber daya manusia yang dimilikinya maka akan semakin membawa perusahaan untuk mencapai puncak kejayaan. Salah satu perusahaan yang memperhatikan capaian hasil kerja (*Job Outcome*) setiap karyawan adalah PT XYZ.

PT XYZ merupakan salah satu perusahaan yang bergerak di bidang Teknologi Informasi. Perusahaan ini berdiri sejak tahun 2002. Dalam menjalankan bisnisnya PT XYZ tentunya memiliki banyak karyawan yang membantu dalam mencapai tujuan perusahaan. Perusahaan ini memiliki 4 (empat) pilar bisnis yang dijalankannya. Pilar bisnis yang pertama yaitu Telekomunikasi yang merupakan penyedia layanan infrastruktur berupa WAN (*Wide Area Network*) maupun LAN (*Local Area Network*). Pilar bisnis yang kedua yaitu *Hardware* yang merupakan layanan infrastruktur perangkat keras beserta dengan sistem distribusinya. Pilar bisnis yang ketiga yaitu *Omni Channel* yang merupakan layanan untuk mengirimkan pesan ataupun notifikasi melalui SMS, Whatsapp ataupun *email*. Selain itu, produk *Omni Channel* juga menyediakan layanan *digital advertising*. Pilar bisnis yang keempat yaitu *Professional IT, Software, dan Application* yang merupakan penyedia tenaga IT Professional dan layanan *manage service* dan pengembangan aplikasi (*Web, Mobile, maupun Desktop*).

TINJAUAN PUSTAKA

Job Involvement (Keterlibatan Kerja) dan Job Outcome (Capaian Hasil Kerja)

Keterlibatan kerja merupakan sebuah tolok ukur sejauh mana karyawan dapat mengidentifikasi dirinya dengan pekerjaannya, berpartisipasi aktif dalam menjalankannya dan menganggap kinerja merupakan hal yang penting untuk dicapai oleh dirinya demi keberhargaan dirinya (Hiriyappa, 2009 dalam Fathanah, 2021). Menurut Robin dan Judge (2008) dalam Fathanah (2021), keterlibatan kerja memiliki 3 (tiga) dimensi, yang pertama adalah aktif dalam melaksanakan pekerjaannya. Karyawan yang memiliki keterlibatan terhadap pekerjaannya cenderung antusias dengan apa yang dikerjakannya sehingga ia akan melaksanakan pekerjaannya dengan sepenuh hati dan menyelesaikan pekerjaannya sesuai dengan waktu yang telah ditentukan. Kedua, menunjukkan perilaku bahwa pekerjaan merupakan hal yang utama, dalam hal ini karyawan cenderung memprioritaskan pekerjaannya dan sering kali larut dalam pekerjaannya. Ketiga, melihat pekerjaan yang sedang ditekuni merupakan hal yang penting bagi harga dirinya, karyawan sering kali merasa bahwa apa yang mereka sedang kerjakan merupakan cerminan dari dirinya sendiri sehingga ketika mengerjakan pekerjaannya cenderung ingin meraih capaian hasil kerja yang maksimal sebagai salah satu cara aktualisasi dirinya sendiri.

Capaian hasil kerja (*Job Outcome*) menurut Siagian (dalam Indrasari, 2017) merupakan hasil kerja yang dapat diukur baik dalam kualitas maupun kuantitas yang dicapai oleh karyawan dalam melaksanakan tugas dan kewajiban sesuai dengan tanggung jawab yang diberikan oleh perusahaan tempat di mana ia bekerja.

Keterlibatan kerja memiliki peran penting untuk kemajuan setiap perusahaan, hal itu dikarenakan apabila karyawan memiliki keterlibatan kerja dengan pekerjaannya, maka hal tersebut akan berpengaruh terhadap capaian hasil kerja karyawan itu sendiri. Semakin tinggi keterlibatan kerja karyawan maka akan semakin baik juga capaian hasil kerja karyawan. Hal tersebut dapat terjadi karena karyawan menyukai pekerjaan yang mereka lakukan (Xanthopoulou & Bakker, 2012).

Dari teori yang dikemukakan tersebut tergambar bahwa *Job Outcome* dipengaruhi oleh *Job Involvement*. Secara empiris telah dibuktikan melalui penelitian relevan bahwa *Job Involvement* berpengaruh positif terhadap *Job Outcome* (Prayogi & Fahmi, 2021), sehingga dapat diasumsikan hipotesis penelitian:

H1: *Job Involvement* berpengaruh positif dan signifikan terhadap *Job Outcome*.

Job Involvement (Keterlibatan Kerja) dan Work Engagement (Keterikatan Kerja)

Keterlibatan kerja merupakan keadaan di mana karyawan dapat menyatukan diri bersama pekerjaannya dengan mencurahkan waktu dan energi serta melihat pekerjaan sebagai salah satu bagian penting dalam hidup mereka. Hal ini membuat karyawan dapat lebih mengekspresikan diri dan beranggapan bahwa pekerjaan merupakan aktivitas yang menjadi pusat dalam kehidupannya. Menurut Rizwan et al. (2018), karyawan yang memihak dan peduli terhadap pekerjaannya merupakan karyawan yang memiliki tingkat keterlibatan kerja (*Job Involvement*) dan keterikatan kerja (*Work Engagement*) yang tinggi terhadap pekerjaannya yang dilakukannya. *Work Engagement* merupakan hal penting yang menjadi fokus dari para manajemen sumber daya manusia agar memperoleh sumber daya manusia yang bersedia untuk bekerja dan berinovasi untuk kemajuan perusahaan. Karyawan yang memiliki keterikatan kerja yang tinggi tentunya disertai dengan dedikasi yang tinggi juga terhadap pekerjaannya sehingga secara tidak langsung karyawan memiliki semangat yang tinggi ketika menemukan kendala terhadap pekerjaannya (Gozalie, 2016).

Dari teori yang dikemukakan tersebut tergambar bahwa *Work Engagment* dipengaruhi oleh *Job Involvement*. Secara empiris telah dibuktikan melalui penelitian relevan bahwa *Job Involvement* berpengaruh positif terhadap *Work Engagement* (Prayogi & Fahmi, 2021), sehingga dapat diasumsikan hipotesis penelitian:

H2: *Job Involvement* berpengaruh positif dan signifikan terhadap *Work Engagement*.

Job Characteristics (Karakteristik Pekerjaan) dan Job Outcome (Capaian Hasil Kerja)

Capaian hasil kerja adalah hasil kualitas dan kuantitas yang telah dicapai oleh karyawan dalam melaksanakan tugas sesuai dengan tanggung jawab yang telah diberikan oleh perusahaan kepada karyawan tersebut, untuk menciptakan capaian hasil kerja yang baik.

Salah satu faktor yang memengaruhi capaian hasil kerja adalah karakteristik pekerjaan. Karakteristik pekerjaan adalah salah satu hal yang utama dalam meningkatkan produktivitas karyawan yang bertujuan untuk tercapainya tujuan perusahaan. Menurut Berry et al. (dalam Indrasari, 2017) karakteristik pekerjaan merupakan aspek internal dari pekerjaan yang dilakukan oleh karyawan, hal tersebut meliputi keterampilan yang dibutuhkan dalam melakukan pekerjaan, prosedur dan kejelasan tugas, kewenangan dan tanggung jawab umpan balik dari tugas yang sudah dilakukan, dan tingkat kepentingan tugas. Hal tersebut dapat diukur untuk mengetahui efektivitas karyawan yang tentunya akan mendorong karyawan untuk bekerja agar menghasilkan capaian hasil kerja yang optimal.

Dari teori yang dikemukakan tersebut tergambar bahwa *Job Outcome* dipengaruhi oleh *Job Characteristics*. Secara empiris telah dibuktikan melalui penelitian relevan bahwa *Job Characteristics* berpengaruh positif terhadap *Job Outcome* (Prayogi & Fahmi, 2021), sehingga dapat diasumsikan hipotesis penelitian:

H3: *Job Characteristics* berpengaruh positif dan signifikan terhadap *Job Outcome*.

Job Characteristics (Karakteristik Pekerjaan) dan Work Engagement (Keterikatan Kerja)

Karakteristik pekerjaan adalah pekerjaan yang dapat diperkaya dan memiliki tingkat dimensi tinggi, yang akhirnya menciptakan keadaan psikologis kritis dalam diri karyawan. Keadaan psikologis kritis itulah yang akan menghasilkan motivasi, capaian hasil kerja, dan kepuasan kerja yang tinggi sehingga akan menimbulkan ketidakhadiran dan perputaran karyawan yang rendah (Kardilla et al., 2016). Karakteristik pekerjaan dapat diukur melalui variasi keterampilan yang akan menunjukkan cara penyelesaian pekerjaan menggunakan keterampilan yang dimiliki oleh karyawan, selanjutnya adalah identifikasi tugas yang meliputi jenis pekerjaan yang dilakukan dari awal hingga akhir, selanjutnya signifikansi tugas yang menunjukkan seberapa pengaruh pekerjaan yang dihasilkan terhadap orang lain, selanjutnya adalah otonomi dan umpan balik yang merupakan kewenangan dan tanggung jawab yang dimiliki oleh karyawan dan tanggapan yang diterima apabila pekerjaan yang dilakukan sudah selesai. Dengan adanya karakteristik pekerjaan yang jelas maka hal tersebut dapat menjadi salah satu faktor yang akan menimbulkan keterikatan kerja terhadap pekerjaan yang dijalannya.

Keterikatan kerja memiliki peran penting untuk kemajuan setiap perusahaan, hal itu dikarenakan apabila karyawan memiliki keterikatan dengan pekerjaannya, maka hal tersebut akan berpengaruh terhadap kinerja karyawan itu sendiri. Semakin tinggi keterikatan kerja karyawan maka akan semakin baik juga kinerja yang dihasilkan oleh karyawan. Hal tersebut dapat terjadi karena karyawan menyukai pekerjaan yang mereka lakukan (Xanthopoulou & Bakker, 2012).

Dari teori yang dikemukakan tersebut tergambar bahwa *Work Engagement* dipengaruhi oleh *Job Characteristics*. Secara empiris telah dibuktikan melalui penelitian relevan bahwa *Job Characteristics* berpengaruh positif terhadap *Work Engagement* (Prayogi & Fahmi, 2021), sehingga dapat diasumsikan hipotesis penelitian:

H4: *Job Characteristics* berpengaruh positif dan signifikan terhadap *Work Engagement*.

Work Engagement (Keterikatan Kerja) dan Job Outcome (Capaian Hasil Kerja)

Keterikatan (*Engagement*) memperlihatkan seberapa besar karyawan mengidentifikasi diri dengan pekerjaannya dan secara emosional komit terhadap pekerjaannya, dan memiliki kemampuan dan sumber daya untuk melakukan pekerjaannya. Keterikatan kerja adalah suatu keadaan psikologis yang positif terkait pekerjaan yang dicirikan dengan suatu keinginan murni untuk berkontribusi bagi kesuksesan organisasi (Macey et al., 2009). Karyawan yang memiliki keterikatan kerja yang tinggi akan menunjukkan peran yang lebih dalam bekerja. Menurut Reijseger et al. (2017), karyawan yang memiliki keterbukaan dalam berpikir akan terlibat lebih dalam pekerjaannya, hal tersebut ditandai dengan adanya motivasi dan kesediaan untuk melakukan pekerjaannya sehingga ia akan melakukan pekerjaannya dengan rasa senang dan akan menghasilkan capaian kerja yang optimal.

Dari teori yang dikemukakan tersebut tergambar bahwa *Work Engagement* berpengaruh positif terhadap *Job Outcome* (Prayogi & Fahmi, 2021), sehingga dapat diasumsikan hipotesis penelitian:

H5: *Work Engagement* berpengaruh positif dan signifikan terhadap *Job Outcome*.

Job Involvement (Keterlibatan Kerja), Work Engagement (Keterikatan Kerja) dan Job Outcome (Capaian Hasil Kerja)

Job involvement muncul sebagai respon terhadap suatu pekerjaan ataupun situasi tertentu dalam lingkungan kerja, hal tersebut akan mempengaruhi karyawan agar semakin terlibat dalam pekerjaan yang dilakukannya (Robbins, 2006). Menurut Chughtai (2010), keterlibatan kerja yang tinggi dapat meningkatkan kinerja serta mendorong karyawan untuk lebih bersikap dan berperilaku positif setiap harinya. Keterlibatan kerja juga dapat menjadi sarana penting dalam memuaskan kebutuhan yang melalui ekspresi diri karena bekerja merupakan bagian dari cita-cita diri yang dimiliki masing-masing individu, karena pada dasarnya kebutuhan hidup manusia terdiri dari hal yang berupa material dan non material seperti kebanggaan dan kepuasan dalam bekerja. Hasil penelitian dari Mahfuz dan Judeh (2009) mengungkapkan bahwa terdapat dampak yang signifikan dari keterlibatan kerja pada kinerja karyawan atau capaian hasil kerja.

Dampak yang signifikan dari keterlibatan kerja pada kinerja karyawan atau capaian hasil kerja tersebut juga dimoderasi oleh adanya *work engagement* yang tentunya memiliki peran penting. Keterikatan kerja merupakan komitmen terhadap organisasi dan nilai-nilai yang dimilikinya. Apabila karyawan merasa terlibat atas pekerjaan yang dilakukannya dengan menyadari tanggung jawab yang dimilikinya untuk dapat terus terfokus pada tujuan perusahaan serta dapat memotivasi rekan kerja demi keberhasilan perusahaannya maka hal tersebut akan menimbulkan adanya keterikatan kerja (Anitha, 2014).

Dari teori yang dikemukakan tersebut tergambar bahwa *Job Involvement* berpengaruh positif terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi (Prayogi & Fahmi, 2021), sehingga dapat diasumsikan hipotesis penelitian:

H6: *Job Involvement* berpengaruh positif dan signifikan terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi.

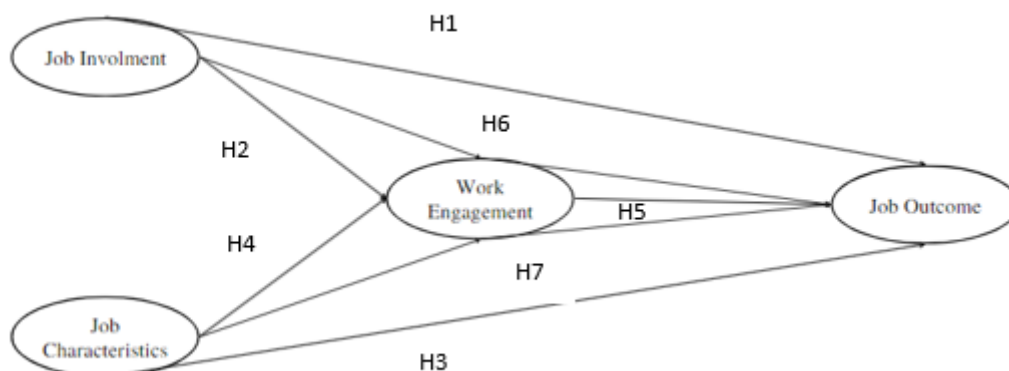
***Job Characteristics* (Karakteristik Pekerjaan), *Work Engagement* (Keterikatan Kerja) dan *Job Outcome* (Capaian Hasil Kerja)**

Job Characteristics merupakan identifikasi karakteristik tugas dari pekerjaan, bagaimana karakteristik tersebut dapat digabungkan untuk dapat membentuk pekerjaan yang berbeda dan memiliki hubungan dengan motivasi, kepuasan kerja, dan kinerja (Robbins, 2003). Karakteristik pekerjaan sering kali akan membuat karyawan merasa bertanggung jawab terhadap pekerjaan yang telah dilakukannya sehingga ia akan berusaha menerapkan ilmu yang dimiliki oleh dirinya dalam melaksanakan pekerjaan, oleh karena itu secara tidak langsung karakteristik pekerjaan akan mempengaruhi keadaan psikologis karyawan untuk dapat senantiasa meningkatkan capaian hasil kerja (Hackman & Oldham, 2010).

Dampak yang signifikan dari karakteristik pekerjaan pada kinerja karyawan atau capaian hasil kerja tersebut juga dimoderasi oleh adanya *work engagement* yang tentunya memiliki peran penting. Menurut Citrayani et al. (2022) adalah semakin tinggi tingkat karakteristik pekerjaan maka akan berimplikasi pada semakin tingginya keterikatan kerja pegawai di sebuah perusahaan. Berdasarkan hasil penelitian terdahulu yang dilakukan oleh Prayogi & Fahmi (2021) bahwa *Job Characteristics* berpengaruh positif terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi, maka hipotesis yang dibangun adalah:

H7: *Job Characteristics* berpengaruh positif terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi.

Kerangka Konseptual



Gambar 1. Kerangka Konseptual

Sumber: Prayogi & Fahmi (2021)

Hipotesis:

H1: Terdapat pengaruh positif dan signifikan antara *Job Involment* terhadap *Job Outcome*.

H2: Terdapat pengaruh positif dan signifikan antara *Job Involment* terhadap *Work Engagement*.

H3: Terdapat pengaruh positif dan signifikan antara *Job Characteristics* terhadap *Job Outcome*.

H4: Terdapat pengaruh positif dan signifikan antara *Job Characteristics* terhadap *Work Engagement*.

H5: Terdapat pengaruh positif dan signifikan antara *Work Engagement* terhadap *Job Outcome*.

H6: Terhadap pengaruh positif dan signifikan antara *Job Involvement* terhadap *Job Outcome* melalui *Work Engagement*.

H7: Terhadap pengaruh positif dan signifikan antara *Job Characteristics* terhadap *Job Outcome* melalui *Work Engagement*.

METODE PENELITIAN

Penelitian ini merupakan metode penelitian kuantitatif, di mana paradigma kuantitatif bersifat sebuah realita atau fenomena yang bisa dijelaskan, terlihat, terukur, dan memiliki sebab-akibat (Sugiyono, 2014). Penelitian kuantitatif menetapkan hukum-hukum dan prinsip umum dalam mengasumsikan realitas sosial yang berbentuk angka dan bersifat objektif. Dalam penelitian ini juga analisis deskriptif di mana penelitian ini membutuhkan data-data yang bersifat kuantitatif.

Populasi dan Sampel

Sekaran dan Bougie (2017) mengartikan total dari kelompok orang kejadian atau hal minat yang ingin diinvestigasi. Pada penelitian ini populasi adalah karyawan PT XYZ. Sampel yang digunakan dalam penelitian ini adalah 272 responden (Lemeshow & David, 1997), dengan penarikan sampel menggunakan teknik *convenience sampling* yang mengacu pada teknik pengumpulan informasi dari anggota populasi yang tersedia dan didapatkan dengan mudah (Sekaran & Bougie, 2017).

Objek Penelitian

Objek pada penelitian ini *Job Outcome* karyawan yang bekerja di PT XYZ yang memiliki *Job Involvement*, *Job Characteristics*, dan *Work Engagement* yang baik.

Unit Analisis

Untuk mendukung penelitian ini, sebagai unit analisis adalah seluruh karyawan yang bekerja di PT XYZ baik laki-laki maupun perempuan dengan usia 20–40 tahun. Alasan peneliti memilih unit analisis tersebut adalah untuk dapat mengetahui sejauh mana pengaruh faktor-faktor yang memengaruhi *Job Outcome* terhadap seluruh karyawan di PT XYZ tanpa membatasi divisi yang dapat berpartisipasi, hal tersebut dikarenakan setiap karyawan di divisi manapun pasti memiliki *Job Outcome* masing-masing yang dapat memberikan pengaruh terhadap satu sama lain.

Instrumen Penelitian

Dalam melakukan tahap selanjutnya yaitu menentukan instrumen penelitian melalui definisi operasional guna mengukur suatu penelitian yang terdiri dari 3 (tiga) variabel independen yaitu *Job Involvement*, *Job Characteristics*, dan *Work Engagement*, serta satu variabel dependen *Job Outcome*. Berikut akan dijelaskan mengenai indikator pengukuran berupa item pernyataan/pertanyaan setiap variabel. Skala pengukuran yang digunakan pada penelitian ini dengan menggunakan skala *Likert 5* pilihan dari Sangat Tidak Setuju hingga Sangat Setuju.

Job Involvement (Prayogi & Fahmi, 2021)

- (1) Pekerjaan merupakan hal yang terpenting untuk saat ini
- (2) Pekerjaan adalah bagian dari hidup
- (3) Memiliki minat yang cukup besar terhadap pekerjaan
- (4) Merasakan adanya ikatan yang kuat dengan pekerjaan yang dijalani saat ini

(5) Sangat menyukai pekerjaan

Job Characteristics (Prayogi & Fahmi, 2021)

- (1) Dalam melakukan pekerjaan setiap harinya, diharuskan menggunakan berbagai keterampilan dan bakat yang dimiliki
- (2) Memiliki kesempatan untuk menyelesaikan bagian dari pekerjaan yang akan dimulai
- (3) Hasil dari pekerjaan yang dilakukan cenderung memengaruhi kehidupan atau kesejahteraan orang lain
- (4) Memiliki peluang untuk mengambil keputusan dalam melakukan pekerjaan
- (5) Saya dapat mengukur apakah saya melakukan pekerjaan dengan maksimal atau tidak ketika saya sudah menyelesaikan pekerjaan

Work Engagement (Prayogi & Fahmi, 2021)

- (1) Antusias terhadap pekerjaan
- (2) Bangga terhadap pekerjaan saat ini
- (3) Merasa pekerjaan yang dilakukan bermakna dan bertujuan
- (4) Sering kali merasa larut dalam pekerjaan
- (5) Selalu bertahan pada pekerjaan saya walaupun terkadang ketika segala sesuatu tidak berjalan dengan baik. Perusahaan memberikan kesempatan pelatihan untuk tujuan pemenuhan kebutuhan perusahaan yang berubah-ubah.

Job Outcome (Prayogi & Fahmi, 2021)

- (1) Sering mendapatkan pujian karena sudah melakukan pekerjaan dengan baik
- (2) Melihat adanya peluang dalam berkarir
- (3) Sering kali berdiskusi perihal permasalahan yang berhubungan dengan pekerjaan sehingga membantu untuk menemukan solusi
- (4) Memiliki kesempatan untuk bekerja sendiri dalam melakukan pekerjaan
- (5) Apabila memiliki kesempatan untuk memilih, maka akan memilih untuk tetap bekerja di perusahaan saat ini. Saya puas dengan penghasilan yang didapatkan saat ini.

HASIL DAN PEMBAHASAN

Gambaran Umum Responden

Pada kategori jenis kelamin, diketahui responden terbanyak berjenis kelamin laki-laki sebesar 81% atau sebanyak 162 responden, dan terendah pada jenis kelamin perempuan 19% atau sebanyak 38 responden. Sehingga disimpulkan bahwa mayoritas responden berjenis kelamin laki-laki.

Tabel 1. Karakteristik Responden Berdasarkan Jenis Kelamin

Karakteristik Responden		Jumlah	Persentase
Jenis Kelamin	Perempuan	38	19%
	Laki-laki	162	81%
	Jumlah	200	100%

Pada kategori responden berdasarkan usia, mayoritas memiliki rentang umur antara 26–30 tahun, yaitu sebanyak 78 orang dengan persentase 39% dari total responden, mayoritas selanjutnya yang memiliki rentang umur antara 20–25 tahun, sebanyak 64 orang dengan persentase 32%. Kemudian urutan ketiga terdiri dari responden yang berada di umur 31–35

tahun sebanyak 17 orang dengan persentase 9% dari total keseluruhan responden dan terendah pada usia lebih dari 40 tahun sebanyak 1 orang dengan persentase 1%.

Tabel 2. Karakteristik Responden Berdasarkan Usia

Karakteristik Responden		Jumlah	Persentase
Usia	20–25 tahun	64	32%
	26–30 tahun	78	39%
	31–35 tahun	40	20%
	36–40 tahun	17	9%
	>40 tahun	1	1%
	Jumlah	200	100%

Kategori pendidikan terakhir, mayoritas responden yang mengisi kuesioner ini adalah yang telah menempuh pendidikan Strata 1, yaitu sebanyak 152 orang dengan persentase 76%, lalu Diploma 3 dengan total 34 orang atau sebesar 17%, kemudian untuk jenjang Strata 2 sebanyak 4 orang dengan persentase 2%, dan yang terakhir jenjang SMA/SMK, terdapat 3 orang dengan persentase 2%.

Tabel 3. Karakteristik Responden Berdasarkan Pendidikan Terakhir

Karakteristik Responden		Jumlah	Persentase
Pendidikan Terakhir	SMA/SMK	3	2%
	D3	34	17%
	D4	7	4%
	S1	152	76%
	S2	4	2%
	Jumlah	200	100%

Pada kategori masa kerja, mayoritas responden memiliki masa kerja 1–3 tahun dengan total 137 orang atau sebesar 69%, lalu 53 orang memiliki masa kerja <1 tahun dengan persentase 27%, kemudian 10 orang yang memiliki masa kerja 4–6 tahun dengan persentase sebesar 5%.

Tabel 4. Karakteristik Responden Berdasarkan Masa Kerja

Karakteristik Responden		Jumlah	Persentase
Masa Kerja	<1 tahun	53	27%
	1–3 Tahun	137	69%
	4–6 Tahun	10	5%
	Jumlah	200	100%

Statistika Inferensial

Outer Model

Convergent Validity

Validitas konvergen (*convergent validity*) menggunakan kriteria *outer loading* dan *average variance extracted (AVE)*. Semua indikator dari setiap variabel dalam penelitian ini

dianggap valid apabila memiliki nilai lebih besar atau sama dengan 0,6 dan memiliki nilai AVE di atas 0,5 (Hair et al., 2014). Berikut adalah nilai AVE dari masing-masing indikator:

Tabel 5. Convergent Validity Test

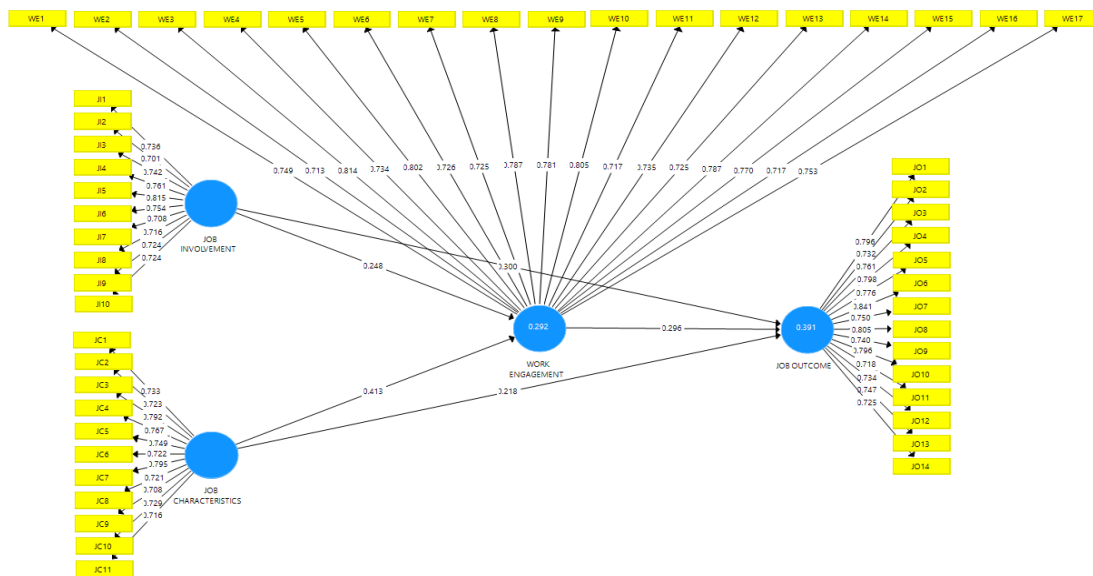
Variabel	Indikator	<i>Outer Loading</i>	AVE	Hasil
<i>Job Involvement</i>	J11	0,736	0,546	Valid
	J12	0,701		Valid
	J13	0,742		Valid
	J14	0,761		Valid
	J15	0,815		Valid
	J16	0,754		Valid
	J17	0,708		Valid
	J18	0,716		Valid
	J19	0,724		Valid
	J20	0,724		Valid
<i>Job Characteristics</i>	J21	0,733	0,550	Valid
	J22	0,723		Valid
	J23	0,792		Valid
	J24	0,767		Valid
	J25	0,749		Valid
	J26	0,722		Valid
	J27	0,795		Valid
	J28	0,721		Valid
	J29	0,708		Valid
	J30	0,729		Valid
	J31	0,716		Valid
<i>Work Engagement</i>	WE1	0,749	0,571	Valid
	WE2	0,713		Valid
	WE3	0,814		Valid
	WE4	0,734		Valid
	WE5	0,802		Valid
	WE6	0,726		Valid
	WE7	0,725		Valid
	WE8	0,787		Valid
	WE9	0,781		Valid
	WE10	0,805		Valid
	WE11	0,717		Valid
	WE12	0,735		Valid
	WE13	0,725		Valid
	WE14	0,787		Valid
	WE15	0,770		Valid
	WE16	0,717		Valid
	WE17	0,753		Valid

Variabel	Indikator	<i>Outer Loading</i>	AVE	Hasil
<i>Job Outcome</i>	JO1	0,796	0,587	Valid
	JO2	0,732		Valid
	JO3	0,761		Valid
	JO4	0,798		Valid
	JO5	0,776		Valid
	JO6	0,841		Valid
	JO7	0,750		Valid
	JO8	0,805		Valid
	JO9	0,740		Valid
	JO10	0,796		Valid
	JO11	0,718		Valid
	JO12	0,734		Valid
	JO13	0,747		Valid
	JO14	0,725		Valid

Dari tabel di atas dapat disimpulkan bahwa penelitian ini valid melalui uji validitas konvergen. Indikator dengan *outer loading* tertinggi pada setiap variabel menunjukkan bahwa indikator tersebut mewakili jawaban terbaik pada masing-masing variabel tersebut. Pada variabel yang pertama, yaitu *Job Involvement* pada indikator JI5 yang menghasilkan nilai 0,815 yang memiliki arti bahwa indikator tersebut merupakan perwakilan jawaban terbaik untuk variabelnya. Pada variabel kedua, yaitu *Job Characteristics* pada indikator JC7 yang menghasilkan nilai 0,795. Pada variabel yang ketiga, yaitu *Work Engagement* pada indikator WE3 dengan menghasilkan nilai 0,814. Pada variabel yang keempat, yaitu *Job Outcome* pada indikator JO6 dengan menghasilkan nilai 0,841.

Sedangkan, indikator dengan nilai *outer loading* terendah menunjukkan bahwa indikator tersebut tidak mewakili variabel dengan baik. Pada variabel pertama yaitu, *Job Involvement* pada indikator JI2 dengan menghasilkan nilai 0,701. Pada variabel kedua, yaitu *Job Characteristics* pada indikator JC9 dengan menghasilkan nilai 0,708. Pada variabel ketiga, yaitu *Work Engagement* pada indikator WE2 dengan menghasilkan nilai 0,713. Pada variabel keempat, yaitu *Job Outcome* pada indikator JO11 dengan menghasilkan nilai 0,718.

Berikut ini adalah model SEM yang menghasilkan *outer loadings* dan *average variance extracted* atau AVE. Data berikut ini diproses menggunakan SmartPLS versi 3.9.2.



Gambar 2. Hasil Pengukuran Model Penelitian
 Sumber: Hasil Pengolahan Data, 2022

Discriminant Validity

Discriminant Validity menggunakan Heterotrait – Monotrait Ratio (HTMT) dengan nilai yang direkomendasikan lebih kecil dari 0,85, walaupun seperti itu nilai 0,90 masih dianggap cukup (Henseler et al., 2015). Berikut adalah tabel yang mewakili nilai HTMT dari data yang telah diproses pada aplikasi SmartPLS 3.9.2.

Tabel 6. Data HTMT

	<i>Job Characteristics</i>	<i>Job Involvement</i>	<i>Job Outcome</i>	<i>Work Engagement</i>
<i>Job Characteristics</i>				
<i>Job Involvement</i>	0,301			
<i>Job Outcome</i>	0,477	0,499		
<i>Work Engagement</i>	0,512	0,365	0,531	

Dapat dilihat bahwa seluruh hasil penilaian Heterotrait-Monotrait Ratio (HTMT) <0,85 sehingga dapat disimpulkan bahwa semua konstruk dianggap valid.

Maka dari itu, dapat disimpulkan bahwa seluruh variabel dan indikator pada penelitian ini dianggap valid dan telah teruji dengan *Convergent Validity* dan *Discriminant Validity*.

Uji Reliabilitas

Uji reliabilitas yang dapat diukur melalui *Composite Reliability* dan *Cronbach's Alpha*. Menurut Hair et al. (2014), konstruk dapat dikatakan reliabel apabila *Cronbach's Alpha* lebih besar dari 0,6 dan *Composite Reliability* lebih besar dari 0,7. Berikut adalah tabel yang menunjukkan hasil *Cronbach's Alpha* dan *Composite Reliability* dari penelitian ini.

Tabel 7. Cronbach's Alpha dan Composite Reliability

Variabel	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>
<i>Job Involvement</i>	0,908	0,923
<i>Job Characteristics</i>	0,918	0,931
<i>Work Engagement</i>	0,953	0,958
<i>Job Outcome</i>	0,946	0,952

Berdasarkan tabel di atas dapat dilihat bahwa *Cronbach's Alpha* dan *Composite Reliability* pada masing-masing variabel di atas tingkat yang telah ditentukan, yaitu dengan nilai *Cronbach's Alpha* lebih dari 0,6 dan *Composite Reliability* lebih dari 0,7. Maka dari itu, dapat disimpulkan bahwa indikator dan variabel yang digunakan dalam penelitian ini adalah reliabel.

Inner Model

Pada pengujian *Inner Model*, analisa yang digunakan adalah R-Square dan F-Square. Analisa R-Square bertujuan untuk menganalisis pentingnya satu variabel dengan variabel lainnya melalui *coefficient of determination*.

Tabel 8. Analisa R-Square

Variabel	R Square	R Square Adjusted
<i>Job Outcome</i>	0,391	0,382
<i>Work Engagement</i>	0,292	0,285

Tabel di atas menunjukkan nilai R-Square dan nilai Adjust R-Square yang disajikan berdasarkan data olahan dari SmartPLS 3.9.2. Nilai R-Square sebesar 0,75 dikatakan kuat, 0,50 dianggap sedang, lalu 0,25 dianggap lemah. Sesuai dengan hipotesis yang telah dijelaskan dalam mencari keterhubungan positif, pada penelitian ini menggunakan uji dua sisi. Variabel *Job Outcome* hanya menjelaskan nilai R-Square sebesar 0,391 atau sebesar 39%, yang di mana 61% dihasilkan dari variabel yang tidak dijelaskan dalam model penelitian yang dilakukan ini. Variabel *Work Engagement* menghasilkan nilai sebesar 0,292 atau sebesar 29%, yang di mana 71% dihasilkan dari variabel yang tidak dijelaskan dalam model penelitian ini.

Tabel 9. Analisa Effect Size of F-Square

Variabel	Job Characteristics	Job Involvement	Job Outcome	Work Engagement
Job Characteristics			0,058	0,22
Job Involvement			0,125	0,079
Job Outcome				
Work Engagement			0,102	

Berdasarkan dari tabel di atas, dapat disimpulkan bahwa hasil dari *F-Square* berada di atas dari nilai ketentuan *effect size F-Square*, yaitu dianggap kecil apabila 0,02, dianggap sedang apabila 0,15 dan dianggap besar apabila 0,35 (Hair et al., 2019). Pada variabel *Job Charaacteristics* dengan *Work Engagement* memiliki nilai variabel yang tergolong besar, yaitu 0,22. Pada variabel *Job Involvement* dengan *Job Outcome* dan variabel *Work Engagement* dengan *Job Outcome* memiliki nilai 0,125 dan 0,102 sehingga dapat dikatakan nilai variabel yang tergolong sedang. Pada variabel *Job Characteristics* dengan *Job Outcome* memiliki nilai 0,058 dan variabel *Job Involvement* dan *Work Engagement* memiliki nilai 0,079.

Direct Effect

Direct effect digunakan dalam menguji pengaruh langsung antar variabel yang dapat dilihat dari tiga kriteria, yaitu *path coefficient*, *t statistics* dan nilai p-value. Apabila nilai *path coefficient* positif, hal tersebut berarti dapat dikatakan bahwa pengaruh antara variabel searah, apabila variabel independen naik, maka diikuti pula dengan kenaikan variabel dependen. Namun, apabila *path coefficient* negatif, maka menandakan pengaruh variabel tersebut

berlawanan, jika variabel independen meningkat maka variabel dependen akan menurun, begitu pula apabila variabel independen menurun maka variabel dependen akan meningkat.

Direct effect juga dapat dilihat dari nilai t-statistics dan p-value. Apabila nilai t-statistic melebihi dari 1,645 maka dikatakan signifikan, namun apabila di bawah 1,645, maka dikatakan tidak signifikan. Pada p-values, apabila nilai p-values kurang dari 0,05, maka berpengaruh signifikan, namun apabila melebihi dari 0,05, maka dianggap tidak signifikan. Berikut adalah hasil dari *direct effect* dari penelitian ini:

Tabel 10. Direct Effect

H	Hipotesis	Path Coefficient	T Statistics (O/STDEV)	P Values
H1	<i>Job Involvement -> Job Outcome</i>	0,300	4,911	0,000
H2	<i>Job Involvement -> Work Engagement</i>	0,248	3,742	0,000
H3	<i>Job Characteristics -> Job Outcome</i>	0,218	2,944	0,002
H4	<i>Job Characteristics -> Work Engagement</i>	0,413	5,471	0,000
H5	<i>Work Engagement -> Job Outcome</i>	0,296	4,026	0,000

Hasil Pengujian H1: Job Involvement Memiliki Pengaruh Positif Dan Signifikan Terhadap Job Outcome.

Berdasarkan uji hipotesis pada penelitian ini, H1 dinyatakan dapat diterima, hal tersebut dikarenakan pada tabel *direct effect* menunjukkan bahwa *Job Involvement* terhadap *Job Outcome* memiliki *path coefficient* positif karena menghasilkan nilai 0,300 dan t-statistics sebesar 4,911 serta p-values sebesar 0,000. Hal ini menandakan bahwa *Job Involvement* memiliki pengaruh positif dan signifikan terhadap *Job Outcome*. Hal ini menandakan bahwa karyawan PT XYZ memiliki kesadaran perihal adanya *Job Involvement* dalam melakukan pekerjaannya sehari-hari, sehingga hal tersebut akan menunjang *Job Outcome* yang baik pula, artinya karyawan PT XYZ memiliki *Job Outcome* yang baik dikarenakan salah satu faktor pendukungnya adalah adanya *Job Involvement* yang baik pula pada masing-masing karyawan.

Penelitian ini didukung dengan penelitian sebelumnya yang dilakukan oleh Prayogi dan Fahmi (2021) yang menyatakan bahwa keterlibatan pekerjaan merupakan peran karyawan dalam melaksanakan tugasnya, *Job Involvement* yang baik akan memberikan dampak yang baik dalam peningkatan *Job Outcome* yang akan bermanfaat dalam jenjang karir setiap karyawan. Pengaruh dari *Job Involvement* lainnya adalah dapat menurunkan tingkat *turnover intention* karyawan, seperti pada penelitian yang dilakukan oleh Agusramadani dan Amalia (2018) yang mengatakan bahwa semakin tinggi *Job Involvement* karyawan maka semakin tinggi pula karyawan akan ikut berpartisipasi aktif dalam meningkatkan kinerja guna mencapai tujuan perusahaan.

Hasil Pengujian H2: Job Involvement Memiliki Pengaruh Positif Dan Signifikan Terhadap Work Engagement.

Berdasarkan uji hipotesis pada penelitian ini, H2 dinyatakan dapat diterima, hal tersebut dikarenakan hasil analisis deskriptif pada tabel *direct effect* menunjukkan bahwa *Job Involvement* terhadap *Work Engagement* memiliki *path coefficient* positif karena menghasilkan nilai 0,248 dan t-statistics sebesar 3,742 serta p-values sebesar 0,000. Hal ini menandakan bahwa *Job Involvement* memiliki pengaruh positif dan signifikan terhadap *Work Engagement*. Hal ini membuktikan bahwa semakin tinggi *Job Involvement* yang dimiliki setiap karyawan PT XYZ maka akan semakin tinggi juga *Work Engagement* karyawan dalam melakukan pekerjaannya sehari-hari, dapat dikatakan bahwa karyawan PT XYZ memiliki *Job Involvement* yang baik akan merasakan adanya *Work Engagement* pada dirinya yang dibuktikan dengan

timbulnya semangat dalam bekerja karena adanya ikatan emosional yang positif antara karyawan dengan pekerjaan yang dilakukannya (Soelton et al., 2018).

Penelitian ini didukung dengan penelitian sebelumnya yang dilakukan oleh Prayogi dan Fahmi (2021) yang menyatakan bahwa *Job Involvement* akan meningkatkan *Work Engagement* karyawan yang menunjukkan bahwa setiap karyawan yang menjalankan perannya secara maksimal di tempat kerja akan menjalankan pekerjaannya secara stabil dan memiliki kebutuhan dalam kemampuan untuk memuaskan pekerjaan yang dilakukannya dalam kehidupan sehari-hari.

Hasil Pengujian H3: *Job Characteristics* Memiliki Pengaruh Positif Dan Signifikan Terhadap *Job Outcome*

Berdasarkan uji hipotesis pada penelitian ini, H3 dinyatakan dapat diterima, hal tersebut dikarenakan hasil analisis deskriptif pada tabel *direct effect* menunjukkan bahwa *Job Characteristics* terhadap *Job Outcome* memiliki *path coefficient* positif karena menghasilkan nilai 0,218 dan t-statistics sebesar 2,944 serta p-values sebesar 0,002. Hal ini menandakan bahwa *Job Characteristics* memiliki pengaruh positif dan signifikan terhadap *Job Outcome*. Hal ini membuktikan bahwa karyawan XYZ memiliki *Job Characteristics* yang baik sehingga akan berpengaruh pada *Job Outcome* masing-masing karyawan. Menurut Morris dan Venkathes (2010), *Job Characteristics* merupakan dasar dari produktivitas karyawan yang berperan penting sebagai motivasi dalam menghasilkan *Job Outcome* maksimal dalam kesuksesan untuk mencapai tujuan perusahaan.

Penelitian ini didukung dengan penelitian sebelumnya yang dilakukan oleh Prayogi dan Fahmi (2021) yang menyatakan bahwa *Job Characteristics* akan memengaruhi keadaan psikologis karyawan dalam melaksanakan tanggung jawabnya terhadap hasil dari pekerjaannya dan akan meningkatkan kualitas karyawan sehingga akan mencapai kepuasan yang tinggi dalam melaksanakan tugasnya. Pekerjaan yang secara intrinsik memuaskan akan cenderung memberikan semangat untuk karyawan dalam menghasilkan *Job Outcome* yang optimal.

Hasil Pengujian H4: *Job Characteristics* Memiliki Pengaruh Positif Dan Signifikan Terhadap *Work Engagement*

Berdasarkan uji hipotesis pada penelitian ini, H4 dinyatakan dapat diterima, hal tersebut dikarenakan hasil analisis deskriptif pada tabel *direct effect* menunjukkan bahwa *Job Characteristics* terhadap *Work Engagement* memiliki *path coefficient* positif karena menghasilkan nilai 0,413 dan t-statistics sebesar 5,471 serta p-values sebesar 0,000. Hal ini menandakan bahwa *Job Characteristics* memiliki pengaruh positif dan signifikan terhadap *Work Engagement*. Menurut Berry et al. dalam Robbins (2003), *Job Characteristics* merupakan aspek internal dari masing-masing karyawan yang meliputi keterampilan yang dibutuhkan dalam melaksanakan tanggung jawab, prosedur dan kejelasan tugas, kewenangan tanggung jawab serta *feedback* dari pekerjaan yang sudah dilaksanakan. Karyawan PT XYZ menyadari akan *Job Characteristics* dari masing-masing pekerjaannya dan menunjukkan peran yang lebih dalam bekerja sehingga memiliki *Work Engagement* yang cukup tinggi.

Penelitian ini didukung dengan penelitian sebelumnya yang dilakukan oleh Prayogi dan Fahmi (2021) yang menyatakan bahwa *Job Characteristics* memiliki pengaruh positif dan signifikan terhadap *Work Engagement*.

Hasil Pengujian H5: *Work Engagement* Memiliki Pengaruh Positif Dan Signifikan Terhadap *Job Outcome*

Berdasarkan uji hipotesis pada penelitian ini, H5 dinyatakan dapat diterima, hal tersebut dikarenakan hasil analisis deskriptif pada tabel *direct effect* menunjukkan bahwa *Work*

Engagement terhadap *Job Outcome* memiliki *path coefficient* positif karena menghasilkan nilai 0,413 dan t-statistics sebesar 5,471 serta p-values sebesar 0,000. Hal ini menandakan bahwa *Work Engagement* memiliki pengaruh positif dan signifikan terhadap *Job Outcome*. Hal ini membuktikan bahwa karyawan PT XYZ memiliki *Work Engagement* yang cukup tinggi sehingga menghasilkan *Job Outcome* yang tinggi pula. Menurut Leiter dan Bakker (2010), karyawan yang memiliki rasa tanggung jawab yang tinggi terhadap situasi dan kondisi yang terjadi dalam pekerjaan akan menghasilkan pemikiran, tenaga, dan waktu yang besar pula dalam menjalankan pekerjaannya, karyawan PT XYZ mencurahkan energi lebih dalam melaksanakan tugas dari pekerjaannya, hal tersebut terjadi karena adanya *Work Engagement* yang dimiliki setiap karyawan dengan timbulnya semangat juang yang tinggi dalam bekerja sehingga tentunya hal tersebut akan berpengaruh juga terhadap *Job Outcome* dari masing-masing karyawan.

Penelitian ini didukung dengan penelitian sebelumnya yang dilakukan oleh Prayogi dan Fahmi (2021) yang mengatakan bahwa *Work Engagement* merupakan hal yang positif dalam memenuhi keadaan dan psikologis yang berhubungan dengan pekerjaan yang ditandai dengan adanya *vigor*, *dedication*, dan *absorption*, hal tersebut akan membuat karyawan akan memusatkan pikirannya terhadap apa yang ia kerjakan. *Work Engagement* dapat memotivasi karyawan dalam pencapaian hasil kerja yang optimal sehingga *Work Engagement* merupakan faktor yang kuat dalam kesuksesan kinerja dan kesuksesan sebuah organisasi.

Indirect Effect

Indirect effect merupakan pengujian variabel mediasi, dalam menguji *indirect effect* juga dapat dilihat langsung dari nilai *path coefficient*, t statistics dan nilai p-value dengan patokan nilai yang sama seperti pengujian *direct effect*. Berikut merupakan tabel yang menunjukkan *indirect effect* dari penelitian ini:

Tabel 11. Indirect Effect

H	Hipotesis	Path Coefficient	T Statistics (O/STDEV)	P Values
H6	<i>Job Involvement -> Work Engagement -> Job Outcome</i>	0,073	2,721	0,003
H7	<i>Job Characteristics -> Work Engagement -> Job Outcome</i>	0,122	3,203	0,001

Hasil Pengujian H6: Job Involvement Memiliki Pengaruh Positif Dan Signifikan Terhadap Job Outcome Melalui Work Engagement Sebagai Variabel Mediasi

Berdasarkan uji hipotesis pada penelitian ini, H6 dinyatakan dapat diterima, hal tersebut terlihat pada tabel *direct effect*, *Job Involvement* terhadap *Job Outcome* memiliki *path coefficient* positif sebesar 0,300 dan t-statistics sebesar 4,911 serta p-value sebesar 0,000. Dari hasil yang didapat tersebut menunjukkan bahwa *Job Involvement* memiliki pengaruh positif dan signifikan terhadap *Job Outcome*. Pada tabel *indirect effect* menunjukkan bahwa *path coefficient* positif sebesar 0,073 dan t-statistics sebesar 2,721 serta p-value sebesar 0,003. Maka dari itu, dapat disimpulkan bahwa *Work Engagement* mampu memediasi variabel *Job Involvement* terhadap *Job Outcome* secara positif dan signifikan.

Hasil hipotesis ini sejalan dengan penelitian sebelumnya yang telah dilakukan oleh Prayogi dan Fahmi (2021) yang menyatakan bahwa *Job Involvement* memiliki pengaruh yang positif dan signifikan terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi. Variabel *Work Engagement* dapat memediasi variabel *Job Involvement* dan *Job Outcome* baik secara langsung maupun tidak langsung. Maka dari itu, *Work Engagement* berperan kuat sebagai variabel mediasi dalam penelitian ini.

Hasil pengujian H7: *Job Characteristics* memiliki pengaruh positif dan signifikan terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi

Berdasarkan uji hipotesis pada penelitian ini, H7 dinyatakan dapat diterima, hal tersebut terlihat pada tabel *direct effect*, *Job Characteristics* terhadap *Job Outcome* memiliki *path coefficient* positif sebesar 0,218 dan t-statistics sebesar 2,944 serta p-value sebesar 0,002. Dari hasil yang didapat tersebut menunjukkan bahwa *Job Characteristics* memiliki pengaruh positif dan signifikan terhadap *Job Outcome*. Pada tabel *indirect effect* menunjukkan bahwa *path coefficient* positif sebesar 0,122 dan t-statistics sebesar 3,203 serta p-value sebesar 0,001. Maka dari itu, dapat disimpulkan bahwa *Work Engagement* mampu memediasi variabel *Job Characteristics* terhadap *Job Outcome* secara positif dan signifikan.

Hasil hipotesis ini sejalan dengan penelitian sebelumnya yang telah dilakukan oleh Prayogi dan Fahmi (2021) yang menyatakan bahwa *Job Characteristics* memiliki pengaruh yang positif dan signifikan terhadap *Job Outcome* melalui *Work Engagement* sebagai variabel mediasi. Variabel *Work Engagement* dapat memediasi variabel *Job Characteristics* dan *Job Outcome* baik secara langsung maupun tidak langsung. Maka dari itu, *Work Engagement* berperan kuat sebagai variabel mediasi dalam penelitian ini.

Hasil Pengujian Koefisien Determinasi (R Square)

Sesuai dengan *Model Summary* diketahui bahwa Pemberdayaan, Kerja Tim, dan Pelatihan sebagai variabel independen mampu menjelaskan sebesar 34,3% variabel dependennya yaitu Kepuasan Kerja, sedangkan sebesar 65,7% dijelaskan faktor lain di luar penelitian ini.

KESIMPULAN DAN SARAN

Kesimpulan

Adapun kesimpulan dari hasil penelitian adalah sebagai berikut:

1. Semakin tinggi *Job Involvement* yang dimiliki oleh karyawan maka akan semakin tinggi pula *Job Outcome* yang dihasilkan oleh karyawan. Keterlibatan dalam melakukan pekerjaan ini tentunya ditandai dengan adanya karyawan PT XYZ bahwa pekerjaan adalah sebagian besar dari kehidupannya, selain itu adanya juga keinginan dalam menghabiskan waktu untuk bekerja, selanjutnya adanya kepedulian terhadap pekerjaan yang mereka kerjakan sehingga dari beberapa faktor yang timbul dari diri karyawan PT XYZ akan secara langsung mempengaruhi capaian hasil kerja mereka.
2. Karyawan memiliki *Job Involvement* yang tinggi maka akan semakin tinggi pula *Work Engagement* yang dimiliki oleh masing-masing karyawan. Dikarenakan adanya keterlibatan kerja yang dimiliki oleh setiap karyawan, tentunya hal tersebut akan berpengaruh terhadap adanya komitmen yang dimiliki karyawan terhadap karir dan profesi yang sedang dijalannya, selain itu karyawan juga akan memiliki motivasi yang tinggi sehingga akan memberikan *best effort* terhadap pekerjaannya pada setiap harinya, hal tersebut merupakan bentuk dari munculnya *Work Engagement* dari diri masing-masing karyawan PT XYZ.
3. Semakin tinggi *Job Characteristics* maka akan semakin tinggi pula *Job Outcome* yang dihasilkan oleh karyawan. Karakteristik pekerjaan yang dimiliki karyawan PT XYZ tentunya dipengaruhi oleh beberapa aspek seperti keterampilan bakat yang mereka miliki dalam melakukan pekerjaannya, sejauh mana karyawan dapat memiliki kesempatan dalam menyelesaikan pekerjaannya, sejauh mana hasil pekerjaan yang dilakukan dapat bermanfaat untuk orang lain. Faktor dari *Job Characteristics* tersebut

- tentunya akan berpengaruh langsung terhadap *Job Outcome* dari masing-masing karyawan.
4. Semakin tinggi *Job Characteristics* yang dimiliki karyawan maka akan semakin tinggi pula *Work Engagement* yang dimiliki oleh karyawan. Pada penelitian ini, karakteristik pekerjaan yang dimiliki oleh karyawan berupa kebebasan dalam melaksanakan pekerjaan sesuai dengan cara yang mereka miliki, adanya kesempatan dalam mengambil keputusan dalam melakukan pekerjaan serta adanya *feedback* yang diterima tentang seberapa baik mereka melakukan pekerjaannya, tentunya hal tersebut akan memunculkan keterikatan kerja pada diri mereka dalam melaksanakan pekerjaannya sehari-hari.
 5. Semakin tinggi *Work Engagement* yang dimiliki oleh karyawan maka akan semakin tinggi pula *Job Outcome* yang dihasilkan oleh karyawan. Keterikatan kerja ini, ditandai oleh adanya rasa bergairah masing-masing karyawan dalam melaksanakan pekerjaannya sehari-hari, keinginan untuk tetap selalu bertahan dalam melakukan pekerjaan sekalipun dalam keadaan yang tidak mudah, timbulnya rasa bangga yang dimiliki dalam melakukan pekerjaan dan sering kali larut dalam keadaan apabila sedang melaksanakan pekerjaannya. Dengan adanya keterikatan yang kuat antara karyawan PT XYZ dengan pekerjaan yang mereka lakukan, maka akan semakin tinggi capaian hasil kerja yang dimiliki oleh masing-masing karyawan.
 6. semakin tinggi *Work Engagement* yang dimiliki oleh karyawan maka akan semakin tinggi pula *Job Outcome* yang dihasilkan oleh karyawan. Keterikatan kerja ini, ditandai oleh adanya rasa bergairah masing-masing karyawan dalam melaksanakan pekerjaannya sehari-hari, keinginan untuk tetap selalu bertahan dalam melakukan pekerjaan sekalipun dalam keadaan yang tidak mudah, timbulnya rasa bangga yang dimiliki dalam melakukan pekerjaan dan sering kali larut dalam keadaan apabila sedang melaksanakan pekerjaannya. Dengan adanya keterikatan yang kuat antara karyawan PT XYZ dengan pekerjaan yang mereka lakukan, maka akan semakin tinggi capaian hasil kerja yang dimiliki oleh masing-masing karyawan.
 7. Semakin tinggi *Work Engagement* akan semakin tinggi pula *Job Characteristics* yang dimiliki oleh karyawan sehingga akan semakin tinggi pula *Job Outcome* yang dihasilkan. Hal ini dikarenakan keterikatan kerja karyawan yang tinggi akan menunjukkan capaian hasil kerja yang lebih tinggi ketika memiliki karakteristik pekerjaan yang mendorong karyawan dalam menunjukkan hasil capaian kerja yang optimal. Adanya keterlibatan kerja tersebut dapat memengaruhi capaian hasil kerja yang didukung oleh adanya karakteristik pekerjaan yang dimiliki oleh masing-masing karyawan PT XYZ.

Implikasi Manajerial

Implikasi manajerial sebagai saran bagi perusahaan, yaitu:

1. Dari hasil penelitian yang telah dilakukan ini, *Job Involvement* memiliki pengaruh yang positif dan signifikan terhadap *Job Outcome* dan *Job Involvement* memiliki pengaruh yang positif dan signifikan terhadap *Work Engagement*. Hal ini membuktikan bahwa karyawan PT XYZ sudah memiliki keterikatan kerja yang cukup kuat antara karyawan dengan pekerjaannya, hal tersebut tentunya perlu untuk dikembangkan secara terus menerus dan PT Satkomndo Mediyasa diharapkan untuk dapat terus memberikan dorongan dalam mengembangkan hal tersebut dengan cara selalu memperhatikan karyawan mulai dari pemantauan absensi masing-masing karyawan setiap bulannya hingga hasil dari penilaian evaluasi setiap enam bulan untuk memastikan apakah

- karyawan PT XYZ dapat mempertahankan keterlibatan kerja dalam melakukan pekerjaannya sehari-hari.
2. Dari hasil penelitian yang telah dilakukan ini, Job Characteristics memiliki pengaruh yang positif dan signifikan terhadap Job Outcome dan Job Characteristics memiliki pengaruh yang positif dan signifikan terhadap Work Engagement. Hal ini membuktikan bahwa karyawan PT XYZ sudah mengetahui terkait deskripsi pekerjaannya sehingga hal tersebut akan berpengaruh terhadap keterikatan kerja dan capaian hasil kerja, oleh karena itu PT XYZ diharapkan untuk dapat memfasilitasi pelatihan masing-masing karyawan untuk mengasah keterampilan karyawan yang dapat digunakan sebagai salah satu penunjang untuk karyawan dalam melaksanakan pekerjaannya sehari-hari untuk mengoptimalkan capaian hasil kerja yang akan diperoleh.
 3. Dari hasil penelitian yang telah dilakukan ini, Work Engagement memiliki pengaruh positif dan signifikan terhadap Job Outcome. Hal ini dapat dibuktikan bahwa karyawan PT XYZ sudah memiliki keterikatan kerja yang baik, maka dari itu PT XYZ diharapkan untuk dapat terus memberikan motivasi terhadap karyawan agar dapat tetap terus memiliki semangat dan motivasi dalam melaksanakan pekerjaannya sehari-hari, salah satunya dengan cara lebih memperhatikan terkait hasil evaluasi kinerja karyawan setiap enam bulan sebagai landasan untuk memberikan rekomendasi kepada divisi masing-masing karyawan yang memiliki capaian hasil kerja yang bagus untuk dapat direkomendasikan perihal kenaikan jabatan agar karyawan tetap terus dapat bersemangat dalam menitik karir di PT XYZ.
 4. Dari hasil penelitian yang telah dilakukan ini, membuktikan bahwa Work Engagement dapat memediasi hubungan antara *Job Involvement* dan *Job Characteristics* terhadap *Job Outcome*. Maka dari itu, PT XYZ diharapkan untuk dapat tetap terus memberikan dukungan baik secara langsung maupun tidak langsung kepada karyawan agar tetap mempertahankan *Work Engagement* yang dimiliki oleh masing-masing karyawan agar capaian hasil kerja. dapat optimal sehingga akan membantu untuk mencapai tujuan perusahaan yang dimiliki oleh PT XYZ.

Implikasi Teoritis

Dalam teoritis, penelitian ini diharapkan dapat memberikan manfaat untuk menambah referensi terkait faktor yang mempengaruhi Job Outcome pada perusahaan PT Satkomindo Mediyasa, penelitian ini juga dapat memberikan pengetahuan terkait Job Involvement, Job Characteristics, serta Work Engagement sebagai variabel mediasi.

Saran

1. PT XYZ diharapkan untuk dapat terus memberikan dorongan dalam mengembangkan hal tersebut dengan cara selalu memperhatikan karyawan mulai dari pemantauan absensi masing-masing karyawan setiap bulannya hingga hasil dari penilaian evaluasi setiap enam bulan untuk memastikan apakah karyawan PT XYZ dapat mempertahankan keterlibatan kerja dalam melakukan pekerjaannya sehari-hari.
2. PT XYZ diharapkan untuk dapat memfasilitasi pelatihan masing-masing karyawan untuk mengasah keterampilan karyawan yang dapat digunakan sebagai salah satu penunjang untuk karyawan dalam melaksanakan pekerjaannya sehari-hari untuk mengoptimalkan capaian hasil kerja yang akan diperoleh.
3. PT XYZ diharapkan untuk dapat terus memberikan motivasi terhadap karyawan agar dapat tetap terus memiliki semangat dan motivasi dalam melaksanakan pekerjaannya sehari-hari, salah satunya dengan cara lebih memperhatikan terkait hasil evaluasi

kinerja karyawan setiap enam bulan sebagai landasan untuk memberikan rekomendasi kepada divisi masing-masing karyawan yang memiliki capaian hasil kerja yang bagus untuk dapat direkomendasikan perihal kenaikan jabatan agar karyawan tetap terus dapat bersemangat dalam menitik karir di PT XYZ.

4. PT XYZ diharapkan untuk dapat tetap terus memberikan dukungan baik secara langsung maupun tidak langsung kepada karyawan agar tetap mempertahankan *Work Engagement* yang dimiliki oleh masing-masing karyawan agar capaian hasil kerja dapat optimal sehingga akan membantu untuk mencapai tujuan perusahaan yang dimiliki oleh PT XYZ.
5. Diharapkan untuk penelitian selanjutnya menggunakan responden lebih dari 200 agar dapat digeneralisasikan pada seluruh karyawan yang bekerja di Indonesia sehingga penelitian dapat lebih jelas dan lengkap karena terdiri dari berbagai macam responden yang sedang bekerja di suatu perusahaan.
6. Diharapkan untuk penelitian selanjutnya, dapat menyebarkan kuesioner ke beberapa perusahaan serta bidang pekerjaan sehingga dapat digeneralisasikan kepada perusahaan yang berada di Indonesia.
7. Diharapkan untuk penelitian selanjutnya, dapat menambahkan variabel lainnya yang memiliki keterkaitan dengan penelitian ini, sehingga dapat memberikan informasi yang lebih banyak terkait variabel independent dan mediasi dari *Job Outcome*.

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THE ROLE OF ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES TO PURSUE SUSTAINABLE DEVELOPMENT GOALS

Patricia

Faculty of Economics and Business, Pelita Harapan University, Tangerang, Indonesia

e-mail: anastasia.patricia@uph.edu

*(Corresponding Author indicated by an asterisk *)*

ABSTRACT

Flourishing businesses, in contrast to those solely prioritizing profit, have greater potential for innovation, more opportunities, reduced risk, and enhanced resilience in our rapidly changing world. This paper outlines the critical intersection between entrepreneurship education (EE) and the pursuit of UN Sustainable Development Goals (SDGs) within higher education institutions. This paper examines how universities can leverage EE as a stimulant for advancing sustainable development initiatives and fostering a culture of responsible entrepreneurship among students. Drawing on existing literature, the paper explores the multifaceted contributions of EE to the SDGs across various domains, including poverty alleviation, gender equality, environmental sustainability, and economic growth. It highlights the role of EE in equipping students with the knowledge, skills, and mindset necessary to address complex social and environmental challenges through entrepreneurial endeavors. Furthermore, the paper identifies the strategies and best practices for integrating sustainability principles into EE curricula, emphasizing the importance of experiential learning, interdisciplinary collaboration, and community engagement. It also discusses the role of universities as hubs of innovation and research in developing solutions to pressing global issues and fostering entrepreneurial ecosystems that support sustainable development initiatives. Overall, the paper underscores the transformative potential of entrepreneurship education in universities to drive meaningful progress towards the achievement of SDGs. It provides insights and recommendations for educators and practitioners seeking to harness the power of entrepreneurship education to create positive social, environmental, and economic impacts in the pursuit of sustainable development.

Keywords: Entrepreneurship Education; Sustainable Development Goals; Sustainable Entrepreneurship Education; Education for Sustainable Development; Flourishing Business Canvas.

INTRODUCTION

The growth of the human population brings negative effects on the environment because what humans do affect the air, water, land, natural resources, and even animals. People are using natural resources faster than the planet can replenish them and globalization surely fastens the process. That is why humans need a new collective goal, sustainability. Ehrenfeld (2008), an MIT scholar, defines sustainability as “*the possibility that human and other life will flourish on the Earth forever*”. Earth supplies are not infinite so if no serious transformational actions are being taken, we are going to run out of supplies.

In the contemporary landscape of global challenges, the imperative for sustainable development has emerged as a central concern for societies, governments, and businesses alike. The world has experienced a series of major setbacks to stability in regions around the world since the beginning of the COVID-19 pandemic. By 2030, the world bank estimated 59% of global extreme poor will be in countries affected by fragility, conflict, and violence (FCV). These new developments add to a growing number of risks for FCV settings, including food insecurity, climate change, rising inequality, demographic changes, and the social impact of influenza.

Addressing environmental challenges like climate change will undoubtedly necessitate significant social, economic, and technological transformations, many of which are expensive and will demand substantial investments. Tackling these intricate issues requires collaborative interdisciplinary approaches, as emphasized by Lang et al. (2012): spanning sectors (including governments, corporations, and civil society), operating at multiple levels (from local to global), and integrating diverse academic knowledge to comprehensively define and resolve the matter.

As the world strives to address complex issues such as poverty, inequality, environmental degradation, and economic instability, the role of entrepreneurship education (EE) becomes increasingly crucial. The United Nations (UN) has increasingly focused on promoting entrepreneurial initiatives to inspire ambitious young individuals to establish their enterprises. This approach aims to generate employment opportunities for themselves and others, recognizing the pivotal role of economic empowerment in achieving the Sustainable Development Goals (Rashid, 2019).

Entrepreneurship plays a crucial role in advancing sustainable products, services, and initiatives aimed at addressing diverse environmental and social issues, as indicated by Youssef et al. (2018) and Shabbir (2023). Entrepreneurship education, which was traditionally associated with fostering business acumen, innovation, and economic growth, is evolving to embrace a broader and more profound purpose. This paradigm shift recognizes that entrepreneurship, when imbued with a sustainability ethos, can be a potent force for addressing pressing global challenges. The significance of entrepreneurship education in fostering the adoption of sustainable business practices is recognized in studies by Hall et al. (2010) and Kuckertz & Wagner (2010).

A socially responsible market economy relies on individuals who are confident, responsible, and actively engaged in shaping their own and societal future through entrepreneurial and social initiatives (Lindner, 2018). Furthermore, Wyness & Jones (2019) argue for a shift in the strategy of sustainability practitioners, emphasizing the value and encouragement of entrepreneurial behaviors to address the substantial challenges faced by the global community. An essential aspect of this cultural transition involves encouraging sustainability educators in higher education, particularly those working in the field of Education for Sustainable Development (ESD), to embrace entrepreneurial concepts.

Consequently, higher education institutions, especially business schools, can promote sustainability driven by self-interest and consideration of various stakeholders. By equipping individuals with the knowledge, skills, and values necessary to create businesses that balance economic success with social and environmental responsibility, EE emerges as a key player in advancing the SDGs.

Companies are obligated to integrate these three objectives into their business practices to enhance living conditions for everyone, without exceeding the planet's capacity or jeopardizing resources for future generations (Iqbal et al., 2020; Slimane, 2012). Achieving such a noble objective inevitably necessitates the comprehensive preparation of upcoming business leaders and entrepreneurs in the knowledge, skills, and values essential for sustaining businesses and enterprises that contribute to "inclusive" and "sustainable" economies. Consequently, there is a pressing need for consistent implementation of sustainable Entrepreneurship Education (EE), ensuring that business owners and leaders acquire the requisite values, skills, and knowledge to fulfill this objective.

This paper navigates through the transformative potential of entrepreneurship education, exploring its capacity to instigate sustainable business practices, empower individuals to contribute meaningfully to societal development and align entrepreneurial endeavors with the broader goals of environmental conservation and social equity. Through a comprehensive analysis, this paper aims to elucidate various impacts of EE on the realization of SDGs, emphasizing its role in shaping a generation of entrepreneurs committed to creating businesses that not only thrive economically but also contribute positively to the well-being of our planet and its inhabitants.

LITERATURE REVIEW

Sustainable Development Goals

The United Nations SDGs, adopted in September 2015, offer a holistic roadmap for global progress, emphasizing the interconnectedness of social, economic, and environmental dimensions (Morton et al., 2017). This integrated approach seeks to address diverse challenges by fostering collaboration and collective action. Each of the 17 SDGs (Figure 1) is intricately linked, illustrating the interdependence of efforts to achieve a sustainable and equitable world by 2030. They all include the three dimensions of sustainable development which are the social, economic, and environmental dimensions and focus on five areas namely people, planet, prosperity, peace, and partnerships (United Nations Department of Economic and Social Affairs, n.d.)



Figure 1. The UN SDGs
Source: <https://sdgs.un.org/goals/goal2>

Within the SDGs, a central focus is on poverty eradication (Goal 1), addressing issues of hunger, health, and education to uplift marginalized communities and enhance global living standards. By tackling the root causes of poverty, including social inequalities and lack of access to resources, Goal 1 contributes significantly to the broader agenda of sustainable development, creating a ripple effect that positively impacts other interconnected goals.

Poverty and hunger share a symbiotic relationship. Individuals living in poverty often struggle to access sufficient and nutritious food. Goal 2 aims to end hunger, achieve food security, and promote sustainable agriculture. Poverty is also a significant determinant of health outcomes. Individuals living in poverty often face challenges in accessing healthcare services, leading to higher rates of preventable diseases and mortality. Goal 3 focuses on ensuring healthy lives and promoting well-being for all at all ages.

Poverty and lack of education are closely interlinked. Individuals living in poverty often face barriers to accessing quality education, perpetuating the cycle of disadvantage across generations. Addressing poverty under Goal 1 involves providing opportunities for education and empowering individuals to break free from the constraints of poverty through knowledge and skills development. Achieving No Poverty sets the stage for creating thriving, healthy, and educated communities, fostering a more equitable and sustainable world. Quality education (Goal 4) is advocated to foster sustainable development. By ensuring inclusive and equitable education for both men and women (Goal 5), the SDGs aim to equip individuals with the knowledge and skills necessary to contribute to economic growth (Goal 8), social cohesion (Goal 16), and environmental stewardship (Goal 13).

Climate action (Goal 13) is also central to sustainable development, connecting environmental preservation with collective well-being. Climate change affects biodiversity, marine ecosystems, and terrestrial habitats (Goals 14 and 15). Extreme weather events, such as droughts and floods, impact livelihoods and agricultural productivity, directly affecting vulnerable communities (Goals 1 and 2). Hence, it can exacerbate conflicts over scarce resources, leading to social instability (Goal 16). Climate change poses health risks through increased prevalence of vector-borne diseases, heat-related illnesses, and disruptions to healthcare infrastructure (Goal 3).

One way to mitigate climate change is by transitioning to clean and sustainable energy sources (Goal 7). Innovation in renewable energy technologies and sustainable infrastructure contributes to reducing greenhouse gas emissions (Goal 9). Understanding this, climate change education is crucial for building resilience and fostering sustainable practices. Integrating climate-related curriculum into education helps raise awareness and equips individuals with the knowledge to address environmental challenges (Goals 4 and 5). As environmental challenges escalate, this goal becomes crucial in safeguarding the planet for future generations (Goal 11).

SDG 17, Partnerships for the Goals, serves as a cornerstone that underscores the interconnected nature of global challenges. This goal recognizes the complexity and interdependence of issues facing our world today, emphasizing the need for collaboration, cooperation, and collective action to achieve sustainable development. The interconnectedness stems from the understanding that no single nation, organization, or community can address the multifaceted challenges alone. In an era of globalization, economic interdependence, and shared environmental resources, Goal 17 emphasizes the imperative of forming robust partnerships across borders and sectors.

Goal 17 highlights interconnectedness through its assertion of the involvement of diverse stakeholders, including governments, private sector entities, civil society, and

individuals. It acknowledges that addressing complex challenges requires a joint effort where each stakeholder brings unique perspectives, resources, and expertise to the table. The goal recognizes that the successful implementation of the entire SDG framework is contingent upon fostering partnerships that leverage the strengths of various actors.

Moreover, Goal 17 promotes the exchange of knowledge, technology, and financial resources among nations. It emphasizes the importance of developed countries supporting developing countries in their pursuit of sustainable development. By fostering technology transfer, encouraging capacity-building, and providing financial assistance, the goal aims to bridge gaps and ensure that progress is not limited by geographic or economic disparities. In addition to that, the goal also brings attention to the interconnected nature of challenges by advocating for coherence in policy and decision-making. It encourages integrated approaches to development that consider the interlinkages between social, economic, and environmental dimensions. This recognizes that solutions in one area may have ripple effects across others, and a comprehensive approach is necessary to address systemic issues.

The Role of Higher Education Institutions in Achieving the SDGs

The integration of sustainable development into the activities of an institution is a challenge for higher education administrators. In addition to integration challenges, HEIs also face additional obstacles in their day-to-day activities and operations related to resource availability, technology, or institutional culture as they attempt to move towards sustainability (Ávila et al., 2017). Higher education institutions have the responsibility to nurture global citizens who understand their interconnectedness with the world. They prepare the next generation of politicians, administrators, scientists, philosophers, and other actors who will be entrusted to build a better world to live in (Neubauer and Calame, 2017). Universities cultivate a sense of responsibility, empathy, and cultural awareness among students by promoting global citizenship education. This broader perspective encourages individuals to actively engage in addressing global challenges and working towards a more sustainable and equitable world.

Higher education institutions can lead by example through sustainable campus operations by adopting environmentally friendly practices, such as energy efficiency, waste reduction, and sustainable procurement, universities demonstrate a commitment to responsible and sustainable practices. Sustainable campus initiatives also serve as educational tools, inspiring students, and fostering a culture of sustainability. Universities, with their intellectual capital, are influential advocates for sustainable policies and practices. Through leadership, universities can shape public discourse, influence policy decisions, and inspire collective changes. Faculty members and researchers often engage in public debates, contribute to policy development, and advocate for evidence-based solutions to global challenges.

When it comes to sustainable development, higher education institutions have a major influence in raising awareness (Griebeler et al., 2022). They also play a vital role in advancing and fulfilling the SDGs. Research, education, and community engagement are areas that universities can contribute significantly to. Academic institutions can integrate sustainability principles into their curricula by offering courses and programs focused on sustainability, environmental science, social justice, and related fields. These institutions equip students with the knowledge and skills necessary to contribute to sustainable solutions, fostering a mindset of responsibility, critical thinking, and ethical decision-making among students. Research conducted by higher education institutions can generate innovative solutions to address environmental, social, and economic challenges.

Researchers at higher education institutions, lecturers, and students, can conduct studies that directly contribute to understanding and mitigating issues outlined in the SDGs, such as poverty, climate change, public health, and quality education. Innovations born out of academic research can have transformative impacts on sustainable development practices (SDSN, 2017, Soini et al. 2018).

Through community engagement initiatives, universities that are deeply embedded in their local and global communities can address immediate challenges and contribute to long-term sustainable development. This involves partnerships with local organizations, addressing community needs, and including students and faculty in service-learning projects that directly impact the communities they serve. Achieving the SDGs requires collaboration among diverse stakeholders (Albareda-Tiana et al., 2018). Higher education institutions are well-positioned to build partnerships among academia, government, industry, and civil society. Collaborative efforts can leverage collective expertise, resources, and networks to address complex challenges comprehensively. Partnerships can extend beyond national borders, contributing to global initiatives for sustainable development and becoming instrumental agents in promoting and realizing the transformative vision of the SDGs (Neubauer and Calame, 2017).

Entrepreneurship Education and SDGs

The word ‘entrepreneur’ comes from French (*entreprendre*) which means to undertake or to launch. Entrepreneurs, according to (Schumpeter, 1912), are the primary drivers of economic and social dynamics. Schumpeter emphasized their skills and abilities in the independent development and implementation of ideas and pointed out their innovative power, which includes the creation of new products, production methods, organizational structures, or alternative distribution channels. Entrepreneurship is a creative and innovative industrial skill that creates what was previously available and improves on existing ones (Ayeni & Erwat, 2023). Entrepreneurs have the capability to bring together money, people, ideas, and other resources to form value creating networks. Whereas all entrepreneurs engage in bridging activities between suppliers and customers to create and disrupt markets (Schaltegger & Wagner, 2011).

Education plays an important role in preparing students to enter the business world that is rapidly changing and becoming more complex. Higher education is critical in setting the groundwork for the development of skills required to deal with the opportunities and risks that come along with climate change, environmental degradation, and resource scarcity (Borel-Saladin & Turok, 2013; Lans et al., 2014). Entrepreneurship is considered important for the development of sustainable products and services and the implementation of new projects addressing various environmental and social concerns. EE refers to the development of independent ideas and the acquisition of the respective skills and abilities that are necessary to implement these ideas. There are three intentions of EE which are learning to become an entrepreneur, learning to become entrepreneurial, and learning to understand entrepreneurship (Gibb & Nelson, 1996). Understanding these intentions will help develop teaching and learning methods in various disciplines.

Previously, scholars in the education field tended to focus exclusively on either ESD or EE, but not both. While EE is commonly associated with business schools, ESD typically originates from the realm of environmental education departments. To facilitate effective cross-university integration of EE, interdisciplinary solutions and an embedded curriculum are essential. Furthermore, due to an increased emphasis on sustainability, EE is now a mandatory component in nearly all undergraduate programs. Consequently, students often

encounter EE organically throughout their programs rather than intentionally selecting an entrepreneurial concentration (Lans et al., 2014).

The term 'sustainable entrepreneurship' has gained prominence as a lens through which to examine the impact of entrepreneurial endeavors on social, ecological, and economic aspects, encapsulated in the concept of sustainable development. The primary motivation behind sustainable entrepreneurship is to address social and environmental challenges through the establishment of successful businesses. Sustainable entrepreneurship represents a business creation process that connects entrepreneurial activities with the realization of sustainable innovations that benefit a broader segment of society (O'Neill et al., 2006). By implementing such (radical) sustainability innovations, sustainable entrepreneurs often meet the unmet demands of a larger group of stakeholders. Notably, sustainable entrepreneurs differ from conventional entrepreneurs, as highlighted by Schaltegger & Wagner (2011), by effectively combining environmental progress and market success through the initiation of activities and processes that identify, evaluate, and capitalize on profitable business opportunities while contributing to sustainable development.

Education should actively promote sustainable development by instilling values and capacities in students to coexist harmoniously, embrace human diversity, uphold gender equality and human rights, and actively engage in sustainable development. To enable current and future sustainability entrepreneurs to succeed, higher education institutions are required to provide support and skills to entrepreneurs in general and to facilitate the transfer of skills (Kimanzi, 2020). In addition to that, identifying and creating opportunities while studying will lead to more desirable outcomes (Lindner, 2018). Recognizing the interconnectedness of cognitive processes and sustainability-related content can encourage university leaders and scholars to champion sustainable development and entrepreneurship (Lourenço et al., 2012).

The relationships between EE and SDGs contribute to various aspects of sustainable development. Entrepreneurship has been proven to advance social and environmental sustainability, yielding positive impacts in various areas, such as financial inclusion, women's empowerment, sustainable agriculture, and minority integration (Apostolopoulos et al., 2018). EE equips individuals with the skills and knowledge to create businesses and generate income, thereby contributing to poverty reduction (SDG 1). By fostering entrepreneurial endeavors, EE creates opportunities for economic empowerment and social mobility, ultimately helping to lift individuals and communities out of poverty. EE stimulates job creation, fosters economic growth, and promotes sustainable livelihoods by encouraging entrepreneurship and small business development. It can also generate employment opportunities and enhance economic productivity by nurturing an entrepreneurial culture and supporting startups and small enterprises (SDG 8).

EE can empower the current and future generations with profitability and societal values (Ayeni & Erwat, 2023). It also promotes lifelong learning and skills development, which are essential components of quality education (SDG 4). EE enhances students' ability to think critically, solve problems creatively, and adapt to changing environments by integrating entrepreneurship principles into educational curricula, thereby fostering a culture of innovation and entrepreneurship. In addition to that, by addressing gender disparities in entrepreneurship and promoting female participation in the entrepreneurial ecosystem, EE has the potential to empower women and promote gender equality by including and providing them with access to entrepreneurial opportunities and resources (SDG 5 and 10).

By promoting responsible entrepreneurship practices and supporting the creation of sustainable businesses and innovative ventures, EE contributes to the development of a dynamic and resilient entrepreneurial ecosystem, driving innovation, and facilitating the creation of sustainable infrastructure (SDG 9). It also contributes to building resilient and inclusive cities that are environmentally sustainable and socially equitable (SDG 11). Furthermore, EE encourages businesses to adopt environmentally friendly and socially responsible approaches to production and consumption patterns (SDG 12).

Providing individuals with a robust academic education generates the human capital necessary for enhancing product and process innovation. Specialized EE further refines human capital, skills, and behaviors crucial for entrepreneurship (Baumol et al., 2011; Martin et al., 2013; Walter & Block, 2016). EE is indispensable in unlocking the full potential of entrepreneurship, particularly in contexts marked by vulnerability and poverty, where untrained entrepreneurs prevail, and small business operations often progress slowly and primarily function in survival mode (Rashid, 2019).

Sustainable development necessitates entrepreneurs with a proven track record of achieving social or environmental objectives while generating profits from consumers through superior products or processes (Schaltegger & Wagner, 2011). Successful sustainable entrepreneurs possess skills in recognizing opportunities and interpersonal abilities that enable effective communication, learning from, and adapting to stakeholders. Creativity and innovation play a crucial role in sustainability, as sustainable entrepreneurs not only seek environmentally friendly solutions to existing problems but also anticipate new challenges, trends, and solutions. Given the complexity of sustainability issues, professionals who can explore new solutions and embrace new perspectives are essential for addressing these challenges.

RESEARCH METHODS

Research methodology using literature review as a method involves systematically collecting, analyzing, and synthesizing existing scholarly literature relevant to a particular research topic or question. This method is commonly used in academic research to gain a comprehensive understanding of the current state of knowledge in a specific field or area of study. There are different approaches to conduct literature review such as systematic review, semi-systematic review, and integrative review (Snyder, 2019). Given the right circumstances, all these review strategies can be very helpful in answering a specific research question.

This study uses the semi-systematic or narrative review approach which is designed to impede a systematic review process for topics which have been studied differently by various groups of researchers in different fields (Wong et al., 2013). A few methods can be used to analyze and synthesize findings from a semi-systematic review. These methods often have similarities to approaches used in qualitative research in general. A qualitative approach is a process of examining descriptive data from individuals, experts, scholars, or phenomena.

After defining the research topic, a search strategy is developed to identify relevant literature. This involves searching electronic databases, academic journals, books, conference proceedings, and other sources of scholarly information. Researchers then establish selection criteria to determine which sources will be included in the literature review. Criteria includes publication date (mostly ten years to date), relevance to the research topic (SDGs, triple bottom line, EE, higher education institutions, Flourishing

Business canvas, Abundance Cycle canvas), methodological rigor, and credibility of the authors. Relevant literature based on the established selection criteria was collected and the selected literature was analyzed to identify key themes, trends, patterns, and gaps in the existing research. The findings of the literature review are used to develop a coherent narrative that summarizes the current state of knowledge on the research topic. The synthesis step involves organizing the literature thematically, chronologically, or by theoretical framework. Finally, researchers write up the findings of the literature review in a clear and coherent manner.

RESULTS AND DISCUSSION

Integrating Sustainability Principles into Entrepreneurship Education

It is noticeable that higher education institutions are gradually incorporating SDGs and other commitments related to them into their current policies and plans (Griebeler et al., 2022). Currently, the only global performance table assessing the contribution of universities to the United Nations' SDGs is the Times Higher Education (THE) Impact Ranking. It can be a catalyst for action, a mechanism for holding universities to account and an opportunity for them to highlight great work that they are already doing. The THE Impact Ranking uses carefully calibrated indicators to provide comprehensive and balanced comparison across four broad areas which are research, stewardship, outreach, and teaching. SDG 4 (Quality Education), for example, includes indicator such as research on early years and lifelong learning education, proportion of graduates with teaching qualification, lifelong learning measures, and proportion of first-generation students (students starting a degree who identify as being the first person in their immediate family to attend university). A high-quality education should be an area where universities thrive. Education, especially multigenerational ones, is a key gateway out of inequalities. Access to inclusive education can also help local people acquire the tools they need to solve world's most pressing problems in addition to improving quality of life (Times Higher Education, 2023).

Each year, more and more universities join the database to demonstrate their commitment to the achievement of the SDGs and show rapid improvement over a period by implementing new policies or providing clearer and more open evidence about their progress. The first edition of THE Impact Ranking 2019 includes 467 universities from 76 countries led by New Zealand's University of Auckland, while Canada's McMaster University and University of British Columbia, also UK's University of Manchester and King's College London complete the top five. In the second edition, University of Auckland still leads among the total of 768 universities from 85 countries that participated. Japan, for the second time, is the most represented nation in the table with 63 institutions, followed by Russia with 47 and Turkey with 37. In 2021, Thailand's Chulalongkorn University became the top institution from an emerging economy at joint 23rd place among 1,118 universities from 94 countries/regions that participated. For the first time, the overall ranking is led by a UK university, University of Manchester. Australia's Western Sydney University led the overall ranking in 2022 and more countries from the UK, Saudi Arabia, Malaysia, New Zealand, and Japan featured their universities in the top 10. In a five-year period, the number of universities participating in the THE Impact Ranking has shown a dramatic increase from 467 universities in 2019 to 1,705 universities in 2023. UK became the most represented nation in the top 100 with 26 institutions, followed by Australia with 16, and Canada with 15. 32 universities from Indonesia listed their institutions in the THE Impact Ranking 2023

in which the top institution is University of Indonesia, ranking at twentieth (Times Higher Education, 2023).

It is undeniable that by providing knowledge of sustainable development and opportunities for innovation, higher education institutions can create aspiring entrepreneurs and prepare them to face uncertainty and changes in the business world (Kimanzi, 2020). Tiemann et al. (2018) emphasize the importance of higher education institutions in explaining how partnerships between universities, research organizations, customers, suppliers, business competitors or consumers have empowered innovative businesses which are either big or small. Although successful entrepreneurs have certain desirable characteristics, education and skills development are essential.

Since early 2017, five universities across the North Atlantic Arctic (University of Greenland, University of the Faroe Island, University of Akureyri, Technical University of Denmark, and College of the Atlantic) have been working together on the project to promote sustainable student entrepreneurship in the Arctic. These universities educate students in multidiscipline ranging from natural/technical to social sciences, and the project has been funded by the Nordic Council of Ministers, the Bank of Greenland Fund, and the Knud Højgaard's Fund (Blaxekjær et al., 2018). The key operational objective in the first year of the project is to train faculty members in Arctic higher education institutions to be able to teach, train, and develop entrepreneurial mindsets and skills among students. The project focused on the development and implementation of sustainable entrepreneurship courses for students, in conjunction with teacher training.

Integrating sustainability principles into entrepreneurship education curricula requires a strategic and comprehensive approach that incorporates both theoretical knowledge and practical application to equip students with the knowledge, skills, and mindset necessary to become responsible and sustainable entrepreneurs. There are some strategies and best practices for effectively integrating sustainability principles into entrepreneurship education including curriculum design, embedding sustainability across courses, experiential learning, guest speakers and industry partnerships, ethical decision making, assessment and evaluation.

Higher education institutions need to develop entrepreneurship curricula that explicitly incorporate sustainability principles, including topics such as social entrepreneurship, environmental sustainability, and ethical business practices. Designing courses that explore the intersection of entrepreneurship and sustainability provides students with a foundational understanding of the concepts and their applications. Entrepreneurship professors can incorporate topics such as sustainable business models, impact measurement, corporate social responsibility, and sustainable supply chain management into the curriculum to ensure comprehensive coverage of sustainability issues. During course meetings, lecturers are encouraged to emphasize experiential learning opportunities such as case studies, simulations, and real-world projects, that allow students to apply sustainability principles in entrepreneurial contexts. They can also inspire students to work on sustainability-focused ventures or projects that address social or environmental challenges, providing hands-on experience and practical skills development.

The University of Faroe Island, for example, developed three types of courses that implicitly contained innovation and entrepreneurship. The first type uses a teaching and learning approach with three elements, namely traditional classroom teaching and dialogue between teacher and students about academic literature and empirical examples, dialogue meetings with stakeholders relevant to the course topics, and students' own communication projects about a course topic communicated to a non-academic audience, in a 50-25-25%

division. The second type of courses projects on transition to a sustainable society and the third type applies an engaged scholarship approach coupled with narrative governance theory in practice by taking students to workshops and conferences with stakeholders and encouraging them to become green change agents in their local communities (Blaxekjær et al., 2018).

Different faculties from different departments or even different universities may foster interdisciplinary collaboration by integrating sustainability principles, case studies, and perspectives from various fields, including business, hospitality, environmental science, social sciences, design, engineering, and law into core entrepreneurship courses, as well as elective courses and specializations. These departments then will be able to offer joint courses or collaborative projects that bring together students and faculty from different disciplines to explore sustainability-focused entrepreneurship opportunities and solutions. Other initiatives that higher education institutions can implement is by inviting guest speakers, entrepreneurs, and industry experts who have successfully integrated sustainability into their businesses to share their experiences and insights with students. It is beneficial for universities to establish partnerships with sustainable businesses, NGOs, and community organizations to provide students with opportunities since it can lead to mentorship, internships, and real-world engagement.

Universities need to provide frameworks for ethical decision-making, emphasizing ethical reasoning, and value-driven entrepreneurship as integral components of sustainability education. Students will be encouraged to have critical reflection on the social, environmental, and ethical implications of entrepreneurial ventures and decisions. In the end, higher education institutions must develop assessment methods that evaluate students' understanding of sustainability principles and their ability to apply them in entrepreneurial contexts. Rubrics, peer evaluations, and project-based assessments can be used to assess students' knowledge, skills, and attitudes related to sustainability and entrepreneurship.

The Abundance Cycle Framework

Entrepreneurs may face difficulties in adapting sustainability to business strategies and tactics for new ventures, although most people believe that supporting sustainable development is vital. The Abundance Cycle canvas as shown in Figure 2, developed by Jay Friedlander, helps companies look at each aspect of their operations, uncover latent value, and spur creativity. The Abundance Cycle framework is tailored to leverage sustainable business models for starting businesses, restructuring existing ones and providing entrepreneurs with means of building economic value simultaneously while meeting the UN SDGs (Blaxekjær et al., 2018). Friedlander (2015) stated that abundant solutions generate a mutually reinforcing cycle where economic, social, and environmental improvements can be achieved together. By offering new ways to identify problems, the pursuit of this Abundance Cycle is leading to innovation and new opportunities.

There are five steps to create abundance according to Friedlander. The first one is understanding your purpose. Ideally, every organization was initiated to address frustration, solve problems, or improve people's lives. The second step is to identify the enterprises' competitive strengths—their core activities that distinguish them from their competitors. The third step is to apply different tactics to the areas of strength to reexamine solutions, innovate, and identify new opportunities. The Abundance Cycle applies the 3P perspective to core activities, namely people, planet, and profit. It seeks specific outcomes with prosperity for all stakeholders. On the people side, entrepreneurs ask questions such as how

to improve the workplace, build community, and solve people issues. On the planet side, entrepreneurs try to figure out how to reduce waste, use waste as a resource, and regenerate natural capital. On the profit side, entrepreneurs think about how to reduce risk, cut costs, and grow sales. Language and perspective are essential in building bridges to achieve step four, which is implementation. Entrepreneurs should be able to communicate with both internal and external stakeholders in a language that resonates with them then select initial projects which are achievable and maximize impact. The final step to create abundance is measure, report, and repeat. Statistics are not strategies. That is why the Abundance Cycle Canvas can be used to chart business courses and establish measures that are meaningful from the perspective of business, environmental, and social.

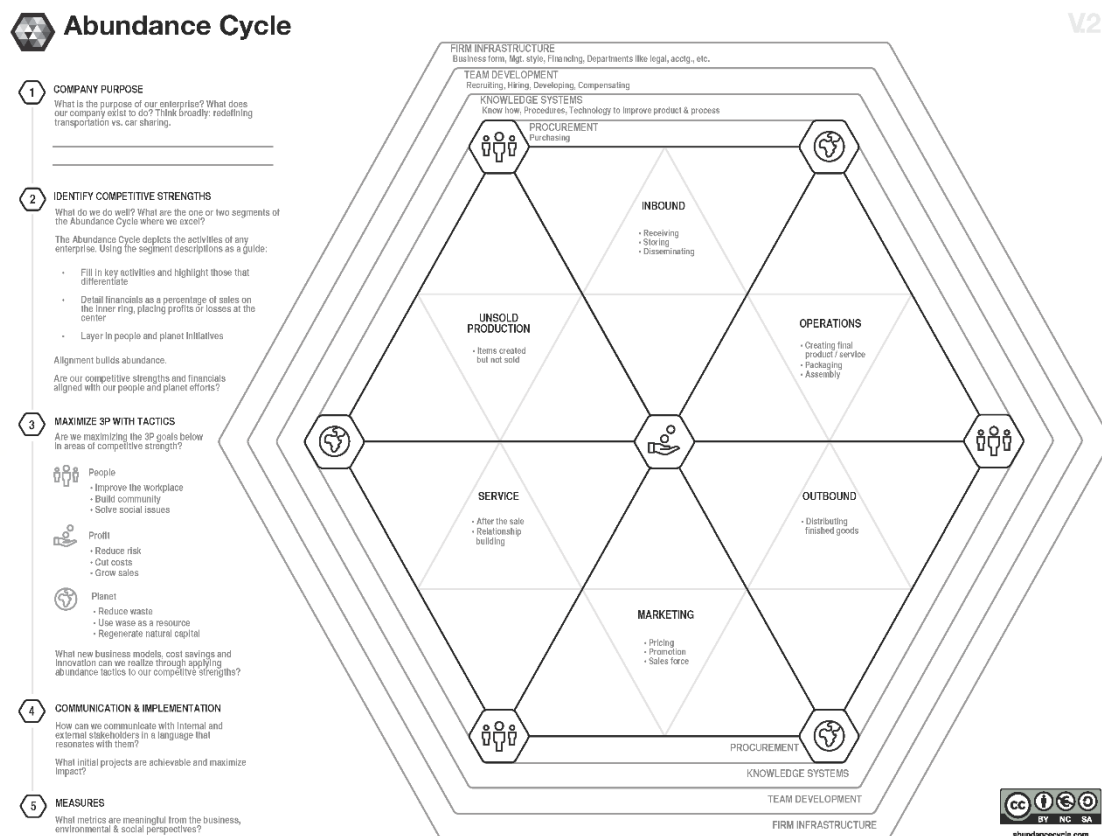


Figure 2. The Abundance Cycle Canvas
 Source: <https://www.abundancecycle.com/>

Flourishing Business Canvas

The common portrayal of entrepreneurs often centers around a focus on monetary gain, growth, and economic objectives. However, this perspective overlooks individuals' capacities and intentions to create opportunities where ecological and societal goals are seamlessly integrated into viable, successful, and ultimately sustainable business models (Lans et al., 2014). The Flourishing Business Canvas, depicted in Figure 2, serves as a tool that offers a shared language within a visually accessible framework. It enables organizational stakeholders to collaboratively design, describe, understand, develop, measure, and communicate a business model that is not only financially sound but also socially beneficial and environmentally generative (Elkington & Upward, 2016). This

canvas proves especially valuable for businesses that define success as achieving profitability while contributing positively to societal and environmental well-being.

Developed based on the traditional Business Model Canvas by Osterwalder & Pigneur (2010), the Flourishing Business Canvas aims to create, deliver, and capture economic value. It consists of key elements, including value proposition, customer segments, channels, revenue streams, key activities, resources, partnerships, and cost structure. However, it goes beyond the traditional approach by emphasizing the exploration and leveraging of market opportunities to create strategically crafted and competitive business models that align with social and environmental objectives. In other words, what sets the Flourishing Business Canvas apart is its emphasis on integrating sustainability principles into every aspect of the business model.



Figure 3. The Flourishing Business Canvas

Source: C Antony Upward / Edward James Consulting Ltd, 2014, all rights reserved

An effective way to introduce sustainable entrepreneurship to aspiring entrepreneurs through EE is by using this canvas to explore sustainable business ideas. EE programs that incorporate the Flourishing Business Canvas provide students with a comprehensive understanding of sustainable business practices. By guiding students through the process of developing business models that prioritize social and environmental responsibility, these programs instill a sense of purpose and values-driven entrepreneurship. Students learn to identify opportunities for positive impact, integrate sustainability into their business strategies, and communicate their vision effectively to stakeholders.

Moreover, the Flourishing Business Canvas serves as a valuable tool for fostering innovation and creativity in entrepreneurship education. The canvas stimulates critical thinking and problem-solving skills because students are encouraged to think holistically about their business ideas and consider the broader implications of their decisions. Students

are challenged to explore innovative solutions to social and environmental challenges while building businesses that are financially sustainable and socially impactful.

CONCLUSIONS

It is no longer evitable to ignore sustainability issues in doing business and focus only on making a profit because that approach to economic growth has consequently undermined people's quality of life and the health of our planet. The UN SDGs represent a shared vision for a better world, promoting inclusivity, environmental stewardship, and social equity. As a universal call to action, the SDGs provide a roadmap for collective efforts to address the most pressing issues facing humanity and build a sustainable future for all. True sustainability requires a more radical, fundamental, and tough transformation. That is why, the role of education is significant to prepare students to become sustainable entrepreneurs who destroy existing conventional production methods, products, market structures and consumption patterns, and replace them with superior environmental and social products and services.

Higher education institutions can act as catalysts for sustainable development by fostering a culture of learning, research, and community engagement that aligns with the principles of the SDGs. Through their comprehensive roles, universities contribute significantly to building a more sustainable and inclusive future. EE is closely linked to the SDGs as it promotes economic growth, social inclusion, environmental sustainability, and innovation. By fostering entrepreneurial skills, knowledge, and attitudes, EE contributes to achieving the SDGs.

The integration of Flourishing Business Canvas in EE programs offers a transformative learning experience that prepares students to become responsible and successful entrepreneurs. Flourishing Business Canvas is a tool that can be used by students and aspiring entrepreneurs who strive to build businesses by implementing a triple bottom line, a sustainability framework that measures a business's success in three key areas: profit (the traditional measure of corporate profit), people (a measure of how socially responsible the organization has been in its operations), and the planet (a measure of how environmentally responsible the business has been).

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KEY SUCCESS FACTORS OF SCHOOL LEADERSHIP IN IMPLEMENTING PROFESSIONAL LEARNING COMMUNITIES: A SYSTEMATIC LITERATURE REVIEW

Vanessa Elizabeth Siwy¹⁾ Yohana F. Cahya Palupi Meilani^{2)*}

¹⁾ *Intercultural School, Jakarta, Indonesia*

²⁾ *Fakultas Ekonomi dan Bisnis, Universitas Pelita Harapan, Tangerang, Indonesia*

e-mail: vsiwy@jisedu.or.id

(Corresponding Author indicated by an asterisk *)

ABSTRACT

The study systematically reviews the literature to understand the key success factors for school leadership in fostering PLCs and the most effective leadership style for this endeavor. Through a detailed analysis, it identifies key success factors such as visionary leadership, shared values, effective communication, collaborative decision-making, and strategic problem-solving. The study also emphasized the transformative, facilitative, distributed, democratic, and situational leadership styles conducive to PLC success. These elements are essential for creating a collaborative learning environment that promotes professional growth, innovation, and improved student outcomes. The study acknowledges limitations including the scope of literature and challenges in directly correlating leadership styles with PLC success. Future research directions include exploring the long-term impact of leadership on PLCs, cross-contextual comparisons, empirical validations of theoretical frameworks, and the role of digital technologies in PLC enhancement.

Keywords: Leadership; Professional Learning Communities; Learning Environment

INTRODUCTION

Professional Learning Communities (PLCs) are integral in fostering a collaborative environment where educators can share knowledge and practices that contribute to their professional growth and instructional leadership. This collective efficacy is shown to positively influence not only teacher performance but also student outcomes by promoting more effective teaching strategies and enriched learning experiences (Khun-Inkeeree, et al., 2022). They suggest that empowering teachers through active involvement in school goals and fostering a supportive school atmosphere of all stakeholders are vital for enhancing the effectiveness of PLCs. This complexity underscores the importance of a thorough understanding of PLCs, including their theoretical underpinnings and the myriad of factors that affect their effectiveness, to fully leverage their potential in educational enhancement.

The success of PLCs is closely tied to school leadership. The way leaders support, guide, and foster PLCs significantly impacts their effectiveness and sustainability. Research underscores the importance of leadership in creating an environment that encourages the growth and development of PLCs, focusing on aspects such as support, vision sharing, collective learning, and administrative assistance. For instance, Jafar et al. (2022) illustrates how transformational leadership, characterized by fostering professional growth, respect, and shared responsibility, greatly enhances PLC effectiveness. Furthermore, Chua et al. (2020) highlight the necessity of administrative backing, such as allocating time and resources for PLC activities, to sustain these initiatives over time, pointing out that teacher efforts alone may not suffice for long-term success. This emphasis on school support as a cornerstone for cultivating a PLC-friendly culture within educational settings is crucial. Navigating the intersection of school leadership and PLC implementation leads to vital inquiries: What are the key success factors for school leadership in fostering PLCs, and what is the most effective leadership style for this endeavor? Addressing these questions is imperative to identify the core attributes and strategies of school leaders that promote the growth of PLCs. Understanding how leadership influences PLC success is key to determining best practices for nurturing a collaborative, learning-focused school environment that benefits educators and students alike. Through this exploration, we can better appreciate the role of leadership in elevating educational experience through the support and advancement of Professional Learning Communities.

This study offers invaluable insights into how effective leadership can transform educational environments, promoting a culture of continuous learning, collaboration, and shared vision among educators. By pinpointing the crucial factors and leadership styles that most significantly impact the success of PLCs, educational stakeholders can develop targeted strategies to support and enhance these communities. The implications of these studies extend beyond academic theory. For practitioners, understanding the role of leadership in facilitating PLCs provides a roadmap for implementing actionable changes within schools and districts. This roadmap calls for a shift in how educational policies and practices are framed. For policymakers, the findings underscore the necessity of designing and implementing policies that encourage and enable school leadership to adopt practices supportive of PLCs.

LITERATURE REVIEW

Leadership Styles

Leadership styles have been the focus of extensive research over the years, with scholars identifying various approaches that leaders use to guide, influence, and manage their followers. Understanding these styles is crucial for effective leadership and organizational success. Here, we explore some of the most influential theories and their proponents.

- Autocratic Leadership

Autocratic leadership is defined as a style where the leader makes decisions unilaterally without much input from group members. Autocratic leaders typically do not seek input from team members and have clear, central control over all decisions. The leader is the sole authority and keeps a significant distance from group members in the decision-making process (Luqman, et. al., 2019). Autocratic leadership is characterized by individual control over all decisions without much input from others. Leaders make choices based on their own beliefs and do not involve others in decision making. This style is used in situations where control must be maintained and is seen as less effective in driving motivation and creativity among team members (Jony, et. al., 2019).

- Democratic Leadership

Agarwal (2019) described democratic leadership as a leadership style where the leader holds a central position, but decision-making is delegated to subordinates to enhance their involvement and association with the organization. This style is characterized by high levels of employee participation in the decision-making process, which fosters a more dynamic and engaged work environment. Under democratic leadership, the leader remains responsible for the final decisions but ensures that all team members can contribute ideas and opinions, which are valued and considered. His findings emphasize that this leadership style is particularly effective in environments that require frequent adaptation and innovation, as it promotes a collaborative and motivated workforce.

- Laissez-faire Leadership

Gehani, et. al. (2019) defines Laissez-faire leadership as a non-transactional type of leadership characterized by a high degree of non-involvement. Leaders employing this style typically avoid making decisions until necessary, often delaying responses to important issues and abstaining from intervening in organizational matters unless required. This approach reflects a general disengagement from leadership responsibilities, leading to a lack of direct supervision and guidance for subordinates. Their research found that this style results in less effective organizational and team performance, as it lacks the active engagement and directive approach that might be necessary to motivate and guide employees effectively. The laissez-faire style was associated with the lowest scores in leadership effectiveness among the styles analyzed, indicating that it may not foster an environment conducive to achieving high performance or addressing organizational challenges proactively.

- Situational Leadership

Francisco, et. al. (2020) defined situational leadership as a leadership style that emphasizes the ability of leaders to adapt their style to the requirements of different situations, particularly during significant challenges such as the COVID-19 pandemic. The concept explores how leaders must adjust their strategies and decision-making processes based on the

evolving circumstances and the unique needs of their team and the broader organizational context. They highlighted the ability of leaders to transform their approach to address the immediate needs of their educational institutions effectively, suggesting that situational leadership during crises involves a dynamic and flexible response to unprecedented conditions.

- **Transactional Leadership (Burns, 1978)**

James MacGregor Burns introduced the concept of transactional leadership in 1978, contrasting it with transformational leadership. Transactional leaders focus on the exchange that takes place between leaders and followers. They guide or motivate their followers in the direction of established goals by clarifying role and task requirements. This style involves contingent rewards and corrective actions to achieve objectives.

- **Transformational Leadership (Bass, 1985)**

Bernard M. Bass further expanded the understanding of leadership styles in 1985 with his theory of transformational leadership. This style is characterized by the ability of leaders to inspire and motivate followers to achieve outstanding results and to see beyond their own self-interest for the good of the group or organization. Transformational leaders are often charismatic, enthusiastic, and passionate.

Transformational leadership is described as a leadership style where the leader directs and supports activities in ways that inspire and motivate employees to achieve higher performance. It emphasizes the ability of leadership to bring about change in individuals and organizations, aiming to produce higher performance through correct work motivation (Marlina, et. al., 2023).

- **Facilitative Leadership**

According to Nordick, et. al. (2019), facilitative leadership is characterized by behaviors that promote collaboration, support, and guidance rather than control. Facilitative leaders focus on enabling teams to achieve their objectives through empowerment and by providing the necessary resources. They guide processes and encourage participation and engagement from all team members, ensuring that everyone's contributions are valued. This leadership style is particularly effective in settings where the leader's role is to foster open communication, problem-solving, and collective decision-making. Nordick, et. al. (2019) highlight how facilitative leadership significantly impacts collective teacher efficacy in schools. It shows that when school leaders employ facilitative methods—such as involving teachers in decision-making, providing clear and consistent communication, and supporting teacher autonomy—the collective efficacy of teachers improves. This, in turn, enhances overall school performance, teacher collaboration, and student achievement. Facilitative leadership is presented as a catalyst for creating a positive and proactive educational environment.

- **Distributed Leadership**

Distributed leadership is conceptualized by Çoban, et. al. (2020) as an interactive process involving leaders, followers, and their situational contexts. It emphasizes the importance of collaboration, cooperation, and authority sharing within schools. Principals practicing distributed leadership empower teachers and engage various stakeholders in decision-making processes, fostering a collaborative and innovative school climate. Distributed leadership positively impacts organizational innovativeness directly and indirectly through enhanced teacher collaboration (Çoban, et. al., 2020). Their findings personality, and

the characteristics of the followers and the organization. The study of leadership styles remains to suggest that principals who practice distributed leadership contribute to a supportive and innovative school environment, promoting collaboration and new ideas among teachers.

Professional Learning Communities (PLCs)

According to Tabak, et. al. (2020), Professional Learning Communities (PLCs) are described as groups of educators who collaborate to improve their teaching practices and enhance student learning. PLCs are characterized by shared practices in a continuous, reflective, collaborative, inclusive, and learning-oriented environment, promoting growth and allowing for critical questioning. The transformation into a PLC is seen as essential for achieving school effectiveness.

The findings from Olsson (2019) emphasize that PLCs significantly enhance both teaching practices and student learning outcomes when they are well-implemented. Educators in effective PLCs experience professional growth through collaborative learning and are more likely to innovate in their instructional approaches. The study suggests that schools with strong PLCs see improved academic performance among students, as the collaborative approach allows teachers to share strategies and solutions that address students' needs effectively.

According to Prenger, et. al. (2019) the success factors of Professional Learning Communities (PLCs) encompass several key characteristics that facilitate effective collaboration and learning among educators. Reflective dialogue is crucial, allowing teachers to engage in meaningful professional discussions about educational topics that matter. Derivatization of practice encourages teachers to observe one another's teaching methods, providing and receiving feedback aimed at instructional improvement. Collaborative activity is another cornerstone, highlighting the importance of teachers working together within the PLC framework. Shared goals ensure that all members align with the mission and principles of the PLC or school, fostering a unified approach to education. Lastly, a collective focus on student learning emphasizes the shared commitment among teachers to enhance student achievement, which is the aim of any educational endeavor. These elements together create a robust environment for sustained teacher development and improved educational outcomes.

RESEARCH METHOD

Table 1. Articles

File Name	Author and Year	Title	Journal	Purpose	Method
SL1	Juladis Khanthap	Innovative Leadership Factors and Leader Characteristics that Affecting Professional Learning Community of Primary Schools in Bangkok and Its Vicinity	World Journal of Education	To investigate the innovative leadership factors and leader characteristics of school administrators in affecting teachers' involvement in the professional learning community of primary education schools in Bangkok and its vicinity of Thailand.	Quantitative approach survey research design employing Structural Equation Modeling (SEM)

File Name	Author and Year	Title	Journal	Purpose	Method
SL2	Aydin Balyer, Hakan Karatasa, Bulent Alci	School Principals' Roles in Establishing Collaborative Professional Learning Communities at Schools	Procedia - Social and Behavioral Sciences	To present what principal roles in establishing professional learning communities are in the current system.	Qualitative study utilizing ethnographic designs and in-depth interviews.
SL3	Sakineh Hobbi Ghratapeh, Mohamad Hassani, Hassan Ghalavandi, Abolfazl Ghasemzadeh Alishahi	Analyzing Challenges and Obstacles to the Leadership Professional Learning Communities in Schools and Identifying Strategies for Addressing the Obstacles: A Mixed Approach	Journal of School Administration communities in high challenges	To investigate the challenges to leadership of professional learning	Mixed approach with both qualitative and quantitative
SL4	Mohd Izham Mohd Hamzah, Mohd Fadzil Jamil	Distributed Leadership and Its Relation to Professional Learning Community	Creative Education	To examine the relationship of distributed leadership of secondary school administrators with professional learning community	To examine the relationship of distributed leadership of secondary school administrators with professional learning community

After determining the research questions, the study focuses on literature related to research articles. Using the keywords: "Professional Learning Community," "School Leadership", "School Principal", and "school-based PLCs", relevant articles that discussed how school leaders implemented PLCs were identified. Specific inclusion and exclusion criteria were applied to refine the selection. The inclusion criteria are articles that study the PLC practices within school settings, published between 2019-2024, written in English, and open access. Eighteen articles were identified. The exclusion criteria are articles focusing on PLCs outside of school environments, primarily emphasizing teacher collaboration within PLCs and the correlation with student achievement. Three articles were selected: SL1, SL2, SL3, and SL4.

The data extraction process was conducted on the four selected articles as shown in table 1. Using deductive coding, key themes and themes as shown in table 2, were collected based on the data (Xiao, et. al., 2019). Finally, the extracted data and themes were analyzed and synthesized, involving comparing the findings with the underlying theories of Social Constructivism and Communities of Practice.

RESULTS AND DISCUSSION

Table 2 presents a comprehensive data extraction that systematically captures the essence

and impact of different leadership styles on the development and sustainability of Professional Learning Communities (PLCs) within educational environments. This detailed examination delves into key thematic areas, including innovative leadership practices, effective characteristics of leaders, the pivotal role of shared leadership and decision-making, and the integral features of PLCs themselves. Table 2 offers valuable insights into how leadership can influence the effectiveness of PLCs, providing a rich foundation for understanding the dynamic interplay between leadership practices and the cultivation of collaborative professional learning environments.

Table 2. Data Extraction

Theme	Sub-theme	Description	Found in	Emergence
Innovative Leadership	Vision and Strategy	Leaders must possess a forward-looking vision and strategic approach to foster an innovative learning environment.	SL1	Emerged through statistical analysis highlighting the positive impact of innovative leadership practices on PLC engagement.
	Risk Management	Effective handling of risks and uncertainties to ensure the continuous growth of PLCs.	SL1	Identified via discussions on the challenges faced by leaders and strategies to mitigate these risks.
Leader Characteristics	Effective Communication	The ability of leaders to communicate effectively, ensuring clear understanding and alignment with PLC goals.	SL1	Derived from a model linking leader communication skills with successful PLC implementation.
	Active Participation	Leaders' involvement in PLC activities, serving as role models for continuous learning.	SL1	Highlighted through qualitative analysis of leadership behaviors that promote a strong PLC culture.
Shared Leadership and Decision Making	Collaborative Environment	Creating an environment that supports shared leadership, encouraging teacher involvement in decision making.	SL2 SL3	Emerged from discussions on the impact of distributed leadership on PLC success.
	Empowerment and Ownership	Empowering teachers to take ownership of the PLC process, enhancing motivation and commitment.	SL2 SL3	Emerged from discussions on the impact of distributed leadership on PLC success.
Professional Learning Community Features	Shared Values and Vision	The importance of establishing a collective focus on student learning and achievement	SL4	Derived from analyses demonstrating a correlation between shared values and PLC effectiveness.
	Supportive Conditions	Ensuring the presence of conditions that support	SL4	Identified through descriptive statistics

Theme	Sub-theme	Description	Found in	Emergence
		collaborative work and professional growth		showing the role of supportive leadership in fostering a conducive PLC environment.

Key Success Factors for School Leadership in Fostering PLCs

The Key Success Factors of School Leadership in Fostering Professional Learning Communities (PLCs) can be analyzed through various themes and sub-themes highlighted in table 2. The leadership of PLCs is tied to theoretical frameworks such as Social Constructivism and Communities of Practice. Successful leadership requires an integrated approach that encompasses innovative vision, shared values, effective communication, collaborative decision-making, and strategic problem-solving. This comprehensive approach is designed to foster a dynamic, engaging, and impactful learning community focused on collective growth and achievement.

Effective leadership transcends mere administration, embedding itself into the very fabric of educational innovation and shared purpose. Innovative leadership, marked by a visionary outlook and strategic risk management, forms the cornerstone of nurturing PLCs. Leaders are tasked with navigating the complexities of educational reform while maintaining a clear vision for future growth, aligning closely with Vygotsky's Social Constructivism, which emphasizes collaborative learning environments as pivotal for development. Innovative leadership, encompassing vision and strategy alongside risk management, is foundational. Leaders must embody a forward-thinking perspective and strategic approach to create an innovative learning environment conducive to PLCs, effectively handling risks and uncertainties to ensure continuous growth (Jafar et al., 2022). This also aligns with the Social Constructivist theory by Vygotsky, emphasizing the importance of collaborative knowledge construction and a communal learning environment.

Leader characteristics, including effective communication and active participation, are pivotal. Effective communication ensures clarity and alignment with PLC goals, while leaders' active involvement sets a role model for continuous learning within the PLC (Xiao et al., 2019). These aspects resonate with the Communities of Practice framework, where shared practices and collective learning are central. The characteristics of leaders, particularly in the realms of effective communication and active participation, play a vital role. The ability of leaders to articulate the mission, vision, and goals of PLCs with clarity and precision ensures that all members are aligned and motivated. This reflects the Communities of Practice theory, which values shared learning and joint enterprise as foundational elements of community engagement.

Shared leadership and decision-making, fostering a collaborative environment, and empowering ownership among educators are critical. This supports El Bakkali (2020). The study found that the leadership change design through a Professional Learning Community (PLC) is effective when there is alignment of values between school principals and teachers, particularly after creating an open environment. This alignment of values needs to be embedded as part of the school's identity with the school principal acting as a change leader to ensure

sustainability. Shared leadership and decision-making further underscore the collaborative ethos of PLCs, promoting a culture where leadership responsibilities are distributed among all members. This approach resonates with distributed leadership theories, emphasizing that leadership efficacy in PLCs stems from a collective effort rather than hierarchical command.

The structural features of PLCs, such as shared and supportive leadership, shared values and vision, collective learning and application, and the sharing of personal practice, are indispensable for their success. These features create a robust environment for sustained teacher development and improved educational outcomes, as demonstrated in the studies by Khanthap (2022) and Hamzah & Jamil (2019). Effective communication and interaction within the school environment are also important for successful PLCs. The document references studies by Khanthap (2022) and Hamzah & Jamil (2019), noting that clear and effective communication builds trust and clarity, essential for successful collaboration. Effective listening also plays a vital role, improving the ability of leaders to respond adaptively to educational challenges and feedback from teachers, which is crucial for the continuous improvement of PLCs.

In summary, the successful leadership of PLCs intertwines with the theoretical underpinnings of Social Constructivism and Communities of Practice. It demands a holistic approach encompassing innovative leadership, effective communication, shared leadership, and addressing practical challenges, all aimed at fostering a collaborative, learning-focused environment that emphasizes collective growth and student achievement.

Leadership Style of School Leadership in Fostering PLCs

The theoretical foundation of PLCs is deeply rooted in social constructivist theory, advocating that learning is fundamentally a social process that involves the collaborative construction of knowledge (Vygotsky, 1978). This theory aligns with the principles of transformational and distributed leadership styles, which emphasize collaboration, shared vision, and collective inquiry, reinforcing the synergy between effective leadership and the foundational principles of PLCs.

Transformational leadership, characterized by inspiring and motivating educators to exceed their own interests for the group's benefit, is highlighted as particularly effective in promoting PLCs (Bass, 1985). This leadership style fosters a culture of professional growth, shared responsibility, and respect, essential for the collaborative and continuous learning environment that PLCs embody. Transformational leadership is closely aligned with the theme of innovative leadership, particularly in the areas of vision and strategy, as well as risk management. Transformational leaders inspire and motivate educators to work towards a shared vision, fostering an innovative learning environment crucial for PLC success. They also excel in managing risks and navigating uncertainties, ensuring the continuous growth of PLCs, a key aspect highlighted in the theme of risk management.

Distributed leadership, on the other hand, emphasizes the importance of collaboration, cooperation, and authority sharing within schools. Principals practicing distributed leadership empower teachers and engage various stakeholders in decision-making processes, fostering a collaborative and innovative school climate (Çoban, et. al., 2020). This approach facilitates a collaborative leadership culture, essential for the success of PLCs by

involving multiple contributors in leadership functions, thereby enhancing the collective capacity for sustained PLC engagement and growth. Distributed leadership directly correlates with the theme of shared leadership and decision-making. This leadership style creates a collaborative environment by distributing roles and responsibilities among various members based on their expertise, encouraging teacher involvement in decision-making. It also promotes empowerment and ownership among educators, essential for sustaining PLC engagement and success.

Facilitative leadership, the leader's role is to foster open communication, problem-solving, and collective decision-making. Nordick, et. al. (2019), aligns with the PLC model by promoting inclusive participation and collaborative decision-making. This leadership style supports the PLC's ethos of shared knowledge, mutual support, and a commitment to ongoing improvement. Facilitative leadership embodies the sub-theme of effective communication by creating an environment where all members feel empowered to contribute their ideas, ensuring clarity and alignment with PLC goals. Furthermore, the active participation of leaders in PLC activities, characteristic of facilitative leadership, serves as a model for continuous learning and strong PLC culture, enhancing the community's effectiveness. Democratic leadership supports the sub-themes of shared values and vision, and supportive conditions. By involving educators in decision-making processes, democratic leadership fosters a collective focus on student learning and achievement, aligning with the PLC's shared values and vision. This approach also ensures the presence of supportive conditions that encourage collaborative work and professional growth, crucial for effective PLCs.

Situational leadership, which highlighted the ability of leaders to transform their approach to address the immediate needs of their educational institutions effectively, suggesting that situational leadership during crises involves a dynamic and flexible response to unprecedented conditions (Francisco, et.al., 2020), could offer a flexible approach to leading PLCs. This style acknowledges the dynamic nature of educational settings and the diverse needs of professional learning communities. Situational leadership is adept at addressing the themes of challenges and solutions, specifically in managing time constraints and enhancing participation. By adapting leadership styles based on the context and needs of the educators, situational leaders can identify strategies to effectively manage time and develop approaches to increase teacher participation and engagement in PLCs.

Autocratic, democratic, and laissez-faire leadership styles, though traditional, offer contrasting approaches to the more collaborative and participatory styles mentioned above. While autocratic leadership may hinder the collaborative essence of PLCs, democratic leadership could support it by involving educators in decision-making processes. Laissez-faire leadership, with its hands-off approach, might not provide the necessary guidance and support for PLCs to thrive.

Transactional leadership focuses on role and task clarity and contingent rewards (Burns, 1978). While this could ensure goal alignment and efficiency within PLCs, it may not fully capture the transformative and collaborative spirit that underpins the most successful PLCs. The study highlights the need for leaders to adopt styles that foster an environment conducive to the principles of PLCs—collaboration, shared vision, and professional growth. Transformational, distributed, and facilitative leadership styles are particularly noted for their

effectiveness in promoting these attributes within schools, suggesting that a blend of these styles, tailored to the specific context of the educational setting, may offer the best support for the development and sustainability of PLCs.

CONCLUSION AND SUGGESTION

The pivotal role of school leadership in nurturing Professional Learning Communities (PLCs) is underscored by some key success factors. These include the establishment of a visionary leadership approach that not only sets the direction but also inspires and mobilizes educators towards shared objectives. A profound commitment to shared values underpins this, fostering a culture of trust, mutual respect, and collective responsibility. Effective communication is essential, ensuring that all members feel heard and valued, which in turn promotes a collaborative ethos. Decision-making processes that are inclusive and collaborative further empower educators, encouraging innovation and shared ownership of outcomes. Strategic problem-solving mechanisms enable the community to address challenges proactively, ensuring the PLC's adaptability and sustainability. Together, these elements create a fertile environment for professional growth, enhancing teaching practices and leading to improved student learning outcomes.

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PENGARUH LINGKUNGAN RUMAH SAKIT SERTA KEPEMIMPINAN TRANSFORMASIONAL TERHADAP KINERJA TENAGA KESEHATAN DI RUMAH SAKIT XYZ DKI JAKARTA

Iwan Setiawan

Kesdam XVII/Cenderawasih

e-mail: iwan205setiawan@gmail.com
(Corresponding Author indicated by an asterisk *)

ABSTRAK

Tujuan penelitian ini ingin menjelaskan pengaruh dari lingkungan rumah sakit dan kepemimpinan transformasional terhadap kinerja tenaga kesehatan (perawat ruang rawat inap). Fenomena yang terjadi tingkat keluhan pasien dan keluarga pasien atas layanan perawat rawat inap sebesar 60% dari 30 orang responden studi eksplorasi. Studi kuantitatif diterapkan dalam penelitian di Rumah Sakit swasta XYZ yang berada di DKI Jakarta. Responden adalah 160 orang perawat ruang rawat inap yang sudah menjadi pegawai tetap lebih dari dua tahun. Pengumpulan data melalui alat ukur kuisioner dengan skala *likert* 1 – 5. Analisis data menerapkan *Structural Equation Model* dan pengolahan datanya dengan *SmartPLS*. Hasil menunjukkan bahwa lingkungan rumah sakit, kepemimpinan transformasional berpengaruh positif terhadap kinerja tenaga kesehatan. Kontribusi penelitian dapat dijadikan bahan referensi untuk rumah sakit swasta demi meningkatkan kinerja tenaga kesehatan.

Kata Kunci: Lingkungan Rumah Sakit; Kepemimpinan; Kinerja Tenaga Kesehatan

ABSTRACT

The purpose of this study is to explain the influence of the hospital environment and transformational leadership on the performance of health workers (inpatient nurses). The phenomenon that occurs is the level of complaints of patients and families of patients over inpatient nurse services by 60% of 30 respondents to the exploration study. The quantitative study was applied in research at XYZ private hospital located in DKI Jakarta. The respondents were 160 inpatient nurses who had been permanent employees for more than two years. Data collection through questionnaire measuring tools with Likert scale 1 – 5. Data analysis applies the Structural Equation Model and data processing with SmartPLS. The results show that the hospital environment, transformational leadership has a positive effect on the performance of health workers. Research contributions can be used as reference material for private hospitals to improve the performance of health workers.

Keywords: Hospital Environment; Leadership; Health Workforce Performance

PENDAHULUAN

Keberhasilan suatu bisnis termasuk Rumah Sakit didukung ketepatan dalam tercapainya target finansial dan serta sumber daya manusia (SDM) karyawan sebagai pendukung keberhasilan. Rumah Sakit yang mampu mengelola tenaga kesehatan dengan efektif dan efisien dapat bersaing serta mampu memiliki keberlanjutan organisasi. Rumah Sakit (RS) XYZ merupakan Rumah Sakit Swasta Tipe C di DKI Jakarta juga harus tetap mempertahankan kinerja tenaga kesehatan sebagai bagian menjalankan keberlangsungan RS. Peningkatan kinerja tenaga kesehatan terutama perawat rawat inap sebagai tenaga kesehatan lini harus dilakukan supaya memberi layanan yang lebih baik dalam kinerja keperawatannya. Dari seluruh tenaga kesehatan (perawat) di RS XYZ mayoritas bekerja sebagai perawat pada ruang rawat inap. Rumah Sakit perlu meningkatkan kepuasan pasien melalui kinerja tenaga kesehatan yang baik. Kinerja perawat yang semakin baik akan memberi kontribusi yang semakin baik agar RS menjadi *sustained* melalui keunggulan kompetitif SDM (Sedarmayanti, 2017). Maka penelitian ini dilaksanakan demi mengetahui pengaruh lingkungan RS dan kepemimpinan transformasional terhadap kinerja tenaga kesehatan khususnya perawat ruang rawat inap.

TINJAUAN PUSTAKA

Manajemen Sumber Daya Manusia

Manajemen sumber daya manusia (MSDM) merupakan aktivitas dalam sebuah organisasi kerja berkaitan proses merekrut, seleksi SDM, merancang pekerjaan yang sesuai dengan keahlian dan ketrampilan, proses menjalankan pelatihan dan pengembangan, penilaian kinerja, pemberian penghargaan dan benefit, serta memotivasi SDM agar dapat berkinerja terbaik (Wilton, 2016).

Lingkungan Rumah Sakit

Lingkungan rumah sakit merupakan lingkungan kerja yang ada di sebuah organisasi layanan kesehatan RS. Schermerhorn & Bachrach (2015) & Dessler (2016) menyatakan lingkungan kerja adalah kondisi yang ada di sekitar karyawan, serta fasilitas pendukung menjalankan pekerjaan dan berpengaruh atas motivasi kerja SDM karyawan. Indikatornya menurut Moulana at al. (2017) meliputi ketersediaan fungsi prasarana, tingkat kebisingan yang rendah, dukungan antar karyawan, dukungan dan perhatian pimpinan.

Kepemimpinan Transformasional

Bass & Avolio (1994) serta Schermerhorn & Bachrach (2015) menyebutkan kepemimpinan sebagai proses inspirasi pengikut agar dapat bekerja keras menjalankan tugas-tugas pekerjaan. Makambe & Moeng (2020) menyampaikan tentang kepemimpinan transformasional yang menyarankan seorang yang menjalankan kepemimpinan transformasional mampu memperoleh rasa percaya, rasa hormat dari karyawan yang dipimpinnya. Indikator kepemimpinan transformasional sebagai berikut: pertama, *Idealized influence*: Pemimpin ini akan dijadikan sebagai panutan yang baik bagi pengikutnya ketika seorang pemimpin menunjukkan kepercayaan kepada bawahannya, memberikan contoh, menunjukkan nilai-nilai penting dalam organisasi, menekankan pentingnya tujuan, menjelaskan konsekuensi dari setiap keputusan dibuat. Kedua, *Inspirational motivation*: pemimpin mampu membangkitkan semangat pengikutnya. saat pemimpin dapat mengartikulasikan visi dan misi, berbicara secara optimis dan antusias.

Ketiga, *Intellectual simulation*: yaitu pemimpin dapat memotivasi terciptanya ide baru dan cara kerja baru, tidak menyimpang dari budaya organisasi. Keempat, *Individualized consideration*: manakala seorang pemimpin bisa berelasi dengan karyawannya secara personal, pertimbangan terdapat kebutuhan karyawan, mendengar aspirasi mereka, bersedia memberikan umpan balik bahkan nasehat atas permasalahan dalam pekerjaan atau di luar pekerjaan.

Kinerja Tenaga Kesehatan

Kinerja tenaga kesehatan merupakan bentuk kinerja karyawan dalam prestasi kerjanya. Prestasi kerja yang dimaksud adalah prestasi aktual dibandingkan dengan target pekerjaan yang diharapkan diraih. Kinerja yang diharapkan sebagai pencapaian standar kerja (Dessler, 2017). Dimensi dan indikator kinerja perawat terdiri dari: (1) Kualitas (*Quality*) (indikatornya: paham tugas, paham standar kerja, dan mampu membuat keselarsan pekerjaan dengan tujuan pimpinan). (2) Kuantitas (*Quantity*) (banyaknya kegagalan tugas, dapat selesaikan tugas, bertanggung jawab atas tugas, lingkup pekerjaan jelas, jumlah pekerjaan tidak melebihi batas beban kerja). (3) Ketepatan Waktu (*Timeliness*) (indikator: bekerja sesuai standar waktu, pekerjaan selesai lebih cepat dari tenggat). (4) Kehadiran (banyaknya ketidakhadiran, pemantauan atas tugas, tanggung jawab pada waktu kerja (Al-Hawary & Banat, 2017).

METODE PENELITIAN

Penelitian ini memiliki obyek kinerja tenaga kesehatan dengan subjek perawat yang sudah menjadi karyawan tetap dan bekerja minimal dua tahun di bagian opname (rawat inap) RS XYZ yang berlokasi di DKI Jakarta. Unit analisis adalah perseorangan (*individual*) untuk melihat gambaran kondisi kinerja perawat secara aktual. Jenis penelitian yaitu kuantitatif dengan desain penelitian deskriptif (Sekaran & Bougie, 2016). Data primer dari pengumpulan hasil kuesioner responden yang sesuai kriteria. Skala pengukuran dengan skala *likert* lima poin jawaban yaitu: 1. “Sangat tidak setuju”, 2. “Tidak setuju”, 3. “Netral”, 4. “Setuju”, 5. “Sangat setuju”. Pengolahan data menggunakan Partial Least Square SEM, pengolahan data statistik menggunakan *SmartPLS 3.0*.

HASIL DAN PEMBAHASAN

Profil Responden

Responden penelitian sebanyak 160 orang dengan bentuk sensus. *Response rate* 100%. Terdiri atas responden wanita sebanyak 130 dan responden pria sebanyak 60 orang. Sedangkan profil usia responden meliputi 21 – 30 sejumlah 50 orang. Rentang usia 31 – 40 ats 89 orang, dan rentang usia 41 – 50 sebanyak 16 orang. Untuk usia 50 ke atas terdiri dari 5 responden.

Hasil Koefisien Determinasi (R²)

R-square menunjukkan besaran laten independen tertentu terhadap laten dependen (Ghozali & Latan, 2015). Nilai *R-Square* berkisar $0 \leq R^2 \leq 1$). Semakin tinggi nilai *R-Square* atau semakin mendekati 1, menunjukkan kontribusi variabel independen terhadap variabel dependen semakin besar (Ghozali & Latan, 2015).

Tabel 1. Coefficient of Determination I

Laten Dependent	R Square
Kinerja Tenaga Kesehatan	0.680

Berdasarkan sajian data pada tabel 1 nilai R-Square pada Kinerja Tenaga Kesehatan sebesar 0,680. Hal ini menunjukkan bahwa Lingkungan Rumah Sakit, Kepemimpinan Transformasional dapat menjelaskan kinerja perawat sebesar 68%, sisanya 32% dijelaskan dari variabel lain yang belum dijelaskan pada model penelitian.

Hasil Pengujian Hipotesis

Pengujian hipotesis menggunakan *resampling bootstrap* metode *Geisser* (Ghozali & Latan, 2015). Uji t digunakan data terdistribusi bebas. Hal ini membuat tidak diperlukan distribusi normal, serta tidak memerlukan sampel besar. Pada penelitian ini menggunakan sampel jenuh atau sensus, maka pengujian hipotesis dapat dilakukan sesuai arah pengaruh antara kedua variabel (Hair et al., 2019).

Hubungan antara Lingkungan Rumah Sakit dan Kinerja Tenaga Kesehatan

Nilai t hitung Lingkungan Rumah Sakit sebesar 3,54 dengan signifikansi sebesar 0,000. Nilai koefisien regresi β sebesar +0,370. Variabel Lingkungan rumah sakit berpengaruh secara positif terhadap kinerja tenaga kesehatan. Dengan demikian hipotesa H1 didukung. Hal ini menunjukkan lingkungan rumah sakit yang semakin baik dan kondusif dapat berpengaruh terhadap meningkatnya kinerja perawat sebagai tenaga kesehatan di bangsal rawat inap. Hal ini dapat dijelaskan dengan dukungan dari sarana dan prasarana serta rekan kerja serta pemimpin yang membuat individu perawat semakin termotivasi berkinerja lebih baik. Hasil penelitian ini sejalan dengan penelitian (Warouw & Christian, 2017; Manikottama, Baga, & Hubeis, 2019).

Hubungan antara Kepemimpinan Transformasional dan Kinerja Perawat

Nilai t hitung untuk variabel Kepemimpinan transformasional sebesar 3,300 pada tingkat signifikansi sebesar 0,011 dengan nilai koefisien regresi β sebesar +0,228. Sehingga kepemimpinan transformasional berpengaruh secara positif terhadap Kinerja tenaga kesehatan Hal ini menunjukkan efektivitas kepemimpinan yang mampu mengubah individu sangat mempengaruhi kinerja karyawan. Hasil penelitian ini mendukung hasil penelitian sebelumnya yang dilakukan oleh (Mahendra & Brahmasari, 2014; Makambe & Moeng 2020).

KESIMPULAN DAN SARAN

Kesimpulan

Lingkungan RS XYZ berpengaruh positif terhadap variabel kinerja tenaga kesehatan. Kepemimpinan transformasional juga berpengaruh positif terhadap kinerja kesehatan. Sehingga semakin baik dan kondusif kondisi lingkungan kerja RS XYZ yang memadai serta penerapan kepemimpinan transformasional yang efektif mampu mendorong semangat dan antusiasme perawat menjalankan pekerjaan dan memberikan kinerja terbaiknya.

Saran

Penelitian selanjutnya mempertimbangkan variabel lain berkontribusi terhadap kinerja karyawan tidak hanya perawat. Juga penerapannya di bidang industri yang berbeda

dari industri jasa Rumah Sakit, sehingga diharapkan penelitian selanjutnya memperoleh lingkup hasil yang lebih luas.

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THE EVOLUTION OF LEADERSHIP IN THE MODERN PROFESSIONAL LANDSCAPE: SHIFTING PARADIGMS AND THEIR IMPACTS

Oscar Jayanagara

Faculty of Economics and Business, Pelita Harapan University, Tangerang, Indonesia

e-mail: oscar.fe@uph.edu

*(Corresponding Author indicated by an asterisk *)*

ABSTRACT

Leadership holds a crucial role in guiding and molding both organizations and teams. In today's professional sphere, leaders have transformed under the influence of various factors like technological progress, changing societal norms, and the impact of globalization. This research delves deeply into the diverse aspects of how leadership has evolved in workplaces, drawing from qualitative research, interviews, and reviews of scholarly literature. The study reveals a shift from traditional hierarchical leadership to more collaborative approaches, highlighting the importance of increased interaction, teamwork, and innovation. Moreover, it emphasizes the vital role of communication and collaboration skills in leaders, showing how effective communication enhances team performance, while collaboration skills drive organizational success. Additionally, the study identifies innovation and creativity as crucial elements of effective leadership, leading to heightened productivity and a competitive edge. These shifts in leadership paradigms have extensive implications, impacting productivity, job satisfaction, and innovation within workplaces. The research stresses the necessity for leaders to adapt to this evolving landscape by integrating these essential leadership skills, ultimately contributing to effective leadership in today's professional world. Overall, this study provides valuable insights into the dynamic nature of leadership within the evolving professional environment.

Keywords: Leadership Evolution; Communication; Collaborative Leadership Skills.

INTRODUCTION

Leadership holds immense importance, playing a multifaceted role in guiding and shaping various aspects within organizations or teams. Firstly, leaders establish a clear direction and vision, fostering shared understanding among members, motivating them to collectively pursue objectives (Saleem Khasawneh, 2020). Secondly, they make crucial decisions influencing the organization or team, evaluating options, and choosing what best serves collective interests (Carter et al., 2020).

Moreover, leaders are anticipated to thrive in motivating and inspiring their teams, fostering a supportive and positive workplace atmosphere where everyone is esteemed and honored. Competent leaders grasp the significance of fostering connections, not solely within their team but also with stakeholders and other collaborators. Cultivating these relationships fosters trust and collaboration, two indispensable components for overall achievement.

Furthermore, leaders must exhibit adeptness in problem-solving, encompassing the recognition of challenges, the formulation of practical remedies, and the subsequent execution of these solutions (Looney, 2021).

Additionally, leaders exhibit problem-solving skills, identifying issues, crafting practical solutions, and implementing them effectively (Looney, 2021). Their impact extends beyond the professional realm into areas like professional education, where they create quality learning environments and innovative programs preparing individuals for success (Specchia et al., 2021).

In recent decades, significant changes in technology and societal expectations have reshaped the professional landscape (Kleshinski et al., 2021). Technology facilitates global connectivity, enabling remote work and altering communication methods, leading to flexible work models and higher expectations for leaders (Crabtree et al., 2020).

Previously, leadership tended to be hierarchical and authoritative, but shifts in work and communication have favored collaborative and participatory leadership styles (Bhaduri, 2019). Effective leaders today inspire and motivate independent work, adapt to change, and foster innovation (Ciulla, 2020).

This study aims to explore the relationship between professionals' global growth patterns and changes in leadership systems, examining reciprocal impacts. It seeks to understand shifts in leadership structures in the professional development sector and provide insights for optimizing professionals' potential through suitable management practices.

LITERATURE REVIEW

Asri & Darma (2020) conducted a study to explore the dynamics of digital leadership amidst the fourth industrial revolution. The objective was to deepen our understanding of how leaders perceive and engage with digital leadership within this context. Employing qualitative phenomenological research, the study concentrated on gathering insights from informants associated with specific entities. Data collection involved in-depth interviews

and documentation, with triangulation utilized to ensure data quality. The study's outcomes underscored the importance of collaborative leadership, the ability to adapt to evolving paradigms, and guiding digital experts towards shared objectives, even in the absence of extensive digital expertise. It highlighted the significance of transparency, collaboration, and value-driven leadership, emphasizing that leadership effectiveness extends beyond mere digital capabilities. While the study benefited from its focus on leader perspectives and robust data validation methods, limitations such as a restricted sample size and potential challenges in generalizing findings were acknowledged (Asri & Darma, 2020).

Wolor et al. (2020) conducted a study examining the effectiveness of e-training, e-leadership, and work-life balance on employee performance during the COVID-19 pandemic. This research specifically focused on the impact of these factors on millennial employees, recognizing the distinctive characteristics of this demographic group. By sampling 200 millennial employees from a Jakarta Honda dealership in Indonesia using a probability-based approach and employing Structural Equation Modeling for data analysis, the study revealed that e-training, e-leadership, and work-life balance have a positive influence on job motivation, ultimately contributing to enhanced employee performance. The study's strengths lie in its relevance to current circumstances and its quantitative analytical approach. However, limitations may arise concerning the demographics of the sample and the generalizability of the findings to broader contexts (Wolor et al., 2020).

Next, Contreras et al. (2020) conducted a study examining the role of e-leadership and teamworking during the COVID-19 pandemic and beyond. The rapid transition to remote work prompted by the pandemic presented challenges for organizations and individuals alike. Effective e-leadership is essential for navigating this shift, and this study delved into the impact of teleworking and e-leadership. It was found that firms with adept e-leadership practices can reap benefits from teleworking, such as increased productivity and improved employee well-being. Conversely, traditional leadership approaches may prove detrimental in remote work scenarios. To thrive in this environment, managers must cultivate flatter organizational structures, forge strong relationships with remote team members, and uphold competitiveness while prioritizing employee welfare. Additionally, e-leadership encompasses the management of virtual teams to achieve organizational objectives. While the study offers valuable insights, potential limitations include challenges in generalizing findings and the evolving nature of remote work dynamics during the pandemic (Contreras et al., 2020).

Purwanto et al. (2021) conducted a study investigating the influence of psychological capital and authentic leadership on innovative work behavior within an Indonesian manufacturing company. This research examined how authentic leadership and psychological capital impact innovation, with psychological capital acting as a mediator. Through basic random sampling, 195 individuals were selected from a population of 213, and data analysis was performed using Structural Equation Modeling (SEM) with SmartPLS 3.0 software. The findings indicate that both authentic leadership and psychological capital significantly enhance innovative work behavior, with psychological capital playing a mediating role in this relationship. This study introduces a fresh approach to promoting innovation among Indonesian manufacturing employees by emphasizing

authentic leadership and psychological capital, potentially strengthening their preparedness for global competition. Noteworthy strengths of the research include its specific focus on authentic leadership and psychological capital within the Indonesian industrial context. However, potential limitations may arise regarding the generalizability of findings and the reliance on quantitative methodology (Purwanto et al., 2021).

Rozi et al. (2021) conducted a study examining the influence of transformational and transactional leadership styles on job satisfaction within the Information Technology (IT) industry. The research focused on assessing the impact of these leadership styles, particularly transformational leadership, on employee happiness, utilizing job perceptions as a mediator. Data was collected from 377 employees in the Banten Information Technology Industries through electronic online surveys, and Structural Equation Modeling (SEM) with SmartPLS 3.0 software was employed for data analysis. The findings revealed that transformational leadership significantly and positively influenced job satisfaction, both directly and indirectly through job perceptions as a mediator. In contrast, transactional leadership did not exhibit any discernible impact on employee happiness, either directly or indirectly via work perceptions. The study proposed a strategy to enhance job satisfaction in the consumer goods industry in Banten by developing leaders' transformational leadership skills and leveraging work perceptions as a mediator. While contributing to the understanding of leadership styles in the Indonesian consumer goods sector, potential limitations include the generalizability of findings and reliance on self-reported data (Rozi et al., 2021).

Similarly, Setiawati (2021) conducted a study exploring the effects of agile leadership and the work environment on millennial employee performance in the Jabodetabek region. Given the recent surge in unpredictability and the volatile nature of the VUCA (Volatility, Uncertainty, Complexity, Ambiguity) world, leaders must display agility in implementing changes to enhance millennial employee performance. The research utilized the Hair Method for sample selection and Partial Least Squares (PLS) for data analysis. Findings revealed that both agile leadership and the work environment positively and significantly affected millennial employee performance. The study's strengths include its relevant focus on agility and the millennial workforce in a VUCA environment. However, potential limitations may relate to the unique demographic and the generalizability of findings across various contexts and industries (Setiawati, 2021).

These studies contribute to understanding various dimensions of leadership, each focusing on different topics such as employee happiness, work performance, and the impact of leadership styles in various industries and contexts. They shed light on the roles of e-leadership, agile leadership, and authentic leadership in modern workplaces. In contrast, this research aims to provide a comprehensive overview of the evolving landscape of leadership in the professional world. It seeks to understand how leadership systems have adapted to technological breakthroughs, global competitiveness, and changing worker expectations. This study endeavors to offer insights into the changing paradigms of leadership, the emergence of new leadership models, and the key elements impacting leaders' success in today's professional world, aiming for a broader understanding of leadership dynamics and their consequences for organizations and leaders.

RESEARCH METHODS

This study offers a thorough exploration of the evolution and progression of leadership systems in the professional realm. Employing a literature study approach, the researcher meticulously evaluates and assesses the development of leadership systems as documented in various sources, including scholarly journals, books, and internet articles. The primary focus of this research centers on secondary data gathered by other researchers from a diverse array of literature sources. The principal research tool employed in this study is documentation, facilitating data extraction from documentary sources such as scholarly journals, books, and web articles (Paul & Criado, 2020).

A meticulous literature review approach is utilized to gather essential data, encompassing the search, selection, and evaluation of literature pertinent to the research topic. After data collection, a thematic analysis method is applied to identify and analyze the key themes emerging from the data. This methodology enables the researcher to scrutinize and comprehend significant changes in professional leadership systems (Snyder, 2019).

It is noteworthy that data validity is bolstered through triangulation, wherein data from multiple diverse sources are compared to ensure the robustness and reliability of the conclusions drawn. Throughout this study, the researcher adheres to the ethical criteria characteristic of qualitative research. Consequently, this study holds the potential to furnish comprehensive insights into how leadership systems have evolved and adapted within the dynamic context of the professional workplace. Figure 1 illustrates the intricacies of this study (Chen & Song, 2019).

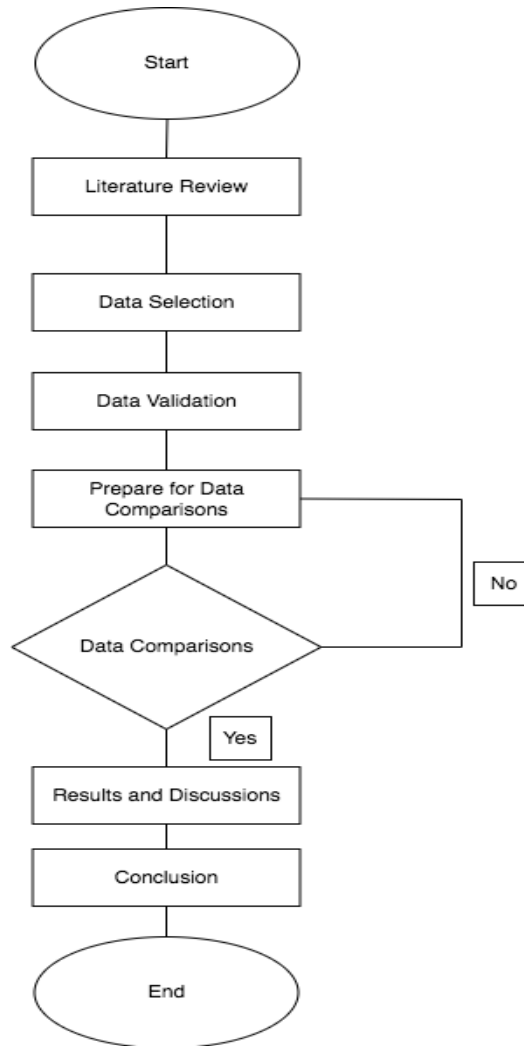


Figure 1. Research Flowchart

RESULTS AND DISCUSSION

Based on the results of the study conducted using data and previous research reviews that have been analyzed and compared, it can be found that the changes and development of leadership systems in the workplace are a very complex and multifaceted phenomenon. The factors that influence these changes involve various elements, including changes in technology, organizational culture, and shifts in expectations and demands placed on leaders. In addition, these changes are also reflected in the dynamics of the relationship between leaders and their team members, where effective leaders must be able to integrate the principles of innovative and adaptive leadership. Furthermore, the study provides insights into how leadership systems in the workplace have transformed over time, making them something that is not only influenced by internal factors within organizations, but also by external influences, such as changes in consumer demands and a rapidly changing economic environment. Thus, the study describes the complexity and dynamics of the evolution of leadership systems in the workplace that need to be understood in-depth to achieve effective leadership in the current professional context.

A. The Transformation of Leadership from Hierarchical to Collaborative

The transition from hierarchical to collaborative leadership is an important phenomenon in the modern workplace. Leaders have dominating power in hierarchical leadership systems, and decision-making is done top-down, with the leader as the key determinant of policies and instructions to be followed. According to research published in the journal "An Exploratory Study to Identify the Impact of Leadership Styles on Achieving Institutional Excellence in the Public Sector: United Arab Emirates" (Ali Karam & Fuad Kitana, 2020), interaction between leaders and team members is restricted in this situation, and individual work may be less stressed.

In contrast, as described in the article "Leadership and virtual team performance: A meta-analytic investigation" (Brown et al., 2021), leaders operate as facilitators and collaborate closely with their teams in collaborative leadership systems. Decisions are made not just by the leader, but also by members of the team. This fosters an environment in which team members feel more involved in decision-making, which can boost employee motivation and engagement. Because ideas from various team members are embraced and explored jointly, collaborative leaders are more likely to inspire innovation and creativity.

The relevance of this transformation in the present workplace is further confirmed by World Economic Forum research, which argues that the capacity to cooperate and collaborative leadership are among the important talents required by leaders in the Fourth Industrial Revolution Era. In this setting, the shift from hierarchical to collaborative leadership is also consistent with technical advances that enable more integrated and efficient teaming.

As a result of this transformation, today's leaders must possess greater interpersonal and leadership abilities, as well as the capacity to promote successful cooperation. This raises the intriguing issue of how this shift in leadership paradigms will continue to grow as the workplace changes.

B. The Importance of Communication and Collaboration Skills in the Modern Workplace

Communication and cooperation abilities are extremely important in today's industry. In a period of rapid change and rising complexity, leaders and organizations must be able to communicate effectively and collaborate with a wide range of stakeholders.

According to research published in the journal "The Role of Communication in Enhancing Work Effectiveness of An Organization" (Bucăța & Rizescu, 2017), leaders who can communicate effectively and convincingly can influence team members and inspire greater performance. According to the study, executives with great communication skills can improve the sharing of ideas and information throughout the business. As a result, teams may operate more efficiently and successfully.

The significance of excellent communication is reflected in the findings of a Harvard Business Review poll, which discovered that over 90% of executives feel that the ability to communicate successfully is one of the top attributes that a leader should have (Serafeim, 2020).

Collaboration abilities, in addition to communication skills, are vital in today's business.

Leaders who can foster collaboration among team members and across departments are more likely to generate superior results. This is supported by McKinsey & Company research, which discovered that firms that foster cross departmental cooperation had a greater percentage of success in attaining strategic goals (Nikola et al., 2020).

The value of communication and collaboration abilities is also linked to technical advancements, which allow for more integrated teamwork even when team members are situated in various locations. As a result, leaders must be able to use technology as a tool to support more effective communication and cooperation.

Finally, one of the fundamental characteristics of effective leadership in an increasingly complex and linked workplace is an emphasis on communication and cooperation abilities. In this setting, executives who invest in developing these talents may lead their firms to success in the face of ever-changing workplace problems.

C. The Importance of Innovation and Creativity in Leadership

Currently globalization and fast change, innovation and creativity are critical components of business success. Leaders who focus on innovation and creativity may help their firms transform for the better. According to research published in the journal "Leadership and innovation: relations between leadership, individual characteristics and the functioning of R&D teams" (Stoker et al., 2001), leaders that support innovation can boost organizational productivity and effectiveness.

A significant competitive advantage may be gained through innovation. According to a Boston Consulting Group research, organizations that regularly invest in innovation outperform their competitors in terms of revenue growth (Götz & Jankowska, 2020). As a result, leaders who can inspire their people to develop and implement creative ideas can have a favorable influence on the firm.

Creativity is also an essential component of the innovation process. Leaders who foster a creative work atmosphere can inspire team members to think outside the box and devise novel solutions. According to research published in "Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing" (Kremer et al., 2019), leadership that enables creativity can boost the organization's innovation culture.

Furthermore, executives that prioritize innovation and creativity must recognize that failure is an unavoidable part of the innovation process. As a result, they must foster an environment that encourages experimenting and learning from failure. A study published in the journal "How leadership matters in organizational innovation: a perspective of openness" (Jia et al., 2018), emphasizes the importance of an inclusive approach to innovation, in which leaders support a variety of types of innovation, including experimentation and failure.

According to the research findings, the elements driving changes and innovations in workplace leadership systems include technical breakthroughs, changing social views, and globalization. Technological advances have changed the way people work and communicate in the workplace, needing adaptable and responsive leadership. Modern society places a higher focus on equality and decision-making involvement, leading to

movements toward more collaborative and participatory leadership structures. Globalization has produced a workplace climate that is increasingly complicated and dynamic, necessitating adaptable leadership.

The influence of changes and advances in workplace leadership systems includes a rise in work productivity, since good leadership may boost productivity through employee enthusiasm and empowerment. Job satisfaction is also rising, as employees who feel respected and empowered are more content with their jobs. There is also an increase in invention since collaborative and participative leadership styles may drive innovation and creativity.

CONCLUSIONS

In summary, this study highlights the transformation of leadership paradigms from traditional hierarchical structures to collaborative and participatory models within the modern professional arena. Effective leadership now hinges on robust communication and collaboration skills, coupled with adept utilization of technology. Moreover, nurturing innovation and creativity is deemed crucial, fostering heightened productivity and a competitive edge.

These shifts in leadership systems stem from technological advancements, evolving societal norms, and globalization, culminating in amplified productivity, job satisfaction, and innovation within organizations. To flourish in this evolving professional landscape, leaders and organizations must adapt by embracing collaborative leadership, fostering effective communication, and nurturing a culture of innovation. These insights serve as indispensable guides for leaders and organizations alike in navigating the challenges and seizing the opportunities presented by the evolving professional terrain.

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Mailing Address

Fakultas Ekonomi dan Bisnis, Universitas Pelita Harapan,
Kampus Universitas Pelita Harapan Gedung F Lt. 12
Lippo Karawaci, Tangerang 15811

Phone: 021-5460901
Email: feedforward.journal@uph.edu
Website: <https://ojs.uph.edu/index.php/FF>

