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Phone: 021-5460901

Email: feedforward.journal@uph.edu

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REVOLUTIONIZING ORGANIZATIONAL EFFICIENCY WITH DIGITAL TRANSFORMATIONAL LEADERSHIP: THE BRIDGING ROLE OF EMPLOYEE PERFORMANCE AND ENGAGEMENT

Mariana

PT. Nusa Asia Medika, Indonesia

e-mail: marianaong95@gmail.com
(Corresponding Author indicated by an asterisk *)

ABSTRACT

This study investigates the influence of digital transformational leadership on organizational efficiency, focusing on the mediating effects of employee performance and work engagement. In an increasingly digitalized business environment, leaders must leverage technology to guide their teams toward enhanced productivity, innovation, and agility. However, only some studies have comprehensively examined the intersection of digital leadership behaviors, employee-related factors, and efficiency metrics. Adopting an exploratory approach, this paper synthesizes recent literature (2018–2023) from Scopus-indexed journals to identify patterns and gaps in the current understanding of how digital transformational leadership can foster a high-performing, engaged workforce that drives improved organizational efficiency. The review involved searching key terms such as "Digital transformational leadership," "Employee performance," "Work engagement," and "Organizational efficiency," ensuring a targeted examination of relevant sources. This integrative approach supports a comprehensive perspective. The findings suggest that digital transformational leadership behaviors—such as providing a clear digital vision, encouraging innovation, and using collaborative platforms—positively affect employee performance and work engagement. This, in turn, enhances organizational efficiency by optimizing resource use, improving workflow processes, and fostering a more innovative and responsive organizational culture. The results also highlight the importance of managerial capabilities in navigating digital transformation initiatives. However, the paper acknowledges certain limitations, including its reliance on secondary data and the exploratory nature of its design. Future empirical studies should further validate these relationships, considering contextual factors and longitudinal frameworks to strengthen generalizability and applicability.

Keywords: Digital Transformational Leadership; Employee Performance; Work Engagement; Organizational Efficiency

INTRODUCTION

In today's rapidly evolving business landscape, organizations increasingly recognize the importance of leadership styles that foster innovation, engagement, and high performance. One such style is digital transformational leadership, which integrates traditional transformational leadership principles with digital tools and strategies to effectively lead teams in the digital age. Digital transformation, paired with a robust motivational strategy, leads to improved productivity, higher employee satisfaction, and organizational growth (Xinyue & Marcelo, 2024). As businesses face the challenge of adapting to technological advancements, understanding the role of digital transformational leadership becomes paramount for organizational success.

Employee performance and work engagement are two critical factors that mediate the relationship between leadership and organizational efficiency. Digital transformational leaders inspire their teams through vision, intellectual stimulation, and individualized consideration, which enhances employee motivation and job satisfaction. These aspects, in turn, lead to increased performance and a higher level of engagement at work. Research has shown that engaged employees lead to better organizational outcomes, and job satisfaction plays a moderating role in this relationship (R & M, 2024). Therefore, examining these mediating variables helps us understand how leadership impacts organizational outcomes. The importance of digital transformational leadership in today's context cannot be overstated. The ongoing digital transformation requires leaders who can effectively combine traditional leadership attributes with modern digital competencies to navigate the complexities of the digital workplace (Živković, 2022). Digital tools such as artificial intelligence, data analytics, and virtual collaboration platforms require leaders to adapt their leadership styles to manage technological change and inspire and motivate a digitally adept workforce. This adaptability is crucial for sustaining organizational efficiency, especially when dealing with rapid changes and disruptions in the market.

This article explores the relationship between digital transformational leadership and organizational efficiency, focusing on how employee performance and work engagement mediate in this process. Given the increasing relevance of digitalization in organizational management, understanding these dynamics is essential for leaders who wish to maintain competitiveness and achieve long-term success. By investigating the interplay between these variables, this study contributes valuable insights into how leadership influences organizational outcomes in the digital era (Shin et al., 2023; Mollah et al., 2023).

LITERATURE REVIEW

Digital Transformational Leadership

Digital transformational leadership (DTL) is a leadership style that merges traditional transformational leadership principles with rapid advancements in digital technology. It involves leaders who inspire and motivate their teams through vision and intellectual stimulation. They effectively integrate digital tools and strategies to manage and lead in an increasingly technology-driven environment (Shin et al., 2023). DTL empowers employees by fostering innovation, improving communication, and enabling agile work processes. The leader's role in digitally transforming an organization includes leveraging technological platforms to create a dynamic, flexible work environment that aligns with the organization's goals, enhancing both individual and collective performance (Cortellazzo et al., 2019).

Recent literature emphasizes that digital leadership in this context is about adopting new technologies and cultivating a leadership style that encourages collaboration, autonomy, and

continuous learning. Digital leaders with specific characteristics, styles, and skills (agility, participation, innovativeness, openness) enable successful business model innovation and organizational change, leading to the successful digital transformation of firms (Malik et al., 2024). This leadership style is closely linked to improved employee performance as it promotes a work environment that values adaptability and creativity, which are crucial in today's competitive market (Mahmud et al., 2023). Moreover, leaders who exhibit digital transformational qualities are more likely to build trust and engagement within their teams, increasing employee motivation and performance.

Work engagement, often seen as employees' emotional commitment to their organization, has been identified as another key outcome of digital transformational leadership. Leaders who demonstrate digital leadership qualities inspire employees to be more committed to their work, resulting in more incredible energy, involvement, and enthusiasm in their tasks (Braojos et al., 2024). Research has shown that employees working under digital transformational leaders tend to experience higher work engagement because these leaders foster a sense of purpose and connection to the organization's digital vision. This is particularly important in the modern workplace, where employee engagement is often a driver of innovation and organizational efficiency (Hooi & Chan, 2023). Digital leaders encourage a culture of shared responsibility, which further reinforces work engagement by ensuring employees feel valued and aligned with organizational goals.

Digital transformational leadership shapes employee performance and work engagement by fostering a digitally inclusive and empowering environment. These factors are essential for enhancing organizational efficiency, especially in industries where innovation and adaptability are key competitive advantages. The intersection of leadership, technology, and human behavior underscores the growing relevance of DTL in modern organizational practices, making it a critical area for both academic research and practical application.

Employee Performance

Employee performance is a critical determinant of organizational success, directly impacting productivity and efficiency. In recent years, scholars have increasingly recognized that high levels of employee performance are essential for achieving organizational efficiency, particularly in environments characterized by rapid technological change and global competition (Garad et al., 2022). Various factors, including leadership style, work environment, employee engagement, and motivation, can influence employee performance. Studies have shown that when employees perform their best, they contribute to the effective use of resources, improve workflow, and help organizations meet their strategic objectives (Pap et al., 2022).

One key aspect that influences employee performance is the degree of employee engagement, which refers to employees' emotional commitment and enthusiasm towards their work and organization. Engaged employees tend to demonstrate higher levels of productivity, dedication, and creativity, essential for improving organizational efficiency (Alsakarneh et al., 2024). Leaders who encourage employee involvement, provide clear direction, and support professional growth foster an environment where employees can excel. The relationship between leadership and employee performance is especially evident in digital transformation, where employees must adapt to new technologies and working methods. Digital transformational leaders, for example, are particularly effective at motivating employees by offering intellectual stimulation and aligning individual goals with the organization's broader vision (Braojos et al., 2024).

Moreover, employee performance can also be enhanced by the availability of proper resources and training and the development of clear performance metrics. Research has highlighted the importance of providing employees with the tools, technology, and training

necessary for high performance and setting clear expectations for performance outcomes (Mahmud et al., 2023). High-performing employees are more productive and contribute to improving organizational efficiency by minimizing errors, reducing waste, and optimizing operational processes. Organizational efficiency, in turn, benefits from this heightened performance level, leading to more streamlined operations, better resource utilization, and improved service delivery.

In summary, employee performance is inextricably linked to organizational efficiency. When employees perform at their best, they drive organizational success by improving productivity, fostering innovation, and optimizing operational processes. Organizations that invest in enhancing employee performance—through leadership, engagement, training, and resources—are better positioned to achieve higher levels of efficiency and competitiveness in the marketplace.

Work Engagement

Work engagement refers to employees' emotional and cognitive commitment toward their work, characterized by high levels of vigor, dedication, and absorption. This concept has gained significant attention in organizational studies due to its direct impact on employee performance and, ultimately, on organizational efficiency (Pap et al., 2022). Engaged employees are more productive and demonstrate greater resilience, creativity, and initiative, which are crucial for organizations seeking to improve operational efficiency in an increasingly competitive and dynamic business environment (Aungsuroch et al., 2024). Research has shown that work engagement is positively associated with various organizational outcomes, including innovation, customer satisfaction, and organizational efficiency (Neuber et al., 2021).

Several factors influence work engagement, including leadership style, job resources, and organizational culture. Digital transformational leadership, in particular, plays a critical role in fostering work engagement by providing a vision that aligns employees' individual goals with broader organizational objectives. By encouraging autonomy, innovation, and personal development, digital transformational leaders create an environment where employees feel empowered and valued, leading to higher levels of engagement (Braojos et al., 2024). This leadership style motivates employees to become more involved in their work, enhancing their performance and contributing to organizational efficiency. Engaged employees are more likely to go beyond their formal job requirements, engage in problem-solving, and take ownership of their roles, all of which contribute to streamlining processes and improving resource utilization (Knight et al., 2019).

Moreover, work engagement is closely linked to job satisfaction and well-being. Highly engaged employees experience higher job satisfaction, which is directly related to lower turnover rates and higher retention. This stability reduces the costs associated with recruitment and training and ensures continuity in work processes, contributing to improved organizational efficiency (Pap et al., 2022). Engaged employees also bring a sense of purpose to their tasks, allowing them to align their performance with the organization's goals. As a result, they are more likely to contribute to innovation and efficiency initiatives, leading to a more effective and streamlined organizational structure (Kim et al., 2020).

In conclusion, work engagement is a vital factor in enhancing organizational efficiency. Engaged employees are more productive, creative, and aligned with organizational goals, all of which contribute to the efficient use of resources and improved operational performance. Organizations that foster high levels of engagement through leadership, support, and a positive work culture are better equipped to face challenges, adapt to change, and achieve sustained success.

Organizational efficiency

Organizational efficiency refers to the ability of an organization to achieve its goals using the least amount of resources while maintaining or improving performance quality. It is crucial to organizational success, particularly in today's competitive and rapidly changing business environment. Efficient organizations are characterized by streamlined processes, optimal resource utilization, and the ability to deliver value to customers and stakeholders effectively. Organizational efficiency is often linked to improved profitability, productivity, and overall performance, making it a key focus for academics and practitioners (Al-Shaiba et al., 2019). Scholars have emphasized the importance of aligning internal processes, employee performance, and leadership strategies to achieve high levels of efficiency.

Leadership is key to organizational efficiency, particularly leadership styles that foster collaboration, innovation, and adaptability. Research indicates that leadership practices such as digital transformational leadership, which integrates modern technologies and leadership principles, play a significant role in enhancing organizational efficiency (Eling & Jia, 2019). Digital transformational leadership encourages employees to embrace change, adopt new technologies, and work collaboratively toward organizational goals. By providing vision, intellectual stimulation, and individualized consideration, leaders can empower employees to perform at their best, contributing to the organization's overall efficiency (Braojos et al., 2024). Furthermore, this leadership style promotes the alignment of individual performance with organizational objectives, ensuring that every action taken by employees supports the broader efficiency goals of the organization.

In addition to leadership, technology has become increasingly important in driving organizational efficiency. Digital tools and systems like automation, data analytics, and collaborative platforms enable organizations to streamline operations, reduce costs, and improve decision-making processes (Duman & Akdemir, 2021). Technology not only facilitates the efficient execution of tasks but also empowers employees by providing them with real-time data and resources to make informed decisions. Technology enhances organizational capabilities when integrated with effective leadership practices, allowing businesses to respond to market demands more quickly and efficiently.

Organizational efficiency also depends on employee engagement and performance. Engaged employees are more likely to contribute to efficiency by performing tasks enthusiastically and enthusiastically, going beyond their formal job roles to add value to the organization. Engaged employees also demonstrate higher problem-solving ability and creativity levels, which can lead to process improvements and innovation that further enhance organizational efficiency (Pap et al., 2022). Creating an environment where employees are motivated and aligned with the organization's goals can significantly improve overall productivity and resource utilization, ultimately leading to greater efficiency.

In conclusion, organizational efficiency is a multifaceted concept influenced by leadership, technology, and employee engagement. Digital transformational leadership plays a pivotal role in fostering a culture of efficiency by promoting collaboration, innovation, and adaptability. Additionally, integrating technology and optimizing employee performance is essential for improving organizational efficiency, helping organizations stay competitive and thrive in dynamic environments.

RESEARCH METHOD

This article employs an exploratory study methodology to investigate the relationship between digital transformational leadership, employee, performance, work engagement, and organizational efficiency. The exploration approach is particularly suited for this research as it

allows for an in-depth exploration of the emerging phenomenon of digital transformational leadership, a relatively new and evolving field in leadership studies. By utilizing this method, the study aims to generate insights and identify patterns in existing literature that can guide future research in this area. The search for relevant journals was conducted through various academic databases, utilizing keywords such as "Digital transformational leadership," "Employee performance," "Work engagement," and "Organizational efficiency." This keyword-based search strategy ensured a comprehensive review of recent studies and theoretical frameworks, providing a robust foundation for the research.

An exploratory study is justified by the need to understand complex relationships in a relatively under-explored domain. Given the rapid pace of technological advancements and the evolving nature of leadership practices, an exploratory approach allows flexibility and adaptability in investigating how digital leadership affects employee behavior and organizational outcomes. Additionally, this methodology is well-suited for identifying gaps in literature and formulating new theoretical propositions that can be tested in subsequent research (Nyanchoka et al., 2020). By focusing on recent studies indexed in Scopus over the past five years, this article ensures the inclusion of the most up-to-date findings on digital transformational leadership and its impact on organizational performance.

RESULTS AND DISCUSSION

The findings of this study indicate that both digital transformational leadership and employee engagement have a positive and significant impact on organizational efficiency. Digital transformational leadership, which combines traditional leadership principles with modern technology, fosters an environment where employees are empowered to innovate, and align their efforts with organizational goals. This leadership style not only encourages intellectual stimulation but also facilitates the adaptation of new technologies, which enhances the ability of employees to perform their tasks more efficiently (Alsakarnef et al., 2024). By promoting a vision incorporating digital transformation, leaders can guide organizations toward more streamlined operations and better resource utilization, improving organizational efficiency.

Similarly, employee engagement plays a critical role in driving organizational efficiency. Engaged employees exhibit higher levels of commitment, creativity, and productivity, all of which contribute to optimizing internal processes and improving performance (Pap et al., 2022). Employees who are emotionally invested in their work are more likely to go above and beyond their responsibilities, actively seeking solutions to challenges and driving innovation. As a result, organizations benefit from reduced errors, faster decision-making, and the ability to effectively meet strategic objectives, all of which are key elements of organizational efficiency. Engaged employees also tend to have lower turnover rates, reducing the costs associated with recruitment and training, which further enhances operational efficiency (Garad et al., 2022).

Moreover, integrating digital transformation with leadership practices and employee engagement creates a synergistic effect that maximizes organizational efficiency. When leadership, technology, and engagement are aligned, organizations can optimize their workflows, increase productivity, and adapt quickly to changing market conditions (Mahmud et al., 2023). Digital tools and systems empower employees to make data-driven decisions, improving individual performance and collective organizational outcomes. This combination of factors fosters a culture of continuous improvement, essential for maintaining long-term competitiveness and achieving sustained organizational success.

In conclusion, the positive effects of digital transformational leadership and employee engagement on organizational efficiency highlight the importance of adopting modern

leadership practices and fostering a culture of engagement. Organizations that effectively combine these elements can drive higher performance levels, enhance innovation, and improve operational efficiency, positioning themselves for success in a rapidly changing business landscape.

CONCLUSIONS

In conclusion, this study underscores the critical role of digital transformational leadership in enhancing organizational efficiency through its favorable influences on employee performance and work engagement. By effectively integrating technological innovations into the strategic and operational framework of the organization, such leadership practices empower employees to become more adaptive, innovative, and committed to achieving collective goals. When leaders cultivate an environment that leverages cutting-edge digital tools and provides intellectual stimulation, individualized support, and a clear, future-oriented vision, employees are likely to excel in their responsibilities. This, in turn, elevates both individual and organizational outcomes, facilitating streamlined workflows, improved resource allocation, and, ultimately, more muscular organizational efficiency. These findings contribute to the ongoing discourse on leadership and organizational performance, providing empirical evidence that aligning leadership strategies with the demands of the digital era is an essential determinant of sustained organizational success.

MANAGERIAL IMPLICATION

From a managerial standpoint, the results of this study suggest that developing digital transformational leadership skills should be a top priority. Managers can start by investing in easy-to-use digital tools, ensuring all team members have the proper training and support to use these technologies effectively. This includes providing regular feedback, holding workshops to build new skills, and recognizing the achievements of those who adapt well to these changes. By doing so, leaders create a work environment where employees feel confident and motivated, ultimately improving their performance.

In addition, managers should focus on strengthening their digital competencies to serve as role models for their teams. By showing openness to new ideas, tools, and working methods, managers encourage employees to embrace innovation rather than resist it. This approach helps build trust, improves communication, and makes it easier for everyone to work efficiently. Over time, these efforts lead to better resource use, faster decision-making, and a more agile organization capable of thriving in a rapidly changing business landscape.

LIMITATION

Although this study provides valuable insights into the impact of digital transformational leadership, employee performance, and work engagement on organizational efficiency, several limitations should be acknowledged. First, the research is primarily based on a review of the existing literature, which may lead to certain biases in the selection and interpretation of sources. The reliance on secondary data and previously published findings limits the ability to account for contextual nuances and may not fully capture emerging trends in technology and leadership practices.

Second, due to the exploratory nature of this work, the findings may be generalized across only some organizational contexts, industries, or cultural settings. The evolving nature of digital technologies and varying degrees of organizational digital maturity mean that the

applicability of the conclusions could differ significantly from one environment to another. Future empirical research, possibly including mixed-method or longitudinal studies, would be needed to test these relationships more rigorously and determine their stability over time and across different organizational landscapes.

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PULLING THE HEARTSTRINGS: EMPLOYER BRANDING, ENGAGEMENT, AND THE RETENTION OF MILLENNIAL TALENT IN HIGHER EDUCATION

Della Edelweiss Manalu^{1)*}, Yohana F. Cahya Palupi Meilani²⁾

^{1,2)} Fakultas Ekonomi dan Bisnis, Universitas Pelita Harapan, Indonesia

e-mail: delamanalu15@gmail.com
(Corresponding Author indicated by an asterisk *)

ABSTRACT

In a progressively competitive global environment, employer branding has emerged as a vital element in talent retention, especially among millennials who constitute a significant portion of the workforce. Higher education institutions contribute to knowledge advancement and the establishment of an appealing work environment for their personnel. The elevated turnover rate among millennials presents a difficulty for businesses, especially institutions. This study seeks to examine the influence of corporate branding on talent retention, utilizing employee engagement and affective commitment as mediating variables. The study used a quantitative methodology including a sample of 50 permanent staff members at XYZ University. The employed sample method is purposive sample, with data gathered using a questionnaire. Data were examined utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM). The results demonstrate that employer branding positively influences employee engagement and affective commitment. Employee engagement substantially affects talent retention, although affective commitment does not directly influence it. Furthermore, employee engagement is established as a crucial mediator in the correlation between company branding and talent retention, although affective commitment does not function as a significant mediating variable. This study underscores that effective employer branding must prioritize the enhancement of employee engagement to bolster talent retention within higher education institutions. Organizations are encouraged to cultivate an inclusive workplace, implement supporting policies, and provide career development opportunities to enhance employee engagement and loyalty.

Keywords: Employer Branding; Employee Engagement; Affective Commitment; Talent Retention

INTRODUCTION

Universities function not only as centers of education but also as key cultural institutions that integrate science, education, and culture, shaping the sociocultural landscape of society. Their primary role is to ignite students' passion for scientific exploration while equipping them with the ability to apply scientific concepts across diverse disciplines and real-world social practices (Kugai, 2023).

XYZ University has achieved the highest accreditation rating, demonstrating its credibility and high-quality education. As an institution that provides high-quality educational services, the university requires employees to support the realization of an inclusive, advanced, and high-quality education system. The employees within this institution are undoubtedly individuals with exceptional talent, contributing to the creation of a distinguished university environment. Talent management in Indonesian higher education institutions plays a crucial role in enhancing organizational performance (Ramaditya et al., 2022).

Currently, the largest segment of the workforce consists of millennials. Each generation has its own unique characteristics. The millennial generation encompasses those born from 1980 to 2000 a timeframe characterized by swift technical progress that persists in its evolution. The millennial generation is named after their experience throughout the transition into the new millennium. Simultaneously, digital technology has commenced infiltrating human existence at an accelerated rate (Asy'ari, 2022). When selecting an employer, millennials tend to seek organizations that align with their social and environmental values and offer flexibility in work arrangements (Ahluwalia, 2023).

However, one of the distinctive characteristics of the millennial generation is their tendency to change jobs frequently, leading to high turnover rates within organizations. Millennials are recognized for high employee turnover rates, frequently pursuing new opportunities and challenges. This tendency stems partly from their drive for personal development and dissatisfaction with conventional work settings. They are often vocal about their needs and preferences to management, and the abundance of job opportunities plays a significant role in their decision to switch jobs (Novisari & Dahesihsari, 2019; Saraswati et al., 2023).

As observed in the United States, the turnover rate among millennials is higher compared to other generations. This phenomenon has led to millennials being referred to as the “job-hopping” generation (Crist, 2023). This phenomenon is not only observed in the United States but also in Indonesia. A study indicates that 90% of millennial employees in Indonesia refuse to fully engage with their organizations, while 60% are only partially engaged (Bukhari et al., 2022).

The millennial generation is characterized by elevated employee turnover. The Deloitte Indonesia Perspectives (2019) indicates that the millennial generation demonstrates a significant employment turnover rate of around 10%. This is frequently seen in startups, which are popular with millennials. According to Sunarsihanto (2019), millennials enjoy speed, independence, and quick digital interactions.

A 2023 study by HR Dive revealed that over 70% of participants indicated they would resign from their positions due to an unfavorable work environment, insufficient growth opportunities, or disruptions to their work-life balance. The survey indicated that a primary factor influencing turnover is millennials' pursuit of meaningful employment that offers personal fulfilment. They consistently pursue possibilities that correspond with their values and will persist in their job search until they secure a position that fulfils these criteria (Crist, 2023).

A high personnel turnover rate can adversely affect organizational performance by breaking service continuity, impeding innovation, and generating delays in service delivery. The departure of seasoned and proficient staff might diminish production and impair the quality of services rendered (Taye & Getnet, 2020). Elevated employee turnover may result in numerous adverse effects, such as the departure of highly experienced and qualified personnel, a decrease in labor productivity, and a deterioration in service quality. This may adversely affect organizational performance and obstruct the attainment of its objectives (Miftahurrohman & Munifah, 2024).

Several factors that can reduce turnover rates include employee engagement, which can be fostered through employer branding and affective commitment. A positive perception of the employer brand directly correlates with increased employee engagement (Chawla, 2020; Drūteikienė et al., 2023). Strong affective commitment is associated with reduced turnover intentions. Employees who have an emotional attachment to their organization are less inclined to resign (Azmy et al., 2023; Gracita & Anindita, 2023; Noviyanti, 2023). Affective commitment acts as a mediating factor between employer branding and turnover intention, indicating that the reduction in turnover resulting from strong employer branding is partially influenced by higher affective commitment (Shrestha & Pokhrel, 2023; Slavković & Mirić, 2024). This study intends to evaluate how employer branding, employee engagement, and affective commitment influence talent retention at XYZ University.

Based on the study background, several research questions have been formulated to guide the investigation. These include: (1) whether employer branding positively impacts employee engagement, (2) whether employee engagement positively influences talent retention, (3) whether employer branding has a direct positive impact on talent retention, (4) whether employer branding positively affects affective commitment, (5) whether affective commitment enhances talent retention, (6) whether employee engagement acts as a mediator in the relationship between employer branding and talent retention, and (7) whether affective commitment also serves as a mediating variable in the relationship between employer branding and talent retention.

Based on the research questions, this study aims to examine and analyse the beneficial impact of employer branding on employee engagement, evaluate the positive influence of employee engagement on talent retention, assess the direct impact of employer branding on talent retention, analyse the effect of employer branding on affective commitment, evaluate the positive impact of affective commitment on talent retention, and investigate the mediating roles of both employee engagement and affective commitment in the relationship between employer branding and talent retention.

LITERATURE REVIEW

Employer Branding

Employer branding is essential for attracting and retaining skilled personnel, particularly in competitive sectors. It assists organizations in attaining a competitive position by presenting a brand image that expresses their values and philosophy, so promoting them as an employer of choice (Bothra, 2024; Safitri & Novianti, 2024). Employment branding shapes an organization's image and reputation, which influences job seekers' applications. A strong employer brand boosts business reputation and attracts talent. Moderating factors include organizational information on social media, emphasizing the importance of a strong digital presence in employer branding plans (Silva & Dias, 2022; Thang & Trang, 2024).

Employer branding is strongly connected to talent management, functioning as an essential component within the broader talent management framework. It primarily emphasizes

attracting and retaining talent, both of which are crucial for ensuring organizational success (Reis et al., 2021).

Employee Engagement

Employee engagement is commonly defined as a positive and fulfilling work-related state of mind, marked by vigor, dedication, and absorption. It encompasses both emotional and rational aspects, including enthusiasm, passion, job satisfaction, confidence, empowerment, and a positive attitude toward work (Saks & Gruman, 2020; Turner, 2019). Employee engagement is associated with various positive organizational outcomes, such as lower turnover rates, higher productivity, improved customer service, and enhanced problem-solving abilities. Engagement increases employee loyalty and organizational commitment, thereby enhancing performance and decreasing turnover (George et al., 2020; Hai & Hanh, 2023; Melisani et al., 2024).

Affective Commitment

Affective commitment refers to the emotional bond employees develop with their organization, which drives them to actively contribute to their success. Among the different types of commitment, it is regarded as the strongest, surpassing both normative and continuance commitment in its impact on employee motivation and organizational loyalty (Abbas & Ahmed, 2023; Fonataba, 2023; Maydiantoro et al., 2021). Affective commitment acts as a mediator between job satisfaction and turnover intention, helping to decrease the probability of employees leaving the organization (Gessesse & Premanandam, 2023).

Talent Retention

Talent retention refers to an organization's capability to retain high-potential employees who are essential to its success. This process involves the implementation of talent management strategies aimed at engaging, developing, and rewarding employees, ensuring they remain committed rather than seeking better opportunities elsewhere (Amori & Becky, 2020; Giri et al., 2020).

Employee Branding and Employee Engagement

Effective employer branding improves a company's reputation (Alves et al., 2020). This can enhance employees' propensity to remain or stay dedicated to the organization (Bothra, 2024). Robust employer branding significantly contributes to attracting excellent talent to the organization (Matei, 2022). This therefore affects the retention of current personnel in the organization (R & Thampi, 2020).

H1: Employee branding positively impacts the rates of employee engagement rates.

Employee Engagement and Talent Retention

Employee engagement can also create a sense of happiness and comfort within the company, thereby reducing their desire to resign (Ngozi & Edwinah, 2022). Employee engagement is also a powerful variable used by the Human Resources Department to prevent turnover in the company (Shahzad et al., 2024). When someone has a sense of attachment to the company, they experience job satisfaction, which makes them want to stay in the company (Dhandayuthapani & Shalini, 2024).

H2: Employee engagement positively impacts the rates of talent retention.

Employer Branding and Talent Retention

Employer branding is widely acknowledged as an essential instrument for talent management, especially in attracting and retaining proficient personnel. It entails creating a brand image that embodies the organization's values and philosophy, hence fostering the development of brand ambassadors within the organization (Reis et al., 2021). Employee engagement mediates the relationship between employer branding and talent retention. Engaged employees are more inclined to see employer value propositions favorably, hence enhancing retention initiatives. Establishing emotional ties with colleagues and leaders can improve engagement, therefore aiding retention tactics (Dhandayuthapani & Shalini, 2024).
H3: Employer branding positively impacts the talent retention rates.

Employer Branding and Affective Commitment

Employer branding strategies improve affective commitment by establishing an attractive organizational image and providing benefits that align with employees' beliefs and requirements (Alves et al., 2020). Employer branding shows a positive and substantial influence on employees' organizational commitment, particularly affecting affective commitment most often (Ashariana, 2022). The influence of employer branding on affective commitment is seen across multiple sectors, including banking, IT, and education, demonstrating its extensive relevance (Ashariana, 2022; Ccorisapra-Quintana et al., 2024).
H4: Employer branding positively impacts the affective commitment rates.

Affective Commitment and Talent Retention

Affective commitment is positively associated with retention intention. Employees with an emotional attachment to their organization are more inclined to remain, as they align with the organization's objectives and ideals (Ashariana, 2022; Liu et al., 2024; Siwela & Van der Bank, 2021). Strong employer branding and nurturing organizational culture may strengthen affective commitment. When employees view their organization as an attractive workplace, their emotional attachment and dedication grow more intense, resulting in elevated retention rates (Alves et al., 2020).

H5: Affective commitment positively impacts the talent retention rates.

Employee engagement, Employer Branding and Talent Retention

Employee engagement partially mediates the correlation between employer branding and talent retention. Engaged employees are more inclined to appreciate corporate branding initiatives, hence improving retention rates (Chopra et al., 2024; Ekhsan et al., 2021; Maqfirah et al., 2024; Pradita et al., 2024). Employer branding enhances employee engagement by connecting organizational values with employee expectations, therefore cultivating a sense of belonging and commitment (Chawla, 2020; Pradita et al., 2024; Yousf & Khurshid, 2021).

Employees that are engaged and affected by strong employer branding demonstrate greater organizational commitment, a key indicator of retention. This dedication is frequently strengthened by job satisfaction and organizational identity (Bharadwaj et al., 2022; Yousf & Khurshid, 2021).

H6: Employee engagement mediates the positive impacts of employer branding on talent retention

Affective Commitment, Employer Branding and Talent Retention

Affective commitment, describing an employee's emotional attachment to, identification with, and engagement in the organization, serves a vital mediating function in the correlation between employer branding and talent retention. Research demonstrates that individuals exhibiting a robust affective commitment are more inclined to remain with the organization, as

they experience an emotional connection and alignment with its values and objectives (Arasanmi & Krishna, 2019; Ashariana, 2022). A further study emphasized that affective commitment completely mediates the relationship between internal branding and employee engagement, hence reinforcing its essential significance in talent retention efforts (Kaur et al., 2020).

H7: Affective commitment mediates the positive impact of employer branding on talent retention.

According to the theoretical framework and prior research, this study employs a quantitative research method to examine whether employer branding influences talent retention at XYZ University, with employee engagement and affective commitment serving as mediating variables (Figure 1. Research Model).

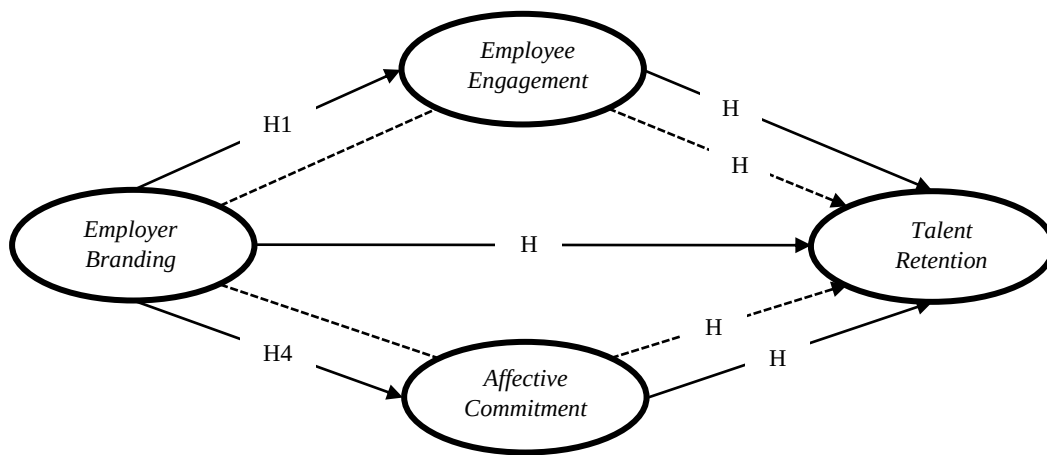


Figure 1. Research Model
Sources: Chopra et al. (2024) and Alves et al. (2020)

RESEARCH METHOD

This study employs a data collection technique conducted within a specific time frame. The collected data is then processed and analyzed to address the proposed research questions. It follows a quantitative approach with hypothesis testing, aiming to descriptively examine the relationships between variables within the research model.

Furthermore, the significance of these relationships is measured based on the collected data, allowing for hypothesis testing outcomes to be determined. This study used PLS-SEM approach to assess whether significant relationships exist between variables, the direction of these influences, and how these relationships function within the research model (Cepeda-Carrion et al., 2019). This study was conducted over approximately two months using the purposive sampling method for data collection. Data was collected by the distribution of questionnaires to 50 permanent employees of XYZ University. The sample has the following characteristics:

Table 1. Research Sample Profile

Criteria	Total
Gender (Woman)	37
Gender (Man)	13
Age (25-30)	23
Age (31-40)	20
Age (40-45)	7

RESULTS AND DISCUSSION

Outer Model Analysis

The initial step in data analysis is to examine the outer loading values in the outer model. The convergent validity test aims to ensure that the manifest variables or indicators within a construct exhibit a strong correlation. This evaluation is conducted by verifying that the outer loading values of each indicator meet the commonly accepted threshold, which is greater than 0.6 (Hair et al., 2019). In this study, the outer loading test was conducted twice because the initial test revealed the presence of invalid indicators. As a result, elimination was necessary before performing a reassessment to ensure that all remaining indicators met the validity criteria.

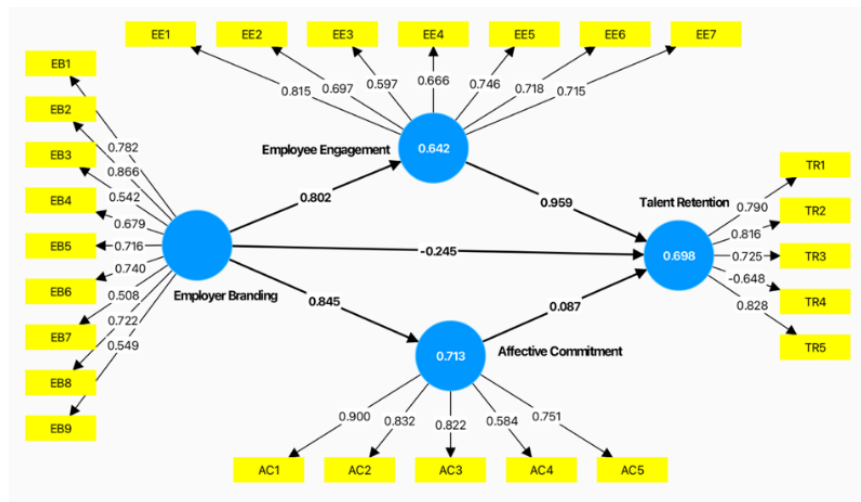


Figure 2. First Outer Loading

In the first Outer Loading results, several indicators failed to satisfy the requisite requirements, prompting the elimination of certain invalid indicators. The indicators comprise EB3, EB7, EB9, EE3, TR4, and AC4. The subsequent findings following the elimination of these markers are presented in Figure 3.

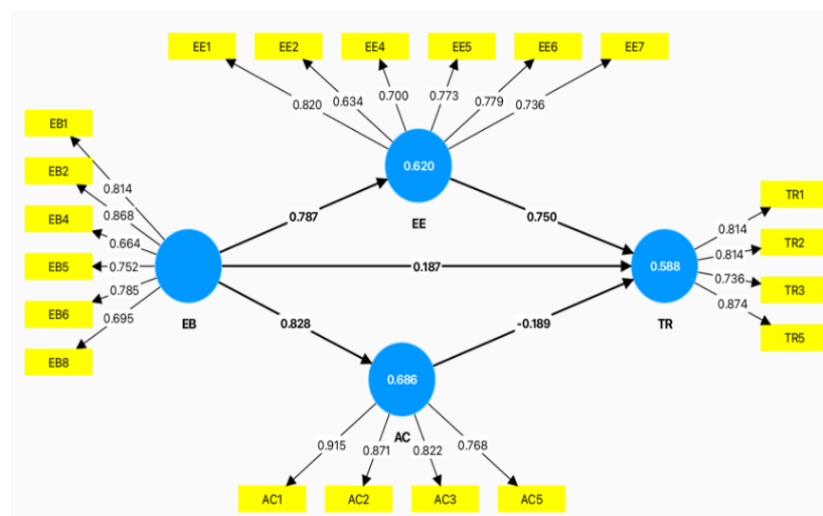


Figure 3. Second Outer Loading

The findings of the second outer loading demonstrate that all indicators have valid outer loading ratings. Of the 26 indicators, 6 were eliminated. The specifics of these scores are presented in Table 2.

Table 2. Outer Loading Score

Indicator	Score	Description
EB1	0.814	Valid
EB2	0.868	Valid
EB4	0.664	Valid
EB5	0.752	Valid
EB6	0.785	Valid
EB8	0.695	Valid
EE1	0.820	Valid
EE2	0.634	Valid
EE4	0.700	Valid
EE5	0.773	Valid
EE6	0.779	Valid
EE7	0.736	Valid
AC1	0.915	Valid
AC2	0.871	Valid
AC3	0.822	Valid
AC5	0.768	Valid
TR1	0.814	Valid
TR2	0.814	Valid
TR3	0.736	Valid
TR5	0.874	Valid

All of the remaining indications were deemed acceptable after the invalid ones were removed because they satisfied the rule of thumb requirement, which requires a minimum value greater than 0.6. Therefore, the convergent validity test has been successfully passed by this study.

Reliability and Validity Test

The second stage of analysis after assessing outer loading is the evaluation of construct reliability and validity. The results of the construct reliability and validity tests in this study are presented as follows:

Table 3. Reliability and Validity Construct

Variable	Cronbach's Alpha	rho_A	Composite Reliability	average Variance Extracted (AVE)
Affective Commitment	0.867	0.888	0.909	0.715
Employee Branding	0.857	0.864	0.894	0.587
Employee Engagement	0.836	0.841	0.880	0.552
Talent Retention	0.831	0.863	0.884	0.658

A variable is considered as valid if it has this requirement for construct reliability and validity, specifically: Cronbach's Alpha exceeding 0.70, Composite Reliability greater than 0.70, and an Average Variance Extracted (AVE) value above 0.50. As shown in Table 3, all variables in this study have Cronbach's Alpha values above 0.70, Composite Reliability surpassing 0.70, and AVE values exceeding 0.50. Therefore, it can be concluded that all indicators in this research successfully meet the criteria for construct reliability and validity.

Discriminant Validity

The discriminant validity test can be conducted using the Heterotrait-Monotrait Ratio (HTMT) method. The HTMT values are presented in the table below:

Table 4. Heterotrait - Monotrait Ratio (HTMT) Score

	Affective Commitment	Employer Branding	Employer Branding	Talent Retention
Affective Commitment				
Employer Branding	0.939			
Employee Engagement	0.821	0.913		
Talent Retention	0.542	0.692	0.856	

The discriminant validity test using the Heterotrait-Monotrait Ratio (HTMT) method indicates that all construct pairs have values below 1 (Henseler et al., 2015). This confirms that the discriminant validity criteria have been met, ensuring that each construction is distinct from others in the model.

Inner Model Analysis

R-Square Test

The R-Square (R^2) value is used to measure the extent to which independent variables influence the dependent variables. In this study, the R-Square values are presented in the following table:

Table 5. R-Square Score

Variable	R-Square
Affective Commitment	0.686
Employee Engagement	0.620
Talent Retention	0.588

The R^2 value for Affective Commitment is 0.686, indicating that the independent variables in the model explain 68.6% of the variance in Affective Commitment, while other factors not addressed in this study account for the remaining 31.4%. Furthermore, employee engagement exhibits an R^2 value of 0.620, signifying that 38% of the variation in employee engagement is attributable to external factors not encompassed in this study model, whereas 62% of the variation may be elucidated by the independent variables affecting it.

The R^2 score for talent retention is 0.588, indicating that the predictor variables in the model explain 58.8% of the variance in talent retention, while other unexamined factors account for 41.2%. The R^2 value for affective commitment is 0.686, indicating that the independent variables in the model explain 68.6% of the variance in affective commitment, while other factors not addressed in this study account for the remaining 31.4%. Furthermore, employee engagement exhibits an R^2 value of 0.620, signifying that 38% of the variation in employee engagement is attributable to external factors not encompassed in this study model, whereas 62% of the variation may be elucidated by the independent variables affecting it. The R^2 score for talent retention is 0.588, indicating that the predictor variables in the model explain 58.8% of the variance in talent retention, while other unexamined factors account for 41.2%.

Hypothesis Testing

The hypothesis testing in this study was conducted using the bootstrapping method. Through this bootstrapping test, t-statistics and p-values were examined to determine the effect of exogenous variables on endogenous variables based on their significance levels. To obtain t-statistics and p-values, the Path Coefficient calculation was performed using the Smart-PLS application, with the results presented as follows:

Table 6. Path Coefficient

	Standardized Path Coefficient	t-statistics	P Values	Notes
Employer Branding -> Employee Engagement	0.787	9.946	0.000	Accepted
Employee Engagement -> Talent Retention	0.750	5.086	0.000	Accepted
Employer Branding -> Talent Retention	0.187	1.049	0.147	Rejected
Employer Branding -> Affective Commitment	0.828	15.479	0.000	Accepted
Affective Commitment -> Talent Retention	-0.189	1.047	0.148	Rejected

Intervening Test

The intervening test in this study was conducted using the bootstrapping method, referring to the t-statistics and p-values in the specific indirect effect section. This test aims to analyze the extent to which voice behavior functions as a mediating variable between employee engagement as an exogenous variable and employee performance as an endogenous variable. The results of the specific indirect effect calculations are presented as follows:

Table 7. Specific Indirect Effect

	Standardized Path Coefficient	t-statistics	p-values	Notes
Employer Branding -> Employee Engagement -> Talent Retention	0.590	4.372	0.000	Accepted
Affective Commitment -> Employee Engagement -> Talent Retention	-0.157	1.036	0.150	Rejected

The specific indirect effect analysis results indicate that the indirect relationship between employer branding and talent retention through employee engagement has a coefficient of 0.590, with a t-statistic of 4.372 and a p-value of 0.000, signifying that this relationship is statistically significant at a 95% confidence level ($p < 0.05$). This finding suggests that employee engagement significantly mediates the effect of employer branding on talent retention, implying that strengthening Employer Branding can enhance employee retention by increasing Employee Engagement.

The indirect connection among affective commitment and talent retention through employee engagement is negligible, evidenced by a negative coefficient of -0.157, an t-statistic of 1.036, and a p-value of 0.150 ($p > 0.05$). This conclusion suggests that Affective Commitment does not substantially affect talent retention through employee engagement; hence, its function in the model necessitates further examination or reassessment using a different methodology. Ultimately, these data suggest that while affective commitment may not significantly affect the same mediation pathway, employer branding is crucial for enhancing talent retention through employee engagement.

Discussion

Based on these results, the following hypotheses are concluded as follows:

1. Employer branding has a positive effect on employee engagement. With t-statistics of 9.946 and a p-value of 0.000, the initial EB-EE sample is 0.787. This suggests that effective employer branding may benefit employee engagement. Employee engagement is expected to rise at universities that make investments in institutional branding, such as through inclusive work cultures, motivating leadership, and organizational policies. Employee engagement will rise by 0.787 units for every unit increase in employer branding. This aligns with the findings of a prior study by R & Thampi (2020) and Alves et al. (2020) indicated that employee branding significantly influences employee engagement directly.

2. Employee engagement has a positive effect on talent retention. As the previous research by Ngozi & Edwinah (2022) and Dhandayuthapani & Shalini (2024) employee engagement has a positive effect on talent retention. The initial EE-TR sample size was 0.750, with a t-statistics of 5.086 and a p-value of 0.000. Employee involvement appears to improve talent retention. Because engaged employees stay longer, employee engagement dramatically enhances talent retention. Thus, firms should promote gratitude and professional advancement, especially for millennials. Talent retention increases 0.750 units for each unit of employee engagement.
3. Employer branding positively influences talent retention. With a t-statistic of 1.049 and a p-value of 0.147, the original EB-TR sample is 0.187. These findings suggest that talent retention is not significantly impacted by employer branding. Although employer branding has a major impact on employee engagement, which in turn affects retention, it has no direct effect on employee retention. This implies that employee engagement with their work and organization acts as a mediator between employer branding and retention (Chopra et al., 2024; Maqfirah et al., 2024). Another reason is that other companies offer greater chances or benefits, employees may decide to leave the company. For millennials, chances for both career and personal development are essential. Millennial talent may not be effectively retained by employers who do not prioritize career growth and learning opportunities in their branding (Ahmed et al., 2022; Shoba & Fathima, 2024).
4. Employer branding positively influences affective commitment. EB-AC's original sample size was 0.828, with a p-value of 0.000 and a t-statistic of 15.749. According to these results, employer branding greatly increases affective commitment. This result aligns with the previous research by Alves et al., (2020), Ashariana (2022) and Ccorisapra-Quintana et al. (2024). Employee affective commitment will grow by 15.749 units for every unit improvement in employer branding. When a university has a strong brand identity, its employees feel more emotionally invested.
5. Affective commitment positively influences talent retention. With a t-statistic of 1.047 and a p-value of 0.148, the initial AC-TR sample is -0.189. These results imply no discernible positive correlation between affective commitment and talent retention. Emotional attachment is not enough to retain millennials in an organization. Work-life quality perception has a big impact on organizational commitment and, in turn, turnover intentions. This link is partially mediated by affective commitment, suggesting that retention is influenced by additional elements as well (Reis et al., 2021). Another factor is that, in comparison to older generations, millennials frequently choose work-life balance and personal development over long-term organizational commitment, which can affect their retention within organizations (Hadi et al., 2024; Zahirah & Satrya, 2024). Another reason is that Affective commitment can mediate the relationship between job crafting and turnover intention, but entrepreneurial leadership increases its efficacy. This implies that affective commitment's impact on retention is significantly influenced by leadership style (Nguyen, 2022). In previous research found that Affective commitment positively influences talent retention. Nevertheless, it appears that culture is an additional component that can affect an individual's degree of affective commitment. Millennials have somewhat greater levels of affective commitment than Generation X, indicating that cultural alignment may enhance their emotional attachment to a company (Nguyen, 2022). However, organizational culture also plays a role. A supportive and engaging culture fosters improved employee performance and engagement, although it may not have a direct effect on organizational commitment (Basuki et al., 2024).
6. Employee Engagement acts as a mediating variable in the positive relationship between employer branding and talent retention. The original EB-EE-TR sample is 0.590, with a t-

statistics of 4.372 and a p-value of 0.000. Employee engagement appears to mediate the corporate branding-talent retention link. This result is related to previous research by Chopra et al. (2024), Ekhsan et al. (2021), Maqfirah et al. (2024) and Pradita et al. (2024). By increasing staff engagement, firm branding indirectly enhances talent retention. A university with engaged personnel deploys strong employer branding, which increases talent retention. Employer branding increases talent retention by 0.590 units through employee engagement, according to this study.

7. Affective commitment serves as a mediating factor in the positive relationship between employer branding and talent retention. The original EB-AC-TR sample is -0.157, with a t-statistics of 1.036 and p-value of 0.150. This suggests that affective commitment does not significantly mediate the relationship between employer branding and talent retention. Employer branding and talent retention have a complicated relationship that may entail several mediators and moderators, including organizational identity and the work environment, which might lessen the mediating influence of affective commitment (Bharadwaj et al., 2022; Kaur et al., 2020). While emotional commitment is positively impacted by employer branding, the relationship between employer branding and talent retention is not substantially mediated by affective commitment alone. Rather, affective commitment is more closely related to employee engagement and internal branding, which in turn affects work satisfaction and retention (Kaur et al., 2020; Reis et al., 2021; Yousf & Khurshid, 2021). While emotional attachment is important, institutions should prioritize an engaging work environment that provides resources and growth possibilities.

CONCLUSION

While employer branding does not have a direct effect on talent retention, the results of hypothesis testing indicate that it significantly influences employee engagement and affective commitment. Furthermore, employee engagement has a substantial impact on talent retention, underscoring its critical role in improving workforce retention. Although affective commitment does not function as a mediating variable in this context, the intervention test confirms that employee engagement serves as a strong mediator in the relationship between employer branding and talent retention.

LIMITATION

In this study, affective commitment was found not to be a significant variable in supporting talent retention levels. However, this phenomenon could not be adequately explained through quantitative analysis, suggesting the need for further exploration using qualitative methods to understand the underlying reasons behind this finding.

Additionally, another limitation of this study is the unequal gender distribution among respondents, where the number of female participants was significantly higher than male participants. This disproportionate sample distribution may have influenced the results and limited the generalizability of the findings across different gender groups.

FUTURE RESEARCH RECOMMENDATION

According to this study, Affective Commitment does not improve Talent Retention. This study should be followed up by qualitative research to determine which factors impact employee talent retention most. A qualitative approach would reveal the underlying causes of

quantitative outcomes, providing a more complete understanding of the fundamental factors of employee retention.

Further research should establish gender parity among respondents. A more representative sample would reduce bias in talent retention analyses across gender groups. Further research on these topics can yield more accurate and applicable advice for talent retention tactics.

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REKONSTRUKSI TEORI KEPEMIMPINAN PENDIDIKAN: MEMBANGUN KERANGKA HOLISTIK BAGI SEKOLAH ABAD KE-21

Putu Ayu Novita^{1)*}, Yohana F. Cahya Palupi Meilani²⁾

¹⁾Exaimius Learning, Indonesia

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

e-mail: putuayunovita@gmail.com

(Corresponding Author indicated by an asterisk *)

ABSTRACT

21st century education faces complex challenges due to technological disruption, social change, and demands to improve the quality of learning. Unfortunately, many educational institutions still apply a partial and less adaptive approach to leadership. This research aims to build a holistic leadership framework that is more integrative and contextual. A PRISMA-based meta-analysis method was used to review 150 Scopus Q1–Q2 (2018–2024) articles, with a final selection of the 10 most relevant articles. The results of the analysis show that a combination of transformational, instructional, digital, and distributed leadership can increase learning effectiveness, teacher participation, management efficiency, and institutional adaptability. The proposed Holistic Leadership Framework model combines transformational vision, academic focus, technology utilization, and organizational collaboration. A key contribution of this study is the integration of various leadership approaches into a single strategic framework that is applicable to principals and policymakers. The study also encourages further validation in different contexts to test the effectiveness of its implementation.

Keywords: Holistic Leadership; Distributed Leadership; Transformational Leadership; Instructional Leadership; Digital Leadership; 21st Century Educational Leadership

ABSTRAK

Pendidikan abad ke-21 menghadapi tantangan kompleks akibat disrupti teknologi, perubahan sosial, dan tuntutan peningkatan mutu pembelajaran. Sayangnya, banyak institusi pendidikan masih menerapkan pendekatan kepemimpinan yang parsial dan kurang adaptif. Penelitian ini bertujuan membangun kerangka kepemimpinan holistik yang lebih integratif dan kontekstual. Metode meta-analisis berbasis PRISMA digunakan untuk mereview 150 artikel Scopus Q1–Q2 (2018–2024), dengan seleksi akhir 10 artikel paling relevan. Hasil analisis menunjukkan bahwa kombinasi kepemimpinan transformasional, instruksional, digital, dan terdistribusi mampu meningkatkan efektivitas pembelajaran, partisipasi guru, efisiensi manajemen, serta daya adaptasi institusi. *Model Holistic Leadership Framework* yang diusulkan menggabungkan visi transformasional, fokus akademik, pemanfaatan teknologi, dan kolaborasi organisasi. Kontribusi utama studi ini adalah integrasi berbagai pendekatan kepemimpinan ke dalam satu kerangka strategis yang aplikatif bagi kepala sekolah dan pembuat kebijakan. Penelitian ini juga mendorong validasi lanjutan dalam konteks yang berbeda untuk menguji efektivitas implementasinya.

Kata Kunci: Kepemimpinan Holistik; Kepemimpinan Terdistribusi; Kepemimpinan Transformasional; Kepemimpinan Instruksional; Kepemimpinan Digital; Kepemimpinan Pendidikan Abad 21

PENDAHULUAN

Pendidikan abad ke-21 di berbagai negara, termasuk Indonesia, menghadapi tantangan signifikan yang ditandai oleh pesatnya kemajuan teknologi digital, perubahan kebijakan yang dinamis, serta kompleksitas sosial-budaya yang terus berkembang. Laporan dari Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022) menunjukkan bahwa banyak sekolah belum siap menghadapi tuntutan transformasi digital dan masih menerapkan pola kepemimpinan konvensional yang tidak adaptif terhadap perubahan. Di sisi lain, studi global menunjukkan bahwa model kepemimpinan tradisional yang bersifat hierarkis, administratif, dan terpusat tidak lagi memadai untuk menghadapi kompleksitas organisasi pendidikan modern (Leithwood *et al.*, 2019; Harris & Jones, 2020). Menurut Leithwood *et al.* (2019), banyak sekolah di berbagai negara seperti Kanada dan Singapura mengalami stagnasi inovasi, rendahnya keterlibatan guru, serta kesenjangan antara kebijakan pusat dan praktik di lapangan. Kepala sekolah kerap kesulitan berperan sebagai pemimpin instruksional karena terbebani oleh tugas administratif. Sementara itu, Harris & Jones (2020) lebih jauh menekankan beberapa negara seperti Inggris, Australia merasakan bahwa pandemi COVID-19 semakin memperjelas lemahnya respons sistem pendidikan terhadap perubahan mendadak, menunjukkan kebutuhan akan kepemimpinan yang lebih kolaboratif, *digital-savvy*, dan *agile*. Tantangan seperti disparitas akses digital, *burnout* tenaga pendidik, dan lemahnya koordinasi lintas fungsi menjadi bukti bahwa kepemimpinan gaya lama perlu digantikan dengan pendekatan yang lebih adaptif, partisipatif, dan strategis. Hal ini memperkuat kebutuhan untuk merekonstruksi pendekatan kepemimpinan agar lebih fleksibel, kolaboratif, dan berbasis digital.

Selama dua dekade terakhir, teori kepemimpinan transformasional, instruksional, dan terdistribusi telah menjadi dasar utama dalam literatur kepemimpinan pendidikan (Robinson *et al.*, 2009; Maheshwari & Nayak, 2020). Meskipun telah terbukti memiliki kontribusi terhadap peningkatan motivasi guru dan hasil belajar siswa, pendekatan ini juga menghadapi keterbatasan dalam merespon tantangan digitalisasi, kompleksitas manajerial, dan kebutuhan kolaborasi lintas fungsi. Studi di berbagai konteks pendidikan, termasuk Indonesia, menunjukkan bahwa tidak ada satu pendekatan yang mampu mengakomodasi seluruh kebutuhan institusi pendidikan saat ini (Ekué *et al.*, 2023; Day *et al.*, 2016).

Bertolak dari persoalan tersebut, penelitian ini berangkat dari rumusan masalah yaitu: "Bagaimana membangun kerangka kepemimpinan pendidikan yang lebih holistik dan adaptif untuk menjawab tantangan institusi pendidikan abad ke-21 di Indonesia dan secara global?". Untuk menjawab pertanyaan tersebut, tujuan utama dari penelitian ini adalah untuk mengembangkan sebuah model kerangka kepemimpinan holistik yang mengintegrasikan kekuatan dari berbagai pendekatan utama, yaitu kepemimpinan transformasional, instruksional, digital, dan terdistribusi. Model ini diharapkan mampu memberikan panduan yang lebih komprehensif bagi kepala sekolah, pemimpin pendidikan, dan pembuat kebijakan dalam membangun institusi pendidikan yang tangguh, inovatif, dan responsif terhadap perubahan.

Penelitian ini memiliki nilai kebaruan karena menawarkan sintesis yang belum banyak dikaji secara menyeluruh dalam literatur kepemimpinan pendidikan, terutama dalam konteks negara berkembang. Selain kontribusi teoretisnya, model ini juga dirancang agar aplikatif bagi kepala sekolah, pembuat kebijakan, serta peneliti yang berfokus pada reformasi pendidikan yang berkelanjutan dan berbasis nilai.

Penelitian ini memperkenalkan *Holistic Leadership Framework*, yang mengintegrasikan *Transformational*, *Instructional*, *Digital*, dan *Distributed Leadership* dalam satu model kepemimpinan yang lebih adaptif dan kontekstual. Kontribusi utama dari model ini terletak pada penyatuan keunggulan dari berbagai teori kepemimpinan pendidikan sebelumnya, serta

mengatasi keterbatasan yang ditemukan dalam masing-masing model secara terpisah.

Model *Holistic Leadership* memiliki dampak signifikan dalam dunia pendidikan modern, terutama dalam menghadapi tantangan disrupsi digital, reformasi pendidikan, dan pergeseran paradigma kepemimpinan sekolah dan universitas. Model ini diyakini akan mampu mengatasi fragmentasi model kepemimpinan yang ada saat ini, dimana sebagian besar teori kepemimpinan masih diterapkan secara terpisah, tanpa integrasi yang kuat dalam praktik. Model ini menghubungkan aspek motivasional, akademik, teknologi, dan kolaboratif dalam satu pendekatan yang utuh.

Bukan itu saja, model kepemimpinan holistik ini dirasakan semakin relevan di tengah maraknya transformasi digital pendidikan, dimana model ini menjawab kebutuhan kepemimpinan yang berbasis data, *AI*, dan teknologi tanpa mengabaikan pentingnya aspek pedagogis dan budaya organisasi.

Yang tidak kalah pentingnya adalah model kepemimpinan holistik ini mampu menyesuaikan dengan tren global dalam kebijakan pendidikan yang sejalan dengan kebijakan UNESCO dan OECD terkait pentingnya kepemimpinan adaptif dalam pendidikan untuk menghadapi era perubahan yang cepat.

TINJAUAN PUSTAKA

Dalam menghadapi disrupsi abad ke-21, institusi pendidikan dituntut untuk tidak hanya mempertahankan efektivitas pengajaran, tetapi juga bertransformasi menjadi organisasi pembelajaran yang adaptif dan kolaboratif. Untuk itu, pendekatan kepemimpinan yang holistik semakin diperlukan. Beberapa teori utama yang relevan antara lain adalah kepemimpinan transformasional, instruksional, terdistribusi, autentik, dan pelayanan.

Kepemimpinan transformasional menekankan pentingnya visi, inspirasi, dan pemberdayaan dalam menciptakan lingkungan belajar yang dinamis. Meta-analisis oleh Leithwood *et al.* (2019) menunjukkan bahwa kepemimpinan transformasional memiliki dampak positif terhadap komitmen guru, kepercayaan dalam organisasi, dan motivasi untuk berinovasi. Namun, efektivitas model ini cenderung abstrak jika tidak didukung oleh strategi instruksional yang konkret.

Kepemimpinan instruksional, di sisi lain, berfokus pada peningkatan kualitas pengajaran, partisipasi kepala sekolah dalam pengembangan kurikulum, dan pemantauan proses pembelajaran. Studi sistematis oleh Day *et al.* (2016) menegaskan bahwa kombinasi antara peran pengawasan akademik dan dukungan emosional dari kepala sekolah terbukti meningkatkan capaian akademik siswa secara signifikan.

Sementara itu, kepemimpinan terdistribusi menawarkan pendekatan yang lebih partisipatif dengan melibatkan berbagai aktor dalam pengambilan keputusan. Harris & Jones (2020) menunjukkan bahwa model ini sangat relevan dalam konteks digitalisasi dan kolaborasi lintas fungsi di lingkungan sekolah. Dalam model ini, peran pemimpin tidak hanya berada pada satu individu, tetapi tersebar di antara guru, tim akademik, bahkan siswa.

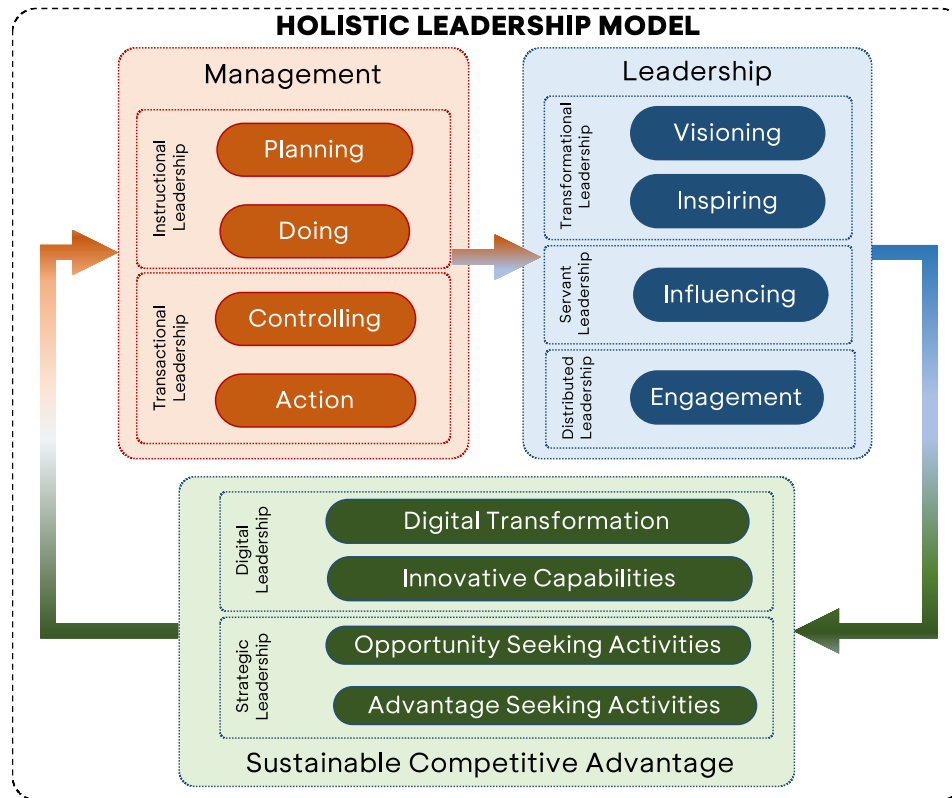
Kepemimpinan autentik melengkapi pendekatan ini dengan menekankan integritas, kejujuran, dan kesesuaian antara nilai pribadi dan tindakan profesional. Ekué *et al.* (2023) menunjukkan bahwa kepemimpinan autentik membangun iklim organisasi yang positif, kepercayaan antar individu, dan komitmen jangka panjang terhadap tujuan institusi.

Terakhir, kepemimpinan pelayanan (*servant leadership*) menyoroti pentingnya empati, pemberdayaan individu, dan dukungan terhadap pengembangan personal. Studi meta-analitis oleh Eva *et al.* (2019) membuktikan bahwa *servant leadership* memiliki korelasi kuat terhadap kepuasan kerja guru dan peningkatan hubungan sosial antar staf di lingkungan sekolah.

Model-model ini, meskipun masing-masing memiliki keunggulan, belum cukup efektif

jika diterapkan secara terpisah. Maka dari itu, penelitian ini mengusulkan *holistic leadership framework* yang mengintegrasikan kelima pendekatan tersebut dalam satu model kepemimpinan yang menyeluruh dan responsif terhadap tantangan global pendidikan.

Berikut adalah visualisasi model kerangka kepemimpinan holistik:



Gambar 1. Model Kepemimpinan Holistik

METODE PENELITIAN

Penelitian ini menggunakan pendekatan meta-analisis berbasis PRISMA 2020 (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) untuk menyeleksi dan menganalisis literatur terkait *holistic leadership* dalam pendidikan. PRISMA 2020 dipilih karena menyediakan struktur pelaporan yang lebih sistematis dan mutakhir dibandingkan versi sebelumnya, memungkinkan proses identifikasi, penyaringan, dan sintesis data literatur dilakukan secara transparan dan dapat direplikasi. Panduan ini mendukung validitas temuan dengan meminimalkan bias seleksi dan meningkatkan akurasi dalam pengolahan data literatur (Page *et al.*, 2021).

Proses meta-analisis dilakukan dalam empat tahap utama berdasarkan standar PRISMA:

1. Identifikasi → Mengumpulkan artikel berdasarkan kata kunci yang relevan.
2. Penyaringan → Mengeliminasi artikel yang tidak memenuhi kriteria inklusi.
3. Kelayakan → Meninjau teks lengkap untuk memastikan kesesuaian penelitian.
4. Analisis dan Sintesis → Mengelompokkan hasil penelitian berdasarkan kategori tematik.

Dari 150 artikel yang ditemukan dalam *database Scopus Q1-Q2 (2018–2024)*, seleksi dilakukan berdasarkan relevansi tematik, keterbaruan studi, dan metodologi penelitian yang digunakan. Akhirnya, 10 artikel dipilih untuk dianalisis lebih dalam. Analisis data dilakukan dengan pendekatan komparatif untuk mengevaluasi kelebihan dan kekurangan dari masing-masing teori kepemimpinan. Data dikategorikan berdasarkan: (1) Konteks penerapan teori, (2)

Efektivitas dalam peningkatan hasil pendidikan, (3) Tantangan implementasi, dan (4) Potensi integrasi teori. Berikut adalah hasil komparasi berbagai literatur yang relevan:

Tabel 1. Hasil Sistematik Literatur Review Kategori Inclusive

No	Tahun	Penulis	Judul Artikel	Kerangka Konseptual	Hasil Temuan
1	2019	Leithwood <i>et al.</i>	<i>How school leadership influences student learning: A test of “the four paths model”</i>	<i>Instructional & Transformational Leadership</i>	Kepemimpinan transformasional dan instruksional berkontribusi signifikan terhadap hasil belajar dan motivasi siswa.
2	2016	Day <i>et al.</i>	<i>The Impact of Leadership on Student Outcomes</i>	<i>Instructional & Transformational Leadership</i>	Kepemimpinan berdampak pada pembentukan iklim sekolah dan pencapaian siswa.
3	2021	Leithwood	<i>A Review of Evidence about Equitable School Leadership</i>	<i>Transformational Leadership</i>	Kepemimpinan transformasional meningkatkan komitmen guru terhadap perubahan.
4	2020	Harris & Jones	<i>COVID-19 – School leadership in disruptive times</i>	<i>Distributed & Adaptive Leadership</i>	Kepemimpinan adaptif dan kolaboratif sangat penting di masa disrupsi seperti pandemi COVID-19.
5	2023	Ekué	<i>Leading ethical leaders: Higher education institutions, business schools and the sustainable development goals</i>	<i>Authentic & Ethical Leadership</i>	Kepemimpinan autentik membangun kepercayaan dan iklim etis di sekolah.
6	2019	Eva <i>et al.</i>	<i>Servant leadership: A systematic review and call for future research</i>	<i>Servant Leadership</i>	<i>Servant leadership</i> berkontribusi pada peningkatan kesejahteraan staf dan kepuasan kerja guru.
7	2019	Hallinger & Kovačević	<i>A bibliometric review of research on educational administration: Science mapping the literature, 1960 to 2018</i>	<i>Bibliometric Analysis</i>	Menunjukkan tren dominan dalam penelitian kepemimpinan pendidikan dari tahun ke tahun.
8	2024	Samuel	<i>Transformational Leadership in Educational Institutions</i>	<i>Transformational Leadership</i>	Kepemimpinan transformasional memperkuat kemampuan institusi dalam menghadapi perubahan sistemik.
9	2024	Lei <i>et al.</i>	<i>The Role of Transformational Leadership in Professional Learning Communities</i>	<i>Learning Organization & Transformational Leadership</i>	Transformational leaders meningkatkan kolaborasi guru dalam komunitas pembelajaran.
10	2021	Ruben & Gigliotti	<i>Explaining Incongruities Between Leadership Theory and Practice</i>	<i>Theory-Practice Gap</i>	Keberhasilan kepemimpinan bergantung pada kemampuan menjembatani teori dan implementasi di lapangan.

Penelitian ini menggunakan pendekatan analisis komparatif untuk mengevaluasi efektivitas lima pendekatan kepemimpinan utama transformasional, instruksional, terdistribusi, autentik, dan pelayanan dalam berbagai konteks institusi pendidikan kontemporer. Evaluasi dilakukan dengan menganalisis perbedaan hasil implementasi teori-teori tersebut pada institusi yang memiliki karakteristik berbeda, baik dari segi kebijakan pendidikan, budaya organisasi, maupun gaya kepemimpinan kepala sekolah dalam mengelola perubahan. Mengacu

pada sintesis penelitian oleh Day *et al.* (2016), pendekatan transformasional dan instruksional menunjukkan kontribusi signifikan terhadap peningkatan capaian siswa dan iklim pembelajaran, sementara model kepemimpinan autentik dan pelayanan berperan dalam membangun hubungan profesional yang sehat serta ketahanan organisasi di tengah disrupsi.

Meskipun berbagai model kepemimpinan telah digunakan dalam konteks pendidikan, masing-masing memiliki keterbatasan yang signifikan ketika dihadapkan pada tantangan global saat ini, seperti disrupsi teknologi, perubahan kebijakan pendidikan, dan pergeseran paradigma pembelajaran. Berikut adalah analisis kritis terhadap kelemahan masing-masing model kepemimpinan:

Tabel 2. Kelemahan dan Kelebihan Model Kepemimpinan

Model Kepemimpinan	Kelebihan	Kelemahan
Transformational Leadership (Leithwood, 2021)	Meningkatkan motivasi guru dan menciptakan budaya inovasi	Kurang spesifik dalam memberikan arahan akademik, sehingga sering kali gagal dalam implementasi kebijakan pendidikan yang berbasis bukti (<i>evidence-based leadership</i>)
Instructional Leadership (Robinson <i>et al.</i> , 2009)	Berfokus pada peningkatan hasil akademik siswa melalui pengelolaan kurikulum	Tidak fleksibel dalam menghadapi perubahan teknologi dan kurang mempertimbangkan faktor kepemimpinan kolaboratif
Digital Leadership (Hoogeboom <i>et al.</i> , 2021)	Meningkatkan efisiensi organisasi melalui teknologi dan pembelajaran berbasis AI	Rentan terhadap kesenjangan digital dan kurang memiliki dasar pedagogis yang kuat
Distributed Leadership (Harris & Jones, 2020)	Memungkinkan kepemimpinan kolektif dan meningkatkan keterlibatan guru serta staf akademik	Tanpa struktur yang jelas, dapat menyebabkan fragmentasi dalam pengambilan keputusan dan kurangnya akuntabilitas

HASIL DAN PEMBAHASAN

Dalam konteks pendidikan abad ke-21, kepemimpinan holistik semakin menjadi fokus utama karena kompleksitas tantangan institusi pendidikan yang terus berkembang. Pendekatan ini tidak hanya mencakup aspek manajerial, namun juga dimensi inspiratif, kolaboratif, digital, dan strategis. Kajian kontemporer oleh Leithwood *et al.* (2019) menunjukkan bahwa kepemimpinan yang memadukan aspek transformasional dan instruksional secara signifikan meningkatkan hasil pembelajaran dan motivasi guru. Kepemimpinan holistik menekankan bahwa peran pemimpin pendidikan tidak hanya sebatas mengelola kurikulum dan sumber daya, tetapi juga menjadi agen perubahan yang mampu menginspirasi, memengaruhi, dan membangun budaya inovatif. Studi oleh Day *et al.* (2016) menegaskan bahwa efektivitas kepemimpinan sangat ditentukan oleh kemampuan membangun kepercayaan, mengelola tim kolaboratif, dan mendorong pembelajaran profesional berkelanjutan.

Pemanfaatan digital leadership menjadi aspek penting dalam model kepemimpinan holistik. Wang *et al.* (2011) menunjukkan bahwa penggunaan teknologi dalam proses pembelajaran dan pengambilan keputusan berbasis data secara signifikan meningkatkan efektivitas institusi pendidikan. Ekué *et al.* (2023) memperkuat hal ini dengan menekankan bahwa pemimpin yang autentik dan etis dapat menciptakan lingkungan pembelajaran yang inklusif dan tangguh terhadap perubahan.

Institusi pendidikan yang berhasil menerapkan model kepemimpinan holistik akan mampu mengembangkan kapabilitas inovatif dan aktivitas pencarian peluang yang berorientasi pada keunggulan kompetitif jangka panjang. Sebagai contoh nyata, *Singapore Management University* (SMU) telah berhasil mengintegrasikan kepemimpinan strategis, digital, dan partisipatif dalam pengembangan kurikulum berbasis kebutuhan industri dan masa depan kerja. SMU secara aktif melibatkan dosen, mahasiswa, dan pemangku kepentingan dalam proses

pengembangan inisiatif inovasinya.

Dengan demikian, model kepemimpinan holistik menawarkan solusi yang menyatukan berbagai pendekatan kepemimpinan dalam satu kerangka kerja terpadu. Pendekatan ini tidak hanya meningkatkan efisiensi manajerial, tetapi juga membangun budaya institusional yang adaptif, kolaboratif, dan inovatif, menjadikan institusi pendidikan lebih tangguh dalam menghadapi tantangan global dan transformasi jangka panjang. Maka dari itu dalam menghadapi kompleksitas organisasi modern, model kepemimpinan holistik hadir sebagai solusi yang menyatukan berbagai pendekatan kepemimpinan dalam satu kerangka kerja yang terintegrasi. Dengan pendekatan ini, model kepemimpinan holistik tidak hanya memastikan efisiensi manajerial, tetapi juga membangun budaya kepemimpinan yang inovatif dan adaptif.

Menuju Kerangka Kerja Holistik Kepemimpinan Pendidikan

Temuan penelitian ini menegaskan bahwa tidak ada satu teori kepemimpinan yang dapat sepenuhnya mengatasi tantangan pendidikan modern. Oleh karena itu, dibutuhkan integrasi dari berbagai model kepemimpinan untuk membentuk kerangka kepemimpinan holistik yang menggabungkan visi transformasional, keterlibatan instruksional, distribusi wewenang, serta nilai-nilai autentik dan pelayanan (Maheshwari & Nayak, 2020).

Penelitian ini menegaskan bahwa tidak ada satu pun teori kepemimpinan yang secara tunggal mampu merespons kompleksitas tantangan pendidikan modern, terutama dalam konteks disrupsi digital, dinamika sosial, dan kebutuhan inovasi berkelanjutan. Oleh karena itu, diperlukan sebuah pendekatan yang menyatukan kekuatan dari berbagai model kepemimpinan. Kebaruan utama dari studi ini terletak pada pengembangan *Holistic Leadership Model* (HLM) sebuah kerangka kepemimpinan integratif yang memadukan visi dan inspirasi dari kepemimpinan transformasional, fokus akademik dari kepemimpinan instruksional, kolaborasi partisipatif dari kepemimpinan terdistribusi, serta integritas nilai dari kepemimpinan autentik dan pelayanan.

Tidak seperti penelitian sebelumnya yang cenderung terfragmentasi dan hanya menyoroti satu atau dua dimensi kepemimpinan, HLM menawarkan sintesis komprehensif berdasarkan bukti empiris terkini. Model ini dirancang untuk menjawab kebutuhan kepemimpinan yang fleksibel, adaptif, dan kontekstual dalam lingkungan pendidikan yang terus berubah. Dengan demikian, kontribusi orisinal dari penelitian ini tidak hanya terletak pada penegasan pentingnya integrasi teori, tetapi juga pada penyusunan kerangka konseptual praktis yang dapat diterapkan oleh pemimpin pendidikan di berbagai tingkat institusi.

Tabel berikut membandingkan model *holistic leadership* dengan model kepemimpinan sebelumnya:

Tabel 3. Perbandingan Model *Holistic Leadership* dengan Model Kepemimpinan

Aspek	<i>Transformational Leadership</i> (Leithwood, 2021)	<i>Instructional Leadership</i> (Robinson et al., 2009)	<i>Digital Leadership</i> (Hoogetboom et al., 2021)	<i>Distributed Leadership</i> (Harris & Jones, 2020)	<i>Holistic Leadership</i> (Usulan Model Baru)
Fokus Utama	Motivasi & inspirasi	Pengelolaan kurikulum & pembelajaran	Pemanfaatan teknologi & digitalisasi	Kolaborasi & distribusi kepemimpinan	Integrasi keempat aspek secara bersamaan
Kelebihan	Membangun budaya inovasi & perubahan	Memastikan hasil akademik & efektivitas pembelajaran	Meningkatkan efisiensi administrasi & adopsi teknologi	Memperluas partisipasi dalam kepemimpinan	Menggabungkan motivasi, pedagogi, digitalisasi, dan kolaborasi dalam satu kerangka kerja
Kelemahan	Kurang spesifik dalam aspek	Kurang fleksibel dalam	Rentan terhadap kesenjangan digital	Bisa menyebabkan	Mengatasi kelemahan semua

Aspek	<i>Transformational Leadership</i> (Leithwood, 2021)	<i>Instructional Leadership</i> (Robinson <i>et al.</i> , 2009)	<i>Digital Leadership</i> (Hoogetboom <i>et al.</i> , 2021)	<i>Distributed Leadership</i> (Harris & Jones, 2020)	<i>Holistic Leadership</i> (Usulan Model Baru)
	instruksional	menghadapi perubahan organisasi		fragmentasi & kurangnya akuntabilitas	model sebelumnya dengan pendekatan yang lebih komprehensif
Konteks Aplikasi	Sekolah dengan struktur hierarkis kuat	Sekolah dengan fokus akademik tinggi	Sekolah berbasis teknologi	Institusi yang menekankan kepemimpinan kolektif	Fleksibel, dapat diterapkan dalam berbagai tipe institusi pendidikan

Implikasi Praktis

Implikasi Model *Holistic Leadership* Bagi Pemangku Kepentingan Utama di Bidang Pendidikan

Agar model *holistic leadership* tidak hanya menjadi konsep teoretis, tetapi juga memiliki dampak nyata dalam kebijakan pendidikan, bagian ini akan menjelaskan bagaimana model ini dapat diimplementasikan oleh pemerintah, lembaga pendidikan, dan pemimpin sekolah/universitas melalui kebijakan konkret.

Bagi Pemimpin Sekolah

Hasil penelitian ini menegaskan bahwa pemimpin sekolah perlu mengadopsi pendekatan kepemimpinan yang kontekstual dan fleksibel, sesuai dengan tantangan spesifik institusi mereka. Sekolah dengan kebutuhan peningkatan mutu pengajaran dapat lebih mengandalkan kepemimpinan instruksional, sementara sekolah yang menghadapi resistensi terhadap perubahan dapat menerapkan kepemimpinan transformasional untuk membangun visi dan motivasi bersama (Hallinger & Kovačević, 2019; Robinson *et al.*, 2009). Selain itu, kepemimpinan terdistribusi dapat menjadi solusi bagi sekolah dengan keterbatasan sumber daya, memungkinkan kolaborasi antara kepala sekolah, guru, dan komunitas sekolah untuk meningkatkan efektivitas manajemen (Maheshwari & Nayak, 2020).

Bagi Pembuat Kebijakan Pendidikan

Kebijakan pendidikan yang berbasis penelitian empiris tentang kepemimpinan menjadi faktor kunci dalam menciptakan reformasi yang berkelanjutan. Penelitian ini merekomendasikan bahwa kebijakan pendidikan harus lebih mendukung pengembangan kapasitas kepemimpinan berbasis nilai dan inovasi, termasuk program pelatihan yang mengintegrasikan aspek transformasional, instruksional, dan terdistribusi dalam manajemen sekolah (Day *et al.*, 2016). Selain itu, kebijakan perlu memastikan akses yang lebih luas terhadap teknologi pendidikan dan strategi kepemimpinan digital untuk menghadapi era disrupsi (Ekué *et al.*, 2023).

Bagi Akademisi

Penelitian ini membuka ruang bagi studi lanjutan mengenai integrasi berbagai pendekatan kepemimpinan dalam konteks pendidikan yang semakin kompleks, khususnya pada era digital dan pasca-pandemi. Kajian lebih lanjut mengenai bagaimana pemimpin sekolah mengimplementasikan model kepemimpinan holistik dalam menghadapi tantangan nyata seperti digitalisasi pembelajaran, ketimpangan sumber daya, dan kebutuhan akan inovasi berkelanjutan, akan memperkuat pengembangan teori dan praktik kepemimpinan pendidikan (Leithwood *et al.*, 2019). Selain itu, riset mendalam tentang pengaruh kepemimpinan berbasis nilai, seperti keaslian, etika, dan keberpihakan pada kesejahteraan komunitas sekolah, perlu

dieksplorasi lebih lanjut karena terbukti berperan penting dalam menciptakan budaya sekolah yang inklusif, sehat, dan berkelanjutan (Ekué *et al.*, 2023).

Integrasi *Holistic Leadership* dalam Kebijakan Pendidikan Nasional

Berikut ini adalah beberapa justifikasi yang mendorong penerapan model kepemimpinan holistik dalam kebijakan pendidikan nasional, diantaranya :

1. OECD (2022) menegaskan bahwa kepemimpinan pendidikan harus berbasis inovasi, teknologi, dan kolaborasi untuk menghadapi tantangan global.
2. UNESCO (2021) merekomendasikan bahwa kepemimpinan berbasis transformasi digital harus menjadi bagian dari kebijakan pendidikan di abad ke-21.
3. Kementerian Pendidikan di berbagai negara (misalnya, UK, Finlandia, dan Singapura) telah menerapkan kebijakan kepemimpinan adaptif, tetapi banyak negara berkembang masih tertinggal dalam mengadopsi model kepemimpinan modern.

Berikut adalah gambaran bagaimana langkah-langkah yang dapat ditempuh dalam menerapkan model *holistic leadership* pada kebijakan pendidikan

1. Reformasi Pelatihan Kepemimpinan bagi kepala sekolah dan rektor
 - Pemerintah harus memasukkan kurikulum kepemimpinan berbasis *holistic leadership* dalam program pelatihan kepala sekolah, rektor, dan administrator pendidikan.
 - Program ini harus mencakup: Pengembangan kompetensi *transformational leadership* untuk membangun budaya inovasi, Penerapan *instructional leadership* untuk memastikan efektivitas kurikulum. Pelatihan *digital leadership* untuk meningkatkan adopsi teknologi dalam pembelajaran dan administrasi, dan distribusi kepemimpinan (*distributed leadership*) untuk membangun tim kepemimpinan yang lebih kolaboratif dan berbasis data.
2. Kebijakan Integrasi *Digital Leadership* dalam Manajemen Sekolah dan Universitas
 - Kementerian Pendidikan perlu menetapkan standar kompetensi digital bagi pemimpin sekolah, sehingga setiap kepala sekolah dan rektor diwajibkan memiliki sertifikasi kepemimpinan digital.
 - Pemerintah harus mendanai proyek implementasi *AI* dan *big data* dalam kepemimpinan sekolah, yang memungkinkan pengambilan keputusan berbasis data secara lebih efektif.
3. Penyesuaian Kebijakan Rekrutmen & Evaluasi Pemimpin Pendidikan
 - Saat ini, banyak kepala sekolah dan rektor dipilih hanya berdasarkan senioritas, bukan kompetensi kepemimpinan yang relevan.
 - Kebijakan harus mengadopsi pendekatan baru yang memasukkan prinsip *holistic leadership* sebagai standar seleksi dan evaluasi pemimpin pendidikan.

Tabel 4. Implementasi di Tingkat Sekolah dan Universitas

Tingkat Pendidikan	Strategi Implementasi Holistic Leadership
Sekolah Dasar & Menengah	1. Mengembangkan <i>teacher leadership program</i> untuk mendorong kepemimpinan guru dalam inovasi kurikulum. 2. Menerapkan <i>digital leadership training</i> bagi kepala sekolah dan staf akademik untuk meningkatkan kompetensi teknologi. 3. Mendorong partisipasi siswa dalam kepemimpinan sekolah, sehingga mereka memahami nilai kolaborasi dan inovasi.
Perguruan Tinggi & Universitas	1. Menciptakan kolaborasi antara fakultas dalam model <i>distributed leadership</i> , memastikan bahwa setiap fakultas memiliki peran aktif dalam kepemimpinan institusi. 2. Mengadopsi <i>Artificial Intelligence (AI)</i> dalam proses pengambilan keputusan akademik, meningkatkan efisiensi dan akurasi kebijakan kampus. 3. Mengembangkan <i>digital leadership certification</i> untuk dosen dan rektor sebagai

Tingkat Pendidikan	Strategi Implementasi Holistic Leadership
	syarat utama dalam pengelolaan universitas berbasis teknologi.

Dengan implikasi ini, penelitian ini tidak hanya berkontribusi terhadap pengembangan teori kepemimpinan pendidikan tetapi juga memberikan panduan konkret bagi para pemimpin, pembuat kebijakan, dan akademisi untuk membangun sistem pendidikan yang lebih efektif dan adaptif di abad ke-21.

Studi Kasus: Implementasi Model *Holistic Leadership* dalam Kebijakan Pendidikan Global

1. Finlandia: Kebijakan Berbasis *Distributed Leadership*
 - Kementerian Pendidikan Finlandia menerapkan model kepemimpinan berbasis kolaborasi, di mana kepala sekolah tidak bertindak sebagai satu-satunya pengambil keputusan, tetapi bekerja sama dengan komunitas guru dan orang tua dalam mengembangkan kebijakan sekolah.
 - Hasilnya: Finlandia menjadi salah satu negara dengan sistem pendidikan terbaik di dunia (OECD, 2022).
 2. Singapura: *Digital Leadership* sebagai Syarat Utama bagi Kepala Sekolah
 - Kementerian Pendidikan Singapura mengembangkan program pelatihan digital bagi pemimpin pendidikan, di mana setiap kepala sekolah wajib memiliki sertifikasi *digital leadership* sebelum diangkat ke posisi strategis.
 - Hasilnya: Singapura berhasil menerapkan AI dalam pembelajaran dan administrasi sekolah lebih cepat dibandingkan banyak negara lain.
 3. Inggris: *Transformational Leadership* dalam Reformasi Kurikulum
 - Inggris menerapkan kebijakan kepemimpinan berbasis transformasi inovasi pendidikan, di mana kepala sekolah dilatih untuk mengembangkan budaya pembelajaran yang fleksibel dan berbasis teknologi.
 - Hasilnya: Meningkatkan efektivitas sekolah dalam menghadapi perubahan kebijakan nasional dan global.
- Adapun pembelajaran dari studi kasus sebagaimana tersebut diatas, adalah bahwa:
- Negara-negara dengan sistem pendidikan maju telah mengintegrasikan elemen *holistic leadership* dalam kebijakan mereka.
 - Negara berkembang dapat mengadopsi kebijakan serupa, dengan menyesuaikan pada kondisi lokal masing-masing.
 - Pemerintah harus mewajibkan sertifikasi kepemimpinan digital bagi pemimpin pendidikan untuk mempercepat transformasi sekolah dan universitas.

KESIMPULAN DAN SARAN

Temuan penelitian ini menegaskan bahwa tidak ada satu model kepemimpinan yang dapat sepenuhnya memenuhi tuntutan pendidikan modern. Oleh karena itu, pendekatan integratif yang menggabungkan kepemimpinan transformasional, instruksional, dan terdistribusi menjadi solusi yang lebih efektif. Implikasi bagi pemimpin sekolah adalah perlunya strategi berbasis data dan fleksibilitas dalam mengadopsi berbagai teori kepemimpinan sesuai kebutuhan institusi.

- *Holistic leadership* dapat diterapkan dalam kebijakan pendidikan melalui pelatihan pemimpin sekolah, integrasi teknologi, dan kebijakan rekrutmen yang lebih berbasis kompetensi.
- Kementerian Pendidikan di berbagai negara dapat menggunakan model ini untuk meningkatkan efektivitas sekolah dan universitas, memastikan bahwa pemimpin pendidikan memiliki kompetensi di bidang transformasi, instruksi, digitalisasi, dan distribusi kepemimpinan.
- Dengan pendekatan berbasis studi kasus dan kebijakan global, implementasi *holistic leadership* dapat mempercepat reformasi pendidikan dan meningkatkan kualitas institusi pendidikan secara keseluruhan.

Namun, implementasi teori-teori ini dalam sistem pendidikan masih menghadapi tantangan seperti perubahan kebijakan yang dinamis, digitalisasi pendidikan, serta ketimpangan akses terhadap sumber daya (Ekué *et al.*, 2023; Day *et al.*, 2016). Oleh karena itu, pendekatan yang lebih fleksibel dan berbasis nilai menjadi kebutuhan mendesak bagi pemimpin sekolah dan universitas.

Untuk memperkuat kontribusi model ini dalam praktik pendidikan, sangat penting dilakukan penelitian lanjutan yang mengevaluasi efektivitas penerapan *Holistic Leadership Model* (HLM) di berbagai institusi pendidikan. Penelitian ini perlu diarahkan pada pengukuran tingkat keberhasilan implementasi model dalam meningkatkan kinerja akademik, motivasi guru, partisipasi *stakeholder*, serta inovasi kelembagaan. Dengan demikian, kita dapat memastikan bahwa model yang diusulkan tidak hanya kuat secara konseptual, tetapi juga terbukti efektif dalam konteks nyata. Validasi empiris ini menjadi krusial untuk menghindari asumsi keberhasilan semu dan memperkuat akuntabilitas model saat diterapkan dalam kebijakan dan praktik kepemimpinan pendidikan.

KETERBATASAN PENELITIAN DAN REKOMENDASI

Keterbatasan utama dalam penelitian ini terletak pada kurangnya studi *longitudinal* yang secara spesifik mengukur dampak integrasi berbagai teori kepemimpinan dalam konteks pendidikan yang beragam. Untuk itu, penelitian lanjutan disarankan untuk mengkaji secara mendalam implementasi kepemimpinan berbasis nilai dan teknologi, khususnya dalam sistem pendidikan digital dan *hybrid learning*. Studi oleh Ekué *et al.* (2023) menekankan pentingnya kepemimpinan etis dan autentik dalam membangun kepercayaan dan stabilitas organisasi, terutama di tengah perubahan yang cepat. Sementara itu, Eva *et al.* (2019) menunjukkan bahwa *servant leadership* memiliki peran strategis dalam menciptakan sistem pendidikan yang lebih inklusif dan berkelanjutan. Penelitian lebih lanjut juga dibutuhkan untuk memahami sejauh mana gaya kepemimpinan tertentu berkontribusi terhadap kesetaraan akses pendidikan serta kemampuan institusi dalam bertahan menghadapi krisis global.

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EFEK MOTIVASI KERJA DAN KEPUASAN KERJA PADA KINERJA KARYAWAN YANG DIMEDIASI OLEH KETERIKATAN KARYAWAN PADA PT. ABC

Adriani Ajeng Dewi Putri Prabowo¹⁾, Daniel Ong Kim Kui^{2)*}

¹⁾Widea Dagang Nusantara, Indonesia

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

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

ABSTRACT

This study aims to examine the influence of work motivation, job satisfaction, and employee engagement on employee performance at an IT consulting company, PT ABC. A quantitative research method was employed, using a non-probability sampling technique. The entire population of 109 employees was selected through a census (saturated) sampling approach. Data was collected via questionnaires using a likert scale and analyzed with Partial Least Squares - Structural Equation Modeling (PLS-SEM) using SmartPLS 3.0 software. The study was motivated by a slight increase in the company's Key Performance Indicator (KPI), which rose from 3.2 in 2022 to 3.3 in 2023, indicating a potential influence of human resource factors on performance improvement. The results indicate that both work motivation and job satisfaction have a positive effect on employee performance. Furthermore, employee engagement plays a significant partial mediating role in strengthening the relationship between motivation and job satisfaction with performance. These findings highlight the importance of implementing strategies that enhance motivation, satisfaction, and engagement to drive optimal employee performance within the organization.

Keywords: IT Consultant; Work Motivation; Job Satisfaction; Employee Engagement; Employee Performa

ABSTRAK

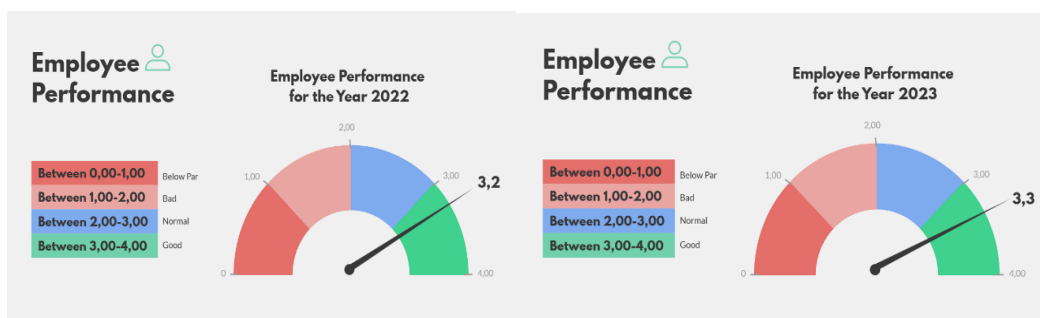
Penelitian ini bertujuan untuk menganalisis pengaruh motivasi kerja, kepuasan kerja, dan keterikatan karyawan terhadap kinerja karyawan pada perusahaan konsultan IT, PT ABC. Metode yang digunakan adalah metode kuantitatif dengan teknik *non-probability sampling*, di mana seluruh populasi sebanyak 109 karyawan dijadikan sampel melalui pendekatan sampel jenuh. Pengumpulan data dilakukan menggunakan kuesioner berskala *likert* dan dianalisis dengan teknik *Partial Least Squares - Structural Equation Modeling* (PLS-SEM) menggunakan *software* SmartPLS 3.0. Penelitian ini dilatarbelakangi oleh adanya peningkatan *Key Performance Indicator* (KPI) perusahaan dari angka 3,2 pada tahun 2022 menjadi 3,3 pada tahun 2023, yang mengindikasikan adanya kemungkinan kontribusi faktor sumber daya manusia terhadap perbaikan kinerja. Hasil penelitian menunjukkan bahwa motivasi kerja dan kepuasan kerja berpengaruh positif terhadap kinerja karyawan. Selain itu, keterikatan karyawan berperan sebagai mediator parsial yang signifikan dalam memperkuat hubungan antara motivasi dan kepuasan kerja terhadap kinerja. Temuan ini menegaskan pentingnya strategi organisasi dalam meningkatkan motivasi, kepuasan, dan keterikatan karyawan guna mendorong kinerja yang optimal di lingkungan perusahaan.

Kata Kunci: Konsultan IT; Motivasi Kerja; Kepuasan Kerja; Keterikatan Karyawan; Kinerja Karyawan

PENDAHULUAN

Dalam persaingan bisnis yang dinamis dan kompetitif, kinerja karyawan menjadi faktor keberhasilan perusahaan (Falah & Ayuningtyas, 2020). PT ABC, perusahaan konsultan IT, memahami pentingnya motivasi kerja, kepuasan kerja, dan keterikatan karyawan untuk mencapai tujuan organisasi. Kinerja karyawan mencerminkan kontribusi positif mereka, yang dipengaruhi oleh faktor-faktor seperti motivasi kerja—dorongan untuk bekerja efektif (Adinda *et al.*, 2023), dan kepuasan kerja, yaitu perwujudan perasaan terhadap pekerjaan yang relevan sebagaimana ditunjukkan dalam penelitian sebelumnya (Susanto *et al.*, 2023). Keterikatan karyawan juga berperan memperkuat ikatan dengan perusahaan dan mendorong partisipasi aktif.

Ketiga faktor ini menjadi semakin penting karena mampu membantu perusahaan mengatasi tantangan-tantangan umum dalam manajemen sumber daya manusia, seperti menurunnya loyalitas, tekanan kerja tinggi, dan kesenjangan antara karyawan dengan budaya organisasi. Dengan meningkatkan motivasi, menciptakan kepuasan kerja yang berkelanjutan, dan membangun keterikatan emosional serta profesional yang kuat antara karyawan dan perusahaan. PT ABC dapat menciptakan lingkungan kerja yang produktif dan adaptif, yang pada akhirnya berdampak positif terhadap peningkatan kinerja secara keseluruhan.



Gambar 1. Diagram Key Performance Indicator PT ABC
Sumber: HR Management PT ABC

Berdasarkan data perusahaan dari PT ABC, menunjukkan peningkatan KPI karyawan dari 3,2 pada 2022 menjadi 3,3 pada 2023, mengindikasikan adanya faktor pendukung seperti motivasi dan kepuasan kerja yang perlu dianalisis lebih lanjut untuk mendukung strategi manajemen.

Hasil pra-survei terhadap 20 karyawan PT ABC mengungkapkan poin penting: 19 responden memiliki motivasi tinggi untuk mencapai target kerja, hanya 1 yang tidak; 14 karyawan puas dengan kondisi kerja, 6 tidak puas; keterikatan organisasional terbagi rata (10 terlibat, 10 tidak); 19 merasa memiliki keseimbangan kerja-hidup yang baik; dan 19 terlibat dalam pengambilan keputusan. Meskipun kepuasan kerja tidak secara langsung memengaruhi kinerja, pengaruhnya terhadap keterikatan karyawan tetap signifikan. Penelitian ini bertujuan menganalisis pengaruh motivasi kerja dan kepuasan kerja terhadap kinerja karyawan, dengan keterikatan karyawan sebagai variabel mediasi. Dengan memanfaatkan data KPI dan pra-survei, penelitian ini memberikan wawasan bagi manajemen untuk meningkatkan kinerja karyawan dan memastikan keberhasilan jangka panjang dalam lingkungan bisnis yang kompleks dan berkembang.

Berdasarkan uraian latar belakang yang telah disampaikan, terdapat sejumlah permasalahan yang menjadi fokus dalam penelitian ini. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis sejauh mana pengaruh motivasi kerja terhadap kinerja

karyawan di PT ABC. Selain itu, penelitian ini juga mengkaji apakah kepuasan kerja memiliki pengaruh positif dan signifikan terhadap kinerja karyawan. Di samping itu, penting pula untuk mengetahui apakah motivasi kerja dan kepuasan kerja berpengaruh terhadap keterikatan karyawan. Keterikatan karyawan sendiri juga perlu diteliti pengaruhnya terhadap kinerja karyawan. Lebih jauh lagi, penelitian ini akan menganalisis apakah keterikatan karyawan berperan sebagai variabel mediasi dalam hubungan antara motivasi kerja dan kinerja karyawan, serta antara kepuasan kerja dan kinerja karyawan di lingkungan kerja PT ABC. Keseluruhan permasalahan ini dirumuskan untuk mendapatkan gambaran menyeluruh mengenai faktor-faktor yang memengaruhi kinerja karyawan melalui pendekatan psikologis dan organisasi.

Sejalan dengan rumusan masalah tersebut, tujuan dari penelitian ini adalah untuk mengetahui dan menganalisis pengaruh motivasi kerja terhadap kinerja karyawan di PT ABC, serta untuk menganalisis pengaruh kepuasan kerja terhadap kinerja karyawan. Penelitian ini juga bertujuan untuk mengkaji pengaruh motivasi kerja terhadap keterikatan karyawan, serta pengaruh kepuasan kerja terhadap keterikatan karyawan. Selain itu, penelitian ini bertujuan untuk mengevaluasi pengaruh keterikatan karyawan terhadap kinerja karyawan. Terakhir, penelitian ini juga dimaksudkan untuk menguji peran mediasi keterikatan karyawan dalam hubungan antara motivasi kerja dan kinerja, serta antara kepuasan kerja dan kinerja karyawan. Melalui tujuan-tujuan ini, diharapkan hasil penelitian dapat memberikan kontribusi teoritis dan praktis bagi pengembangan manajemen sumber daya manusia di PT ABC.

TINJAUAN PUSTAKA

Kinerja Karyawan

Kinerja karyawan merupakan cerminan kontribusi sumber daya manusia terhadap kemajuan perusahaan, bergantung pada motivasi, kemampuan, serta pemahaman tugas yang jelas (Widodo & Yandi, 2022). Di PT ABC, kinerja karyawan yang meningkat dari KPI 3,2 (2022) menjadi 3,3 (2023) menunjukkan peran penting dari manajemen yang efektif. Menurut (Tanjung & Rasyid, 2023), kinerja diukur melalui indikator efektivitas, efisiensi, kualitas, ketepatan waktu, dan produktivitas, yang mencerminkan keselarasan proses kerja dengan tujuan organisasi, sehingga dalam hal ini membutuhkan komitmen individu dan kebijakan yang mendukung kepentingan bersama perusahaan dan karyawan.

Motivasi Kerja

Motivasi kerja, sebagai dorongan internal dan eksternal, juga berperan penting dalam meningkatkan kinerja karyawan dan produktivitas, sesuai penelitian Arisanti *et al.* (2019) dan Susanto *et al.* (2023). Kepuasan kerja, perasaan terhadap pekerjaan berkaitan erat dengan motivasi, meningkatkan loyalitas dan kinerja saat karyawan termotivasi (Harahap & Khair, 2019). Di PT ABC, keterikatan karyawan memediasi hubungan ini, mendukung peningkatan KPI dari 3,2 (2022) menjadi 3,3 (2023), sehingga organisasi perlu mengoptimalkan faktor-faktor ini untuk mencapai tujuan bisnis. Studi ini mengajukan dua hipotesis tentang motivasi kerja sebagai berikut:

H₁: Motivasi kerja memiliki dampak positif dan signifikan terhadap kinerja karyawan.

H₃: Motivasi kerja memiliki dampak positif dan signifikan terhadap keterikatan karyawan.

Kepuasan Kerja

Kepuasan kerja berperan penting dalam meningkatkan produktivitas perusahaan dan kesejahteraan karyawan, dengan manfaat seperti peningkatan kinerja, pengurangan absensi, dan retensi karyawan yang lebih baik (Tanjung & Rasyid, 2023). Kepuasan kerja, sebagai motivasi moral, mendorong kedisiplinan dan prestasi kerja karyawan di PT ABC, namun

dipengaruhi oleh dukungan lingkungan kerja, tanpa kerja sama pemimpin dan rekan kerja maka kepuasan akan menurun dan menghambat tujuan organisasi (Harahap & Khair, 2019). Menurut Sudibjo & Sutarji (2020), kepuasan kerja bergantung pada beberapa faktor seperti pembayaran, promosi, rekan kerja, supervisi, dan pekerjaan itu sendiri, sebagaimana yang juga diadopsi dari teori kepuasan kerja sebelumnya, sebagaimana tercermin dalam peningkatan KPI dari 3,2 (2022) menjadi 3,3 (2023). Studi ini mengajukan dua hipotesis mengenai kepuasan kerja sebagai berikut:

H₂: Kepuasan kerja memiliki dampak positif dan signifikan terhadap kinerja karyawan.

H₄: Kepuasan kerja memiliki dampak positif dan signifikan terhadap keterikatan karyawan.

Keterikatan Karyawan

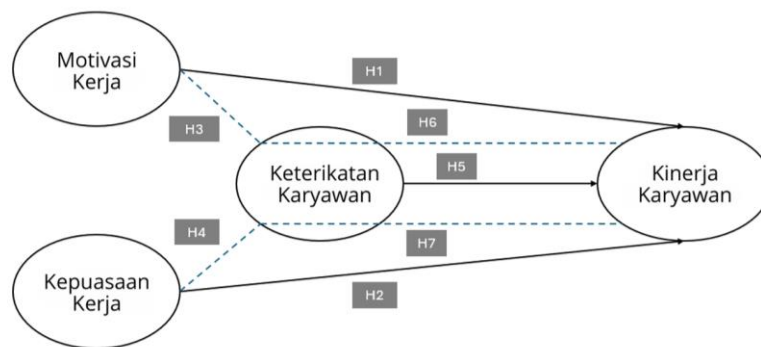
Keterikatan karyawan memiliki peran vital dalam pencapaian tujuan perusahaan, mencakup keterlibatan emosional, kognitif, dan perilaku karyawan terhadap pekerjaan dan organisasi (Arisanti *et al.*, 2019). Di PT ABC, karyawan yang terlibat aktif menunjukkan motivasi, dedikasi, dan inisiatif tinggi, berkontribusi pada strategi organisasi dan mendukung peningkatan KPI dari 3,2 (2022) menjadi 3,3 (2023). Menurut (Arifin *et al.*, 2019), keterikatan karyawan mencerminkan antusiasme, kepuasan, dan semangat kerja, memperkuat loyalitas serta hubungan dengan perusahaan, sehingga menjadi topik hangat dalam manajemen sumber daya manusia, sebagaimana dibahas dalam *employee engagement & experience* (Tamrin, 2021). Studi ini mengajukan tiga hipotesis mengenai keterikatan karyawan sebagai berikut:

H₅: Keterikatan karyawan memiliki dampak positif dan signifikan terhadap kinerja karyawan.

H₆: Keterikatan karyawan memediasi hubungan antara motivasi kerja dengan kinerja karyawan.

H₇: Keterikatan karyawan memediasi hubungan antara kepuasan kerja dengan kinerja karyawan.

Kerangka Konseptual



Gambar 2. Kerangka Konseptual
Sumber: (Riyanto *et al.*, 2021)

METODE PENELITIAN

Pendekatan Penelitian

Penelitian ini dilakukan dengan pendekatan kuantitatif berbasis positivisme untuk menguji hipotesis dengan data numerik yang diolah secara statistik (Sugiyono, 2018). Pendekatan kausalitas dan desain *cross-sectional* diterapkan untuk menganalisis pengaruh motivasi kerja (X1) dan kepuasan kerja (X2) terhadap kinerja karyawan (Y), dengan keterikatan karyawan (Z) sebagai mediator, melalui pengumpulan data sekali via kuesioner di PT ABC (Sekaran & Bougie, 2016).

Objek dan Subjek Penelitian

Objek penelitian ini mencakup motivasi kerja, kepuasan kerja, kinerja karyawan, dan keterikatan karyawan, yang direplikasi dari studi (Riyanto *et al.*, 2021). berjudul “*Effect of Work Motivation and Job Satisfaction on Employee Performance: Mediating Role of Employee Engagement*”. Subjek penelitian adalah karyawan PT ABC, berusia 22–43 tahun dengan masa kerja 1–2 tahun, meliputi laki-laki dan perempuan. Pemilihan subjek didasarkan pada karakteristik perusahaan start-up, dengan tujuan menganalisis hubungan sebab-akibat antar variabel tersebut.

Populasi dan Sampel

Populasi dalam penelitian ini adalah seluruh karyawan PT ABC sebanyak 109 orang, yang merupakan wilayah generalisasi untuk menarik kesimpulan (Sugiyono, 2018). Sampel diambil menggunakan teknik *non-probability sampling*, khususnya *sampling jenuh*, di mana seluruh populasi (109 pegawai, kecuali *project management* dan *C-level management*) dijadikan sampel karena tidak ada peningkatan keterwakilan jika jumlah ditambah. Pendekatan ini dipilih karena tidak semua elemen populasi memiliki kesempatan sama untuk menjadi sampel, sesuai karakteristik desain *non-probability sampling* (Sekaran & Bougie, 2016).

Instrumen Penelitian

Dalam penelitian ini, instrumen dikembangkan untuk mengukur motivasi kerja (X1 dan kepuasan kerja (X2) sebagai variabel independen, keterikatan karyawan (Z) sebagai variabel mediasi, serta kinerja karyawan (Y) sebagai variabel dependen. Setiap variabel diukur melalui indikator berupa pernyataan yang disusun berdasarkan teori terkait, menggunakan skala *likert* lima poin, mulai dari "Sangat Tidak Setuju" (1) hingga "Sangat Setuju" (5), untuk menilai respons karyawan PT ABC terhadap hubungan antar variabel tersebut.

Motivasi Kerja (Riyanto *et al.*, 2021)

1. Gaji yang saya terima sudah mencukupi untuk memenuhi kebutuhan saya.
2. Saya merasa perusahaan memberikan tunjangan transportasi yang memadai.
3. Saya merasa puas dengan ketersediaan cuti sakit yang disediakan oleh perusahaan.
4. Saya merasa terjamin dengan adanya tunjangan kesehatan dari perusahaan.
5. Peralatan kerja yang disediakan oleh perusahaan memenuhi kebutuhan saya.
6. Saya merasa aman dan nyaman saat bekerja di perusahaan ini.
7. Saya dapat bekerja sama dengan baik dengan rekan kerja.
8. Saya merasa memiliki hubungan kekeluargaan yang kuat dengan rekan kerja.
9. Saya memiliki keinginan untuk berpartisipasi dalam setiap acara bersama di kantor.
10. Saya merasa penghargaan untuk karyawan dengan kinerja terbaik sangat memotivasi saya.
11. Pujian dari atasan jika saya bekerja dengan baik sangat berarti bagi saya.
12. Bonus yang diberikan untuk kinerja yang tinggi sangat mendorong saya untuk bekerja lebih baik.
13. Saya merasa memiliki kesempatan untuk berpartisipasi dalam menentukan tujuan perusahaan.
14. Tugas yang saya terima sesuai dengan kemampuan saya.
15. Saya merasa memiliki banyak kesempatan untuk mengembangkan keterampilan dan kemampuan saya di perusahaan ini.

Kepuasan Kerja (Riyanto *et al.*, 2021)

1. Saya dapat bekerja sesuai dengan pengetahuan dan keterampilan yang saya miliki.
2. Saya memiliki kebebasan untuk bekerja sesuai dengan keinginan saya.

3. Saya memiliki kebebasan untuk bekerja sesuai dengan keinginan saya.
4. Gaji yang saya terima sesuai dengan pekerjaan yang saya lakukan.
5. Pembayaran lembur saya sesuai dengan harapan saya.
6. Gaji saya selalu dibayarkan tepat waktu.
7. Terdapat kebijakan yang jelas mengenai promosi/kenaikan jabatan di perusahaan ini.
8. Promosi di perusahaan ini dianggap adil dan objektif.
9. Terdapat peluang untuk kemajuan karier sesuai dengan keahlian saya.
10. Ada supervisi kerja yang selalu dilakukan.
11. Saya menerima umpan balik (*feedback*) dari atasan mengenai pekerjaan yang telah saya lakukan.
12. Saya mendapatkan saran atau masukan jika saya mengalami kesulitan dalam melakukan pekerjaan.
13. Komunikasi antara rekan kerja sudah terjalin dengan baik.
14. Saya mendapatkan bantuan langsung untuk menyelesaikan pekerjaan tepat waktu.
15. Rekan kerja memberikan dukungan ketika saya menghadapi kesulitan dalam pekerjaan.
16. Kondisi tempat kerja saya nyaman.
17. Saya memiliki peralatan dan alat kerja yang lengkap.
18. Pencahayaan di tempat kerja saya cukup nyaman.

Keterikatan Karyawan (Riyanto *et al.*, 2021)

1. Saya memiliki energi yang tinggi saat melakukan pekerjaan.
2. Saya memiliki tekad yang kuat dan berusaha sebaik mungkin untuk menyelesaikan pekerjaan.
3. Saya tidak mudah menyerah dalam menyelesaikan pekerjaan.
4. Saya gigih dalam menyelesaikan pekerjaan sampai selesai.
5. Saya bangga dengan pekerjaan saya sehingga sulit untuk meninggalkan perusahaan ini.
6. Saya selalu antusias dalam menjalankan pekerjaan.
7. Waktu terasa cepat berlalu saat bekerja.
8. Saya memiliki tingkat konsentrasi yang tinggi dalam melakukan pekerjaan.
9. Saya menikmati menjalankan tugas-tugas pekerjaan.

Kinerja Karyawan (Riyanto *et al.*, 2021)

1. Saya mahir dalam melakukan pekerjaan di tempat kerja ini.
2. Saya bekerja dengan teliti dalam menyelesaikan tugas-tugas pekerjaan.
3. Saya secara konsisten menyelesaikan pekerjaan sesuai dengan standar kualitas perusahaan.
4. Jumlah pekerjaan yang saya selesaikan sesuai dengan standar yang diharapkan.
5. Saya sering menyelesaikan pekerjaan lebih cepat dari waktu yang ditetapkan.
6. Saya jarang menunda-nunda pekerjaan yang harus diselesaikan.
7. Saya memiliki keterampilan yang relevan dengan bidang pekerjaan saya.
8. Saya menggunakan keterampilan saya secara efektif untuk melakukan pekerjaan ini.
9. Saya memahami dengan baik tugas-tugas yang harus saya lakukan.
10. Saya konsisten dalam menyelesaikan pekerjaan sesuai dengan jadwal yang telah ditentukan.
11. Saya bertanggung jawab atas hasil pekerjaan yang saya lakukan.
12. Saya selalu hadir tepat waktu di tempat kerja.

HASIL DAN PEMBAHASAN

Karakteristik Responden

Pada karakteristik jenis kelamin, diketahui bahwa karyawan laki-laki lebih banyak dengan jumlah 87 orang (79,82%), sedangkan perempuan hanya 22 orang (20,18%), sehingga penelitian ini didominasi oleh laki-laki di PT ABC.

Berdasarkan data pada karakteristik usia, diketahui bahwa karyawan terbanyak berusia 21–30 tahun sebanyak 90 orang (82,57%), diikuti 31–40 tahun (18 orang, 27,17%), dan 41–50 tahun hanya 1 orang (0,92%), menunjukkan mayoritas responden adalah generasi Z dan Y.

Pada karakteristik lama bekerja, karyawan dengan masa kerja 1,6–2 tahun mendominasi sebanyak 64 orang (58,72%), sementara 1–1,5 tahun ada 45 orang (41,28%), mengindikasikan pengalaman kerja terbanyak di kisaran 1,6–2 tahun.

Berdasarkan data, diketahui bahwa responden dengan status karyawan kontrak lebih banyak yaitu 72 orang (66,06%), dibandingkan karyawan tetap sebanyak 37 orang (33,94%), sehingga mayoritas responden adalah pekerja kontrak.

Pada karakteristik posisi kerja, diketahui bahwa posisi developer terbanyak dengan 28 orang (25,69%), diikuti *software engineer* (15 orang, 13,76%) dan *quality assurance* (11 orang, 10,09%), sementara posisi lain seperti *3D artist* hingga *sales* bervariasi antara 0,92%–6,42%. Berdasarkan data, diketahui bahwa divisi *plantation* memiliki karyawan terbanyak yaitu 34 orang (31,19%), diikuti *migoku/adaloka* (28 orang, 25,69%), *optimind AR/VR* (26 orang, 23,85%), dan *widetrack* (21 orang, 19,27%)

Hasil Uji Model Pengukuran (*Outer Model*)

Uji *outer model* dijalankan guna menggambarkan keterkaitan antara variabel laten dan indikatornya serta menguji validitas dan reliabilitas instrumen penelitian. Pengujian ini dilakukan menggunakan prosedur *PLS Algorithm* pada *software* SmartPLS yang menerapkan pengukuran *outer model* sebagai berikut:

Tabel 1. Uji Validitas Konvergen AVE

Variabel	AVE	Rule of Thumb	Keterangan
MOT	0,590	> 0,50	Valid
KEP	0,554		Valid
KET	0,517		Valid
KIN	0,547		Valid

Sumber: Hasil Pengolahan Data SmartPLS 3.0 (2024)

Tabel 2. Uji Validitas Diskriminan Nilai *Cross Loading*

Kode	Kepuasan Kerja (X2)	Keterikatan Karyawan (Z)	Kinerja Karyawan (Y)	Motivasi Kerja (X1)
KEP1	0,718	0,358	0,197	0,441
KEP10	0,721	0,207	0,015	0,455
KEP11	0,725	0,248	0,285	0,401
KEP12	0,769	0,239	0,228	0,563
KEP13	0,766	0,196	0,300	0,411
KEP15	0,744	0,233	0,243	0,547
KEP16	0,743	0,300	0,100	0,416
KEP17	0,757	0,178	0,101	0,424
KEP2	0,703	0,140	0,160	0,362
KEP3	0,728	0,190	0,182	0,422

Kode	Kepuasan Kerja (X2)	Keterikatan Karyawan (Z)	Kinerja Karyawan (Y)	Motivasi Kerja (X1)
KEP4	0,724	0,170	0,125	0,412
KEP5	0,761	0,227	0,248	0,383
KEP6	0,788	0,150	0,165	0,476
KEP7	0,781	0,198	0,192	0,438
KEP8	0,733	0,176	0,056	0,389
KET1	0,132	0,716	0,233	0,189
KET2	0,246	0,712	0,270	0,212
KET3	0,104	0,713	0,267	0,089
KET4	0,156	0,720	0,274	0,158
KET5	0,242	0,713	0,256	0,132
KET6	0,242	0,717	0,202	0,215
KET7	0,215	0,733	0,163	0,278
KET8	0,186	0,711	0,126	0,245
KET9	0,356	0,733	0,140	0,348
KIN1	0,278	0,266	0,783	0,103
KIN10	0,249	0,139	0,721	0,090
KIN11	0,223	0,141	0,748	0,031
KIN2	0,229	0,269	0,736	0,133
KIN3	0,007	0,175	0,727	-0,053
KIN4	0,177	0,234	0,759	0,028
KIN5	0,056	0,092	0,723	-0,056
KIN6	0,104	0,257	0,734	0,190
KIN7	0,216	0,304	0,757	0,145
KIN8	0,248	0,125	0,715	0,212
KIN9	0,110	0,272	0,729	0,042
MOT1	0,404	0,145	0,067	0,801
MOT10	0,424	0,188	0,013	0,804
MOT11	0,448	0,267	0,097	0,754
MOT12	0,535	0,161	0,144	0,781
MOT13	0,411	0,263	0,061	0,774
MOT14	0,528	0,296	0,070	0,819
MOT15	0,585	0,149	0,108	0,719
MOT3	0,471	0,220	0,098	0,771
MOT4	0,309	0,096	0,077	0,706
MOT5	0,412	0,267	0,172	0,758
MOT6	0,462	0,296	0,147	0,788
MOT7	0,314	0,104	-0,089	0,737
MOT8	0,461	0,221	0,047	0,764

Sumber: Hasil Pengolahan Data SmartPLS 3.0 (2024)

Tabel 3. Uji Validitas Diskriminan Hasil Kriteria *Fornell-Larcker*

Variabel	Kepuasan Kerja (X2)	Keterikatan Karyawan (Z)	Kinerja Karyawan (Y)	Motivasi Kerja (X1)
Kepuasan Kerja (X2)	0,744			
Keterikatan Karyawan (Z)	0,302	0,719		
Kinerja Karyawan (Y)	0,256	0,298	0,740	
Motivasi Kerja (X1)	0,590	0,296	0,120	0,768

Sumber: Hasil Pengolahan Data SmartPLS 3.0 (2024)

Tabel 4. Uji Validitas Diskriminan Hasil HTMT

Variabel	Kepuasan Kerja (X2)	Keterikatan Karyawan (Z)	Kinerja Karyawan (Y)	Motivasi Kerja (X1)
Kepuasan Kerja (X2)				
Keterikatan Karyawan (Z)	0,303			
Kinerja Karyawan (Y)	0,252	0,321		
Motivasi Kerja (X1)	0,605	0,292	0,161	0,768

Berdasarkan tabel di atas terlihat bahwa setiap indikator memiliki nilai AVE > 0,50, yang berarti standar validitas konvergen telah terpenuhi, sehingga indikator dapat dinyatakan valid. Pada standar validitas diskriminan *cross loading* >0,70 kemudian kriteria Fornell-Larcker mengindikasikan bahwa korelasi masing-masing variabel dengan dirinya sendiri sudah lebih tinggi dibandingkan dengan variabel lain, lalu nilai HTMT yang diperoleh dari setiap pasangan variabel juga tidak melebihi nilai ambang 0,85 atau 0,90 sehingga dengan demikian semua data konstruk valid untuk digunakan dalam model ini.

Tabel 5. Uji Reliabilitas

Variabel	<i>Cronbach's Alpha</i>	<i>Rule of Thumb</i>	<i>Composite Reliability</i>	<i>Rule of Thumb</i>	Keterangan
Kepuasan Kerja (X2)	0,943	> 0,60	0,949	> 0,70	Reliabel
Keterikatan Karyawan (Z)	0,883		0,906		Reliabel
Kinerja Karyawan (Y)	0,918		0,930		Reliabel
Motivasi Kerja (X1)	0,943		0,949		Reliabel

Sumber: Hasil Pengolahan Data SmartPLS 3.0 (2024)

Berdasarkan hasil uji realibilitas di atas yang menunjukkan bahwa nilai *Composite Reliability* seluruh variabel lebih besar dari 0,7 dan nilai *Cronbach's Alpha* seluruh variabel lebih besar dari 0,6. Dengan demikian dapat disimpulkan bahwa hasil *Composite Reliability* dan *Cronbach's Alpha* seluruh variabel mempunyai nilai reliabilitas yang baik.

Hasil Uji Model Struktural (*Inner Model*)

Uji *inner model* dijalankan guna memprediksi hubungan kausal antara variabel laten yang dikembangkan berdasarkan landasan teoritis tertentu. Pengujian ini dilakukan menggunakan metode *Bootstrapping* dan *Blindfolding* yang tersedia dalam aplikasi Smart PLS.

Tabel 6. Nilai *R-square*

Variabel	<i>R-square</i>	<i>R-square</i> Adjusted	Keterangan
Keterikatan Karyawan (Z)	0,461	0,456	Lemah

Kinerja Karyawan (Y)	0,632	0,627	Moderat
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Nilai *R-square* untuk variabel Kinerja Karyawan (Y) adalah 0,632, yang berarti 63,2% variasinya dipengaruhi oleh variabel Motivasi Kerja (X1), Kepuasan Kerja (X2), dan Keterikatan Karyawan (Z), sementara sisanya (36,8%) dipengaruhi oleh faktor lain. Untuk variabel Keterikatan Karyawan (Z), nilai *R-square* sebesar 0,461 menunjukkan bahwa 46,1% variasi dijelaskan oleh X1 dan X2, dengan sisanya (53,9%) adalah dipengaruhi faktor eksternal.

Uji Mediasi

Uji mediasi dijalankan guna menentukan apakah variabel mediator (keterikatan karyawan) dapat menjelaskan hubungan antara variabel independen (motivasi kerja dan kepuasan kerja) dengan variabel dependen (kinerja karyawan).

Tabel 7. *Path Coefficient* Tanpa Variabel Mediasi

Hubungan	<i>Path Coefficient</i>	<i>T-statistics</i>	<i>P-values</i>
KEP → KIN	0,315	2,264	0,002
Motivasi Kerja → Kinerja Karyawan	0,422	2,232	0,004

Sumber: Hasil Pengolahan Data SmartPLS 3.0 (2024)

Terlihat variabel motivasi kerja dan kepuasan kerja memiliki pengaruh langsung terhadap kinerja karyawan dengan *t-statistik* > 1,64 dan *p-values* < 0,05. Pengaruh tidak langsung ini melalui variabel keterikatan karyawan dianalisis menggunakan nilai VAF, yang merupakan upaya untuk menilai efek mediasi. $VAF > 80\%$ menunjukkan mediasi penuh dengan $20\% \leq VAF \leq 80\%$ menunjukkan mediasi parsial, sedangkan $VAF < 20\%$ menunjukkan tidak adanya mediasi.

Perhitungan nilai VAF untuk pengaruh variabel motivasi kerja terhadap variabel kinerja karyawan melalui variabel keterikatan karyawan.

$$\begin{aligned}
 VAF &= \frac{\text{Indirect effect}}{\text{Indirect effect} + \text{Direct effect}} \\
 VAF &= \frac{(\text{mot-ket} \times \text{ket-kin})}{(\text{mot-ket} \times \text{ket-kin}) + 2,232} \\
 VAF &= \frac{(2,626 \times 4,862)}{(2,626 \times 4,862) + 2,232} \\
 VAF &= \frac{12,767}{12,767 + 2,232} \\
 VAF &= \frac{12,767}{14,999} \\
 VAF &= 0,781 \\
 VAF &= 78,1\% = \text{Mediasi Parsial}
 \end{aligned}$$

Terlihat dari perhitungan diatas yang menunjukkan bahwa nilai VAF sebesar 78,1% memberi petunjuk bahwa mediasi parsial variabel keterikatan karyawan dalam hubungan variabel motivasi kerja–kinerja karyawan, adalah variabel keterikatan karyawan meningkatkan pengaruh motivasi kerja terhadap kinerja karyawan.

Perhitungan nilai VAF untuk pengaruh variabel kepuasan kerja terhadap kinerja karyawan melalui keterikatan karyawan.

$$VAF = \frac{\text{Indirect effect}}{\text{Indirect effect} + \text{Direct effect}}$$

$$\begin{aligned}
\text{VAF} &= \frac{(\text{kep}-\text{ket} \times \text{ket}-\text{kin})}{(\text{kep}-\text{ket} \times \text{ket}-\text{kin}) + 2,264} \\
\text{VAF} &= \frac{(2,083 \times 4,862)}{(2,083 \times 4,862) + 2,264} \\
\text{VAF} &= \frac{10,127}{12,767 + 2,264} \\
\text{VAF} &= \frac{10,127}{12,391} \\
\text{VAF} &= 0,793 \\
\text{VAF} &= 79,3\% = \text{Mediasi Parsial}
\end{aligned}$$

Nilai VAF sebesar 79,3% menunjukkan bahwa keterikatan karyawan berperan sebagai mediator parsial dalam hubungan antara variabel kepuasan kerja dan kinerja karyawan, di mana keterikatan karyawan memperkuat pengaruh variabel kepuasan kerja terhadap kinerja karyawan.

Tabel 8. Uji Signifikansi

Hipotesis	Hubungan Variabel	Standardized Path Coefficient	T-statistics	P-values	Kesimpulan
H1	MOT → KIN	0,562	4,761	0,000	Didukung
H2	KEP → KIN	0,383	2,065	0,005	Didukung
H3	MOT → KET	0,461	2,626	0,007	Didukung
H4	KEP → KET	0,353	2,083	0,002	Didukung
H5	KET → KIN	0,594	4,862	0,000	Didukung
H6	MOT → KIN (dengan KET sebagai mediator)	0,291	2,285	0,007	Didukung
H7	KEP → KIN (dengan KET sebagai mediator)	0,287	2,015	0,005	Didukung

Sumber: Hasil Pengolahan Data SmartPLS 3.0 (2024)

Pembahasan

Hasil pengujian hipotesis pertama menunjukkan kepada kita bahwa motivasi kerja memiliki pengaruh positif dan signifikan terhadap kinerja karyawan ($\beta = 0,562$; $t = 4,761$; $p < 0,05$). Dengan kata lain, semakin tinggi motivasi kerja di PT. ABC akan membawa hasil yang semakin baik pula dalam kinerja yang ditunjukkan karyawan. Beberapa faktor utama yang turut mendukung peningkatan kinerja meliputi kesesuaian tugas dengan keterampilan, rasa aman dalam bekerja, lingkungan kerja yang nyaman, serta dukungan sosial. Karyawan yang memiliki motivasi tinggi cenderung lebih fokus dan produktif dalam menjalankan tugasnya. Hasil ini konsisten dengan temuan dari penelitian yang dilakukan oleh Hutagalung (2022) serta Suryawan & Salsabilla (2022).

Hasil pengujian hipotesis kedua menemukan bahwa kepuasan kerja berdampak positif dan signifikan terhadap kinerja karyawan ($\beta = 0,383$; $t = 2,065$; $p < 0,05$). Hasil ini menunjukkan bahwa karyawan yang merasa puas dengan lingkungan kerja, kompensasi, dan peluang karir akan cenderung menunjukkan kinerja yang lebih baik. Hasil ini juga mendukung penelitian sebelumnya oleh Arifin *et al.* (2019).

Hasil pengujian hipotesis ketiga menemukan bahwa variabel motivasi kerja memiliki dampak positif dan signifikan terhadap keterikatan karyawan ($\beta = 0,461$; $t = 2,626$; $p < 0,05$). Bahwa kesesuaian tugas, keamanan, dan penghargaan dari manajer menjadi faktor penting

dalam menghadirkan dan meningkatkan rasa memiliki karyawan terhadap perusahaan. Temuan ini juga sesuai dengan hasil penelitian Engidaw (2021).

Hasil pengujian hipotesis keempat menemukan bahwa variabel kepuasan kerja memiliki dampak positif dan signifikan terhadap keterikatan karyawan ($\beta = 0,353$; $t = 2,083$; $p < 0,05$). Karyawan yang merasa puas dengan fasilitas kerja, keamanan, dan dukungan sosial cenderung memiliki ikatan yang kuat dengan perusahaan. Hasil pengujian ini juga mendukung penelitian Sudibjo & Sutarji (2020).

Hasil pengujian hipotesis kelima menunjukkan bahwa variabel keterikatan karyawan memiliki dampak positif dan signifikan terhadap kinerja karyawan ($\beta = 0,594$; $t = 4,862$; $p < 0,05$). Keberadaan semangat kerja yang tinggi, kegigihan, dan rasa bangga terhadap perusahaan menjadi indikator kuat dalam meningkatkan kinerja. Temuan ini sejalan dengan hasil penelitian Ismail *et al.* (2019).

Hasil pengujian hipotesis keenam menunjukkan bahwa variabel keterikatan karyawan memediasi hubungan antara motivasi kerja dan kinerja karyawan secara parsial ($VAF = 78,1\%$; $\beta = 0,291$; $t = 2,285$; $p < 0,05$). Mediasi ini menunjukkan bahwa motivasi kerja lebih efektif meningkatkan kinerja melalui peningkatan keterikatan karyawan. Hasil ini mendukung penelitian Chien *et al.* (2020).

Hasil pengujian hipotesis ketujuh menemukan bahwa variabel keterikatan karyawan memediasi hubungan antara kepuasan kerja dan kinerja karyawan secara parsial ($VAF = 79,3\%$; $\beta = 0,287$; $t = 2,015$; $p < 0,05$). Kenyamanan kerja, rasa memiliki, dan saling mendukung menjadi faktor penting dalam memperkuat hubungan ini. Temuan ini sesuai dengan hasil studi Fidyah & Setiawati (2020).

KESIMPULAN DAN SARAN

Pada akhirnya penelitian ini bertujuan menguji pengaruh variabel motivasi kerja dan kepuasan kerja terhadap kinerja karyawan, serta bagaimana keterikatan karyawan memediasi hubungan tersebut di PT. ABC. Dari analisis data yang diperoleh melalui kuisioner yang dibagikan kepada 109 karyawan menggunakan SmartPLS 3.0. menunjukkan bahwa variabel motivasi kerja dan kepuasan kerja memiliki pengaruh positif dan signifikan terhadap kinerja karyawan. Motivasi kerja memberikan dampak lebih dominan dibandingkan kepuasan kerja dalam meningkatkan kinerja. Faktor-faktor seperti kesesuaian tugas dengan kemampuan karyawan, keamanan, kenyamanan, serta dukungan sosial menjadi pendorong utama motivasi kerja yang pada akhirnya meningkatkan kinerja. Di sisi lain, kepuasan kerja yang tinggi, tercermin dari fasilitas kerja yang nyaman, kompensasi tepat waktu, dan peluang karir, juga berkontribusi signifikan terhadap peningkatan kinerja.

Selain itu, motivasi kerja dan kepuasan kerja juga berpengaruh positif dan signifikan terhadap keterikatan karyawan. Karyawan yang merasa termotivasi dan puas cenderung memiliki rasa memiliki yang lebih kuat terhadap perusahaan. Keterikatan karyawan juga terbukti memiliki pengaruh positif dan signifikan terhadap kinerja karyawan. Indikator seperti energi tinggi, kegigihan dalam bekerja, dan rasa bangga terhadap perusahaan menjadi faktor utama yang mendorong peningkatan kinerja.

Keterikatan karyawan memediasi hubungan antara motivasi kerja dan kepuasan kerja dengan kinerja karyawan secara parsial. Pengaruh motivasi kerja terhadap kinerja meningkat setelah dimediasi oleh keterikatan karyawan sebesar 78,1%, sementara pengaruh kepuasan kerja terhadap kinerja karyawan meningkat sebesar 79,3% melalui mediasi keterikatan karyawan. Hal ini menunjukkan bahwa keterikatan karyawan memegang peran penting dalam memperkuat hubungan antara motivasi/kepuasan kerja dengan kinerja. Implikasinya, PT. ABC

perlu menciptakan lingkungan kerja yang mendukung motivasi, kepuasan, dan keterikatan karyawan guna meningkatkan kinerja secara optimal.

Hasil penelitian ini sejalan dengan temuan studi sebelumnya, seperti Hutagalung (2022), Suryawan & Salsabilla (2022), Arifin *et al.* (2019), dan Chien *et al.* (2020). Penelitian ini juga menyoroti pentingnya keterikatan karyawan sebagai faktor penting dalam manajemen sumber daya manusia. Untuk mencapai kinerja yang optimal, organisasi bukan hanya perlu memperhatikan faktor motivasi dan kepuasan kerja, tetapi juga perlu membangun keterikatan karyawan melalui budaya kerja yang inklusif, keamanan, dan kenyamanan.

Penelitian ini memiliki beberapa keterbatasan yang perlu diperhatikan. Pertama, jumlah responden yang digunakan hanya mencakup 109 orang, yang belum sepenuhnya mampu mewakili kondisi keseluruhan di PT ABC, terutama karena belum mencakup karyawan pada level manajerial seperti project manager hingga C-level. Kedua, penelitian ini hanya menganalisis dua variabel independen, yaitu motivasi kerja dan kepuasan kerja, sehingga belum mampu secara menyeluruh menjelaskan berbagai faktor lain yang mungkin turut memengaruhi kinerja karyawan. Ketiga, karakteristik responden yang digunakan dalam penelitian ini terbatas pada jenis kelamin, rentang usia, lama bekerja, status kerja, posisi kerja, dan divisi kerja, sehingga belum sepenuhnya memberikan gambaran utuh mengenai profil responden.

Berdasarkan keterbatasan tersebut, penelitian selanjutnya disarankan untuk melibatkan jumlah responden yang lebih besar dan mencakup berbagai tingkatan jabatan, atau bahkan memperluas objek penelitian agar hasil yang diperoleh lebih akurat dan memungkinkan adanya perbandingan antarunit atau antarperusahaan. Selain itu, penambahan variabel independen seperti pemberian *reward*, sistem kompensasi, dan gaya kepemimpinan juga disarankan guna memperkaya pemahaman mengenai faktor-faktor yang memengaruhi kinerja karyawan. Terakhir, karakteristik responden dapat diperluas dengan memasukkan data seperti tingkat pendidikan terakhir, status pernikahan, dan pendapatan guna memperoleh profil responden yang lebih lengkap dan mendalam.

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MODEL OF CHANGE MANAGEMENT PERFORMANCE IN CITRARAYA PARISH THROUGH THE LEADERSHIP ROLE OF THE PARISH PRIESTS

Matius Bili^{1)*}, Mercurius Broto Legowo²⁾

^{1,2)}*Paroki Citra Raya, Indonesia*

e-mail: richardbilly6983@yahoo.co.id

*(Corresponding Author indicated by an asterisk *)*

ABSTRACT

Change management in religious organizations, such as parishes, requires an effective management model so that it can run well and sustainably. The lack of consideration of personal quality factors and leadership of parish priests is a major problem in realizing better change management performance. This study is intended to initiate a change management performance model in Citra Raya Parish through the leadership role of the parish priest. This study uses an empirical research method with a quantitative approach, with a case study in Citra Raya Parish. Valid data was collected from 100 parishioners through an online empirical survey, using a purposive random sampling technique. The results of the study show that the effectiveness of change management performance in the parish environment was influenced by the role of the pastor's leadership style and the personal qualities he possesses. Theoretically, these results contribute significantly to the existing literature, in line with the understanding that good leadership and personal qualities impact the ability to overcome management changes in an organization in this case study in a religious organization. The performance model of change management in Citra Raya Parish produced in this study has significant benefits and can contribute to being a reference for other churches in managing change more systematically and sustainably.

Keywords: Change Management; Citra Raya Parish; Model; Parish Priest Leadership; Performance; Personal Quality

INTRODUCTION

Change is a deliberate or unintentional response to current forces and expectations. Change management is an effort to manage the consequences of organizational changes (Tampubolon, 2020). Change is beneficial to an organization's survival; without change, the organization is bound to fail. Changes may be brought about by internal or external factors. In a business organization or company, change management is a systematic and structured process for developing and implementing strategies and interventions for an organization that is transitioning to change for the better (Shyamala, 2024). However, change management in parishes, which are religious organizations, is felt to require a different change management model than is generally the case and must be effective to run well and sustainably. This is where the gap lies, namely that change management is always the main topic only for corporate organizations, not for religious organizations, in this study for the parish organization in the Catholic Church.

To overcome change management so that performance becomes better, good leadership is always needed. Leadership is indeed something classic and unique to discuss, a terminology, that has been around for a long time but remains a subject of study and discussion because it is an important thing to determine sustainability in an institution. Leaders, in general, are the most significant factor in the organization management process (Muna, 2022). The parish priest is the anchor for the continuity and continued growth of the Church of Catholic. The strong leadership of the priest of parish ensures that more people are willing to be part of the church (Mccrobie, 2019).

The leadership of a parish priest in a church is of course inseparable from good personal qualities. Personal qualities are a picture of an individual who is visionary, responsible, consistent, always motivated, tolerant, and always committed (Nadmilail et al., 2024). The personal qualities required for a parish priest are indicated by his moral integrity, empathy and patience, and good communication. In the Catholic Church, there is a hierarchy called the Parish (KAJ, 2019). Leadership to govern the Catholic Church requires priestly formation which implies a process of adapting oneself to Christ as Head, Shepherd, Servant, and Spouse (Pandego et al., 2025). This mystical process is a gift from God that will reach its fulfillment through priestly ordination.

The lack of consideration of personal quality factors and leadership of parish priests is a major problem in realizing better change management performance in Citra Raya Parish, Tangerang.

Previous research has been conducted on personal quality, leadership, and change management. Purnomo & Wibowo (2021) in their research stated that the Church holds a significant role in encouraging the improvement of the leadership of its parish priests related to the spiritual growth of its congregation because a quality parish leader, the congregation can understand how to follow God's path correctly (Purnomo & Wibowo, 2021). A study by Philip (2022) stated that church leaders do not yet have a proper change management strategy. The results of this study also show that church leaders must have an understanding of change management (Philip, 2022). Research by Bili et al. (2022) confirms that personal quality is related to the quality of pastoral ministry for spiritual wellbeing. One of the research results stated that a personal quality exerts a meaningful and beneficial impact on the quality of pastoral ministry within the church (Bili et al., 2022).

The problem formulation in this study is: "How understand the influence of personal quality on the development of a change management performance model through the leadership role of parish priests?". So, based on that formulation of the problem, the research aims to develop a change management performance model in Citra Raya Parish through the

leadership role of the parish priest. The objectives to be studied to be achieved in this research are to conduct empirical tests:

1. The direct influence of personal qualities on the leadership of parish priests.
2. The direct influence of parish priest leadership on change management performance.
3. The direct influence of personal qualities on changing management performance.
4. The indirect influence of personal quality on change management performance through the leadership of parish priests.

The performance model of change management in Citra Raya Parish produced in this study has significant benefits and can contribute to being a reference for other churches in managing change more systematically and sustainably.

LITERATURE REVIEW

Personal Quality

Many organizations and companies today recognize that personal qualities play a crucial role in achieving improved quality management services. Consequently, these qualities demand significant attention in the field of management (Nadmilail et al., 2024). According to Nadmilail et al. (2024) personal quality is a picture of an individual who is visionary, responsible, consistent, always motivated, tolerant, and always committed. In this study, the term personal quality is defined as a set of criteria reflecting a person's excellence, which includes self-motivation, positive thinking, and effective communication skills, particularly in the context of parishioners who engaged in pastoral ministry. In this study, the personal qualities required for a parish priest are indicated by his moral integrity, empathy and patience, and good communication.

Regarding moral issues in a person's life, moral integrity refers to an individual's steadfastness in maintaining principles, even words and activities must be in accordance with moral rules that are justified in society to achieve certain goals (Aisah et al., 2024). Meanwhile, empathy is the ability to understand and feel people's feelings (Manoranjitham et al., 2024). Pratiwi & Soetjningsih (2024), stated that the role of patience in human life is as self-control. Patience is considered a character strength and personality trait desirable for human well-being. Ultimately, good communication requires more than just transferring information, it is always the most critical factor in personal quality (Sumaiya et al., 2022).

Parish Priest Leadership

Leadership is a classic, very old topic of discussion, nevertheless, it remains a compelling area of study as it significantly influences an organization's continuity. In general, the "Leader" is the most vital component in the organizational management process (Muna, 2022). Catholic Priests are interested in eternity. The parish priest is the anchor for the continuity and continued growth of the Church in Catholic. The parish priest with strong leadership ensures that more people are willing to be part of the church (McCrobie, 2019). In this study, the leadership of the parish priest is indicated by leadership skills, leadership style, and knowledge and experience. Effective leadership skills can build a clear vision and mission for change, thereby motivating and directing the team to achieve goals. A transformational leadership style can motivate and direct a team to achieve higher goals. Ultimately, leadership requires broader and more knowledge and experience.

Change Management Performance

Organizational leaders must practice the art of interacting with the 'unknown', because of uncertainty and change in organizations. If they want to understand what can contribute to

effective change management, they investigate what is involved without knowing it. Therefore, emphasize that change management is a process for managing the human side of change (Shyamala, 2024). The change management model functions as a strategic guide that helps facilitate and direct change initiatives by establishing specific processes and steps to follow. To achieve success in the change management process, various influencing factors are taken into account (Chowdhury & Shil, 2022). Change management is an approach to help an organization's ability to manage the process of change, whether stable or transformational (Asikhia et al., 2021). Change management performance is the ability of an organization or individual to manage and implement change effectively and efficiently, to successfully attain the established goals and objectives (Deepaware et al., 2023). In this study the indicators are acceptance rate, effectiveness rate, and sustainability rate. Change acceptance rate is an indicator that measures how much change is accepted by employees, customers, or other stakeholders. A high acceptance rate indicates that the change has been successfully implemented and accepted by the relevant parties. Effectiveness rate is this indicator measures how much the change has achieved the desired goal. A high level of change effectiveness indicates that the change has succeeded in improving performance, reducing costs, or increasing customer satisfaction. Next, the sustainability rate is an indicator that measures how much change can be maintained in the long term. A high sustainability rate of change indicates that the change has been successfully integrated into the business process and can be maintained in the long term.

Theoretically, this study provides a significant review of the existing literature, in line with the understanding that good leadership and personal qualities influence the ability to cope with management changes in an organization in this case study on a religious organization.

Research Conceptual

In this study, research concept is an organized framework that outlines essential concepts, variables, and their interconnections to direct the research process that provides a roadmap for understanding and investigating the research phenomenon. Furthermore, the performance of change management in Citra Raya Parish by the leadership of the parish priest is influenced by his personal qualities is a new phenomenon in this study. The research concept in this study is depicted in Figure 1.

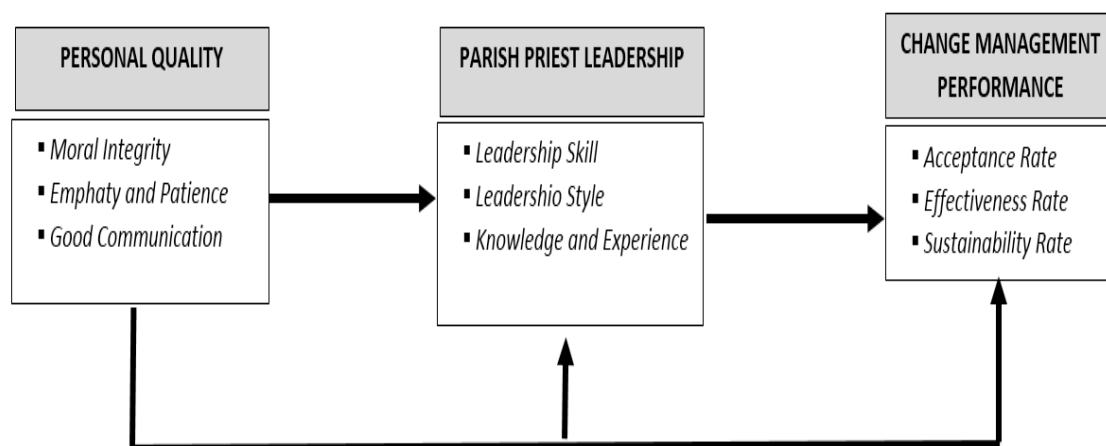


Figure 1. Research Conceptual

Explanation:

1. The personal qualities of the parish priest have a significant impact on his leadership. Good personal qualities, such as moral integrity, empathy and patience, and good communication skills, can build trust, increase effectiveness, build good relationships, enhance credibility, and build effective teams.
2. The leadership of the parish priest has a significant impact on the performance of change management. Leadership skills, leadership style and knowledge and experience will be able to build a vision and mission, communicate change, manage resistance, build effective teams and increase community satisfaction, and can influence the performance of change management.
3. Change management performance can be influenced by the leadership of the parish priest in a parish. Good parish priest leadership will be able to increase the level of acceptance or reduce resistance, increase the effectiveness of change, and increase the sustainability of management with the changes that occur.

RESEARCH METHOD

This quantitative-based empirical study is related to the development of a change management performance model through the leadership role of the parish priest at Citra Raya Parish, Tangerang.

Research Data Collecting

In the quantitative stage, survey techniques are used to distribute questionnaires to collect empirical data using online surveys. In this study, the population consists of all members of the Citra Raya Parish in Tangerang. A total of 150 respondent data were collected by employing the Purposive Random Sampling technique, a total of 100 valid samples were obtained for statistical analysis. With a relatively small sample size (100 samples), using SmartPLS will obtain representative results in this study case (Plaw, 2023).

Research Data Analysing

In the quantitative stage, a likert scale (scale 1-5) was used. The data analysis was carried out using the SmartPLS software version 4.0 (Plaw, 2023). The empirical analysis is to test the proposed models (inner and outer models) and test the hypotheses that have been developed. For this study, by evaluating the validity and reliability of the variables and indicators, where Cronbach's Alpha value and also Composite Reliability value > 0.7 . Plaw (2023) stated that the evaluation of the Inner Model related to the value of Goodness of Fit (GoF) and R-square (R^2). The hypothesis tested using a p-value $< 5\%$, and a t-statistic value > 1.960 .

The Model of Research and Hypothesis Development

Based on the research concept, the research model and hypothesis formulation can be constructed as illustrated in Figure 2.

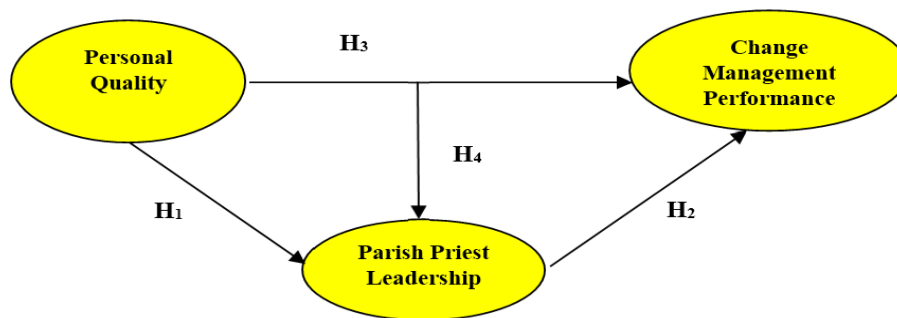


Figure 2. Research Model

The hypothesis development is presented as follows:

H₁ = Personal qualities positively influence parish priest leadership.

H₂ = Parish priest leadership positively impacts change management performance.

H₃ = Personal quality positively influences change management performance.

H₄ = Parish priest leadership mediates significantly personal quality for change.

Management performance. The outcome of hypothesis H4 will represent a distinctive contribution to this study.

RESULTS AND DISCUSSION

The Results of Model Testing

The initial phase of analysis involves testing the outer model, which is essential in assessing the measurement model's validity and reliability. This evaluation employs Cronbach's Alpha and Composite Reliability values, conducted using SmartPLS version 4.0 (Plaw, 2023). Variables are considered valid and reliable if both Cronbach's Alpha and Composite Reliability values exceed 0.7.

Table 1. Results of Validity and Reliability Testing

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Personal Quality	0.872	0.875	0.923	0.800
Parish Priest Leadership	0.889	0.911	0.921	0.704
Change Management Performance	0.892	0.921	0.948	0.901

Determination of outer loading in path analysis shown in Fig. 3.

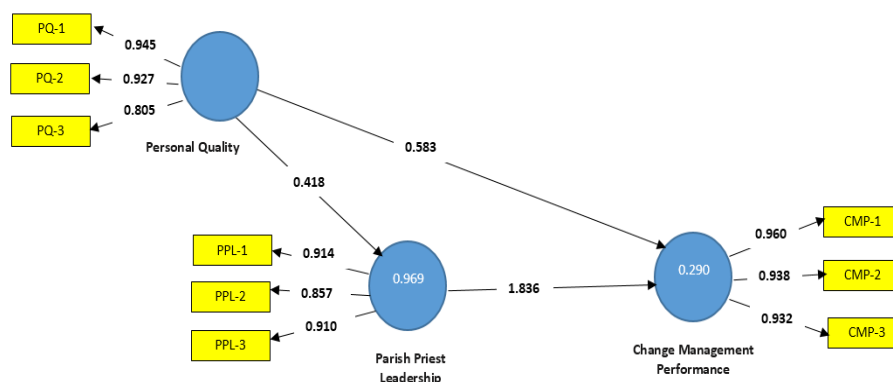


Figure 3. Outer Loading Determination in Path Analysis

The analysis results obtained through Structural Equation Modeling (SEM) will generate the following equations:

$$Y_1 = \gamma_{11} X_1 + \xi_1 \quad (1)$$

$$\text{Parish Priest Leadership} = 0.418 * \text{Personal Quality} + \xi_1$$

$$Y_2 = \beta_{11} X_1 + \beta_{31} Y_1 + \beta_{213} X_2 * Y_1 + \xi_2 \quad (2)$$

$$\text{Change Management Performance} = 0.583 * \text{Personal Quality} + 1.836 * \text{Parish Priest Leadership} + 0.768 * \text{Mediating_Effect} + \xi_2$$

where:

X_1 = Personal Quality variable

Y_1 = Parish Priest Leadership variable (intervening variable)

Y_2 = Change Management Performance variable

γ = exogenous latent variable coefficients

β = value beta value coefficient

ξ = error of measurement

Goodness of Fit (GoF)

In the Inner Model testing of the structural model, the overall model fit is assessed using the Goodness of Fit (GoF) criteria, along with Q-square and R-square values (Plaw, 2023).

The GoF value is calculated using the following formula:

$$\text{GoF} = \sqrt{\text{Average Communality} \times \text{Average R-square}} \quad (3)$$

$$= \sqrt{0.8843 \times 0.9445} = \sqrt{0.8353}$$

$$= 0.9139 (>0.36) \rightarrow \text{The model shows an exceptionally strong overall fit.}$$

Q – Square (Q²) Value

The Q-square value is used to show that the research model has a predictive relevance level. The Q-square value is determined by the formula, as follows:

$$\text{Q - Square} = 1 - [(1 - R_1^2) \times (1 - R_2^2)] \quad (4)$$

$$= 1 - [(1 - (0.969)^2) \times (1 - (0.920)^2)]$$

$$= 0.991 (>0.35) \rightarrow \text{the the model has a very high degree of predictive relevance.}$$

R - Square (R²) Value

Determining the value of R-square is intended to measure the predictive power of the structural model. This aims to provide a representation of the number of construct variables that must be accounted for in the research model. The R-square value, obtained through data processing using SmartPLS software, is displayed in Table 2.

Table 2. R-square Test Results.

	R-square	R-square Adjusted
Parish Priest Leadership	0.969	0.981
Change Management Performance	0.920	0.923

The R-square value for the change management performance variable is 0.920, while the parish pastor leadership variable has an R-square value of 0.969. Both R-square values exceed 0.30, indicating that they fall into the category of having a very high influence. Another analysis interpreted that 96.9% of parish pastor leadership is influenced by personal qualities, and total of 3.1% is influenced by factors not examined in this study. Furthermore, change management performance is 92.0% influenced by personal qualities, parish pastor leadership, and mediation effects, additionally, 8.0% is influenced by factors not addressed in this study.

Hyphotesis Test Results

Hypothesis testing is carried out to evaluate the direct impact of one variable on another and to analyze the indirect effects mediated or moderated by other variables. The strength of the relationship between variables is determined by a t-statistic value exceeding 1.96. A positive effect is confirmed when the original sample value, representing the Beta Coefficient, is positive. Furthermore, the significance of the effect is indicated by a probability (p-value) of less than 5%. The results of the direct effect hypothesis testing are presented in Table 3.

Table 3. Hypothesis Test Results (Direct and Indirect Effects)

	Original Sample	Sample Mean	Standard Deviation	T-statistic	P-value
Personal_Quality → Parish_Priest_Leadership (Direct Effect)	0.418	0.434	0.068	6.174	0.000
Parish_Priest_Leadership → Change_Management_Performance (Direct Effect)	1.836	1.862	0.586	3.136	0.002
Personal_Quality → Change_Management_Performance (Direct Effect)	0.583	0.567	0.069	8.422	0.000
Personal_Quality → Parish_Priest_Leadership → Change_Management_Performance (Indirect Effect)	0.763	0.816	0.313	2,452	0.015

The Bootstrapping Algorithm for the t-statistic value in the Path Analysis Model can be shown in Figure 4. The image is generated from data processing using SmartPLS 3.2.7 software using the bootstrapping algorithm.

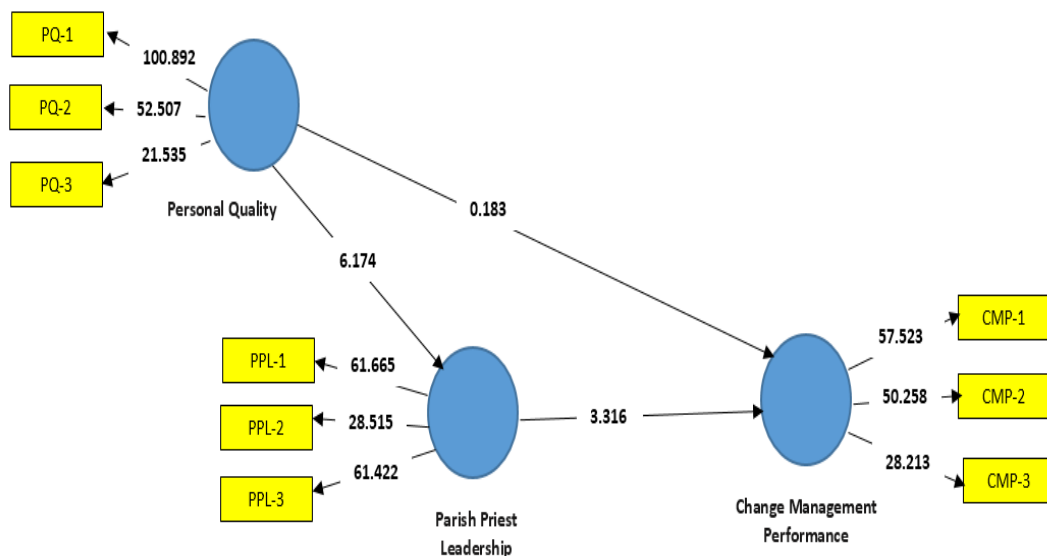


Figure 4. Using the Bootstrapping Algorithm to Determine the T-statistic Value

The results of the hypothesis analysis indicate that an effect is present if the t-statistic value exceeds 1.96, the effect is positive if the Beta Coefficient value is positive, and the effect is considered significant if the p-value is less than 0.05. The hypothesis analysis results in this study are presented in Table 4.

Table 4 Results of Research Hypothesis Analysis

Hypothesis	T-statistic	Beta Value Coefficient	P-value	Hypothetical Conclusion
H1	6.174	0.418	0.000	Influential, positive and significant
H2	3.136	1.836	0.002	Influential, positive and significant
H3	8.422	0..583	0.000	Influential, positive and significant
H4	2.452	0.763	0.015	Influential, positive and significant

Discussion

This study emphasizes on developing a change management performance model in Citra Raya Parish through the leadership role of the Parish Priest which is influenced by his personal qualities. So it can be stated that this research is very different from previous related research. Purnomo & Wibowo (2021) in their research on the impact of pastoral leadership and character on the spiritual growth of church parishioners stated that the church plays a crucial role in enhancing leadership to support the spiritual growth of God's people, as competent leaders are better equipped to guide individuals in understanding and following the true path of God. A study from Philip (2022) stated that Church leaders face challenges in implementing effective change management strategies to operate with reduced budgets and decreased revenue streams resulting from the financial impacts of the COVID-19 pandemic. Research by Bili et al. (2022) confirms that personal quality is related to the quality of pastoral ministry for spiritual wellbeing. One of the research findings indicates that personal qualities have a positive impact on the quality of pastoral ministry (Bili et al., 2022).

The overall model test results state that all variables and indicators in the research model are very valid and reliable. Based on the GoF value, it shows that the model has a very high overall suitability index. Furthermore, the model has a very high degree of predictive relevance. Another model test result, regarding the R-square Value, another thing has been interpreted is that the parish priest leadership is 96.9% influenced by personal quality then 3.18% parish priest leadership is affected by factors that are not examined in this study.

The overall outcomes of the hypothesis tests (H1, H2, and H3) were validated. The findings of Hypothesis H4 state that parish priest leadership mediates significantly personal quality for change management performance. The results of Hypothesis H4 are expected to offer a unique contribution to this study. The strong leadership of the parish priest ensures that more people are willing to be part of the church (McCrobie, 2019). The leadership of the parish priest is an anchor for the continuity of the church and is able to anticipate changes that occur and the sustainable growth of the Catholic Church.

From a theoretical perspective, the findings of this study have significant implications for understanding the relationship between the personal qualities and leadership of parish priests and the concept of change management performance within a Catholic parish context. The result of this study carries practical implications for parish priests in their role as leaders of pastoral services within a parish organization. The parish should initiate to be ready to implement change management based on the personal qualities and leadership of the parish priest. Furthermore, the parish must also improve the performance of change management which can influence the quality of pastoral services. All these efforts are undertaken to enhance the quality of pastoral services, ultimately contributing to the spiritual well-being of those receiving the services.

This paper has certain limitations: In terms of quantitative limitations, several factors may constrain the empirical findings of this study. First, the small sample size presents a methodological limitation. Second, this study focuses solely on a pastoral ministry that applies to a quality culture within parish Citra Raya Tangerang context. Lastly, the questionnaire method employed is not entirely devoid of respondent subjectivity.

CONCLUSION

This study affirms research aimed at developing a change management performance model in Citra Raya Parish, emphasizing the personal qualities and leadership role of the parish priest as key factors influencing change management performance.

The study findings indicate that, effectiveness of change management performance in the parish environment was influenced by the role of the pastor's leadership style and the personal qualities he possesses. A parish priest who has visionary leadership skills and style and has the knowledge and experience to encourage better change, increase congregational involvement, and create a harmonious environment in the church community.

The results of this study recommend that successful change management in a parish must also require careful planning, adequate socialization, and support from various elements in the parish, including the congregation and church community leaders. Another recommendation is the effective and targeted leadership efforts of the parish priest, it is hoped that the change process can run more efficiently and have a positive impact on the development of the Citra Raya Parish.

Overall, this study provides insight that the success of change management in parishes was highly dependent on the pastor's ability to manage change strategically and involve all elements of the church in the process.

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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>

