



THE INFLUENCE OF LEADERSHIP STYLE ON TEACHER LOYALTY THROUGH WORK DISCIPLINE IN MIDDLE SCHOOLS AT THE ESA PRAKARSA EDUCATION FOUNDATION LANGKAT DISTRICT

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ABSTRACT

The purpose of this study was to determine and analyze the effect of leadership style on teacher loyalty mediated by work discipline in secondary schools at the Esa Prakarsa Education Foundation, Langkat Regency. This research was conducted at the Esa Prakarsa Education Foundation, Langkat Regency. The type of research is associative quantitative. The population in this study was 80 teachers. The sampling technique in this study used a saturated sample where the entire population was sampled. The results of this study indicate that leadership style has no significant effect on teacher loyalty but has a significant effect on improving teacher work discipline. Teacher work discipline is also proven to have a positive and significant effect on teacher loyalty. In the indirect effect it was found that work discipline was able to mediate the effect of leadership style on teacher loyalty significantly. This finding indicates that although leadership style does not directly affect teacher loyalty, through improving teacher work discipline, the impact can be mediated so that it contributes to increasing teacher loyalty. Therefore, teacher work discipline has an important mediating role in linking leadership style with teacher loyalty in the Esa Prakarsa Education Foundation Middle School, Langkat Regency. These findings provide important insights for the development of leadership and management strategies in educational institutions to improve work discipline which will ultimately have an impact on teacher loyalty.

Keywords: leadership style, work discipline, teacher loyalty

INTRODUCTION

Facing a global era like today where the world of competition is increasingly complex and competitive in various fields, especially organizational life, the most important thing to pay attention to is human resources, because it is in human hands that the goals of a company or organization can be achieved well. According to (Sehfudin, 2011) basically human resources is a series of actions in terms of workforce withdrawal, workforce selection, development, maintenance, and use of human resources to achieve individual goals and organizational goals. Thus, the problem of the human resources department is a complex problem for the organization, compared to other departments. The problems that exist in human resource management are the main problems that deserve organizational

attention, including the problem of teacher performance.

Teacher performance is considered important for organizations because the success of an organization is influenced by performance itself. To maintain and uphold good teacher performance there are many things that influence them, including welfare, education and training, motivation, leadership, organizational culture, and work environment. Leadership style describes a consistent combination of skills, traits and attitudes that underlie a person's behavior (Nisyak, 2016).

The right leadership style will spur the enthusiasm and enthusiasm of employees at work so that they can improve their performance (Fachrunnisa, 2019) have researched the influence of leadership style on



employee performance which states that leadership style has a significant influence.

The phenomenon that occurs at the Esa Prakarsa Langkat Foundation Middle School is that there are still many teachers who lack discipline in terms of attendance and loyalty at work. This can be seen from the data on teacher absences, where many teachers are still late in arriving and punctuality in entering class when teaching. Another thing that can be seen is the lack of role of teachers in every school extracurricular activity. This happens due to caring factors and the leadership style implemented in the school.

According to (Edison et al., 2016). Leadership style is the way a leader acts and/or how he influences his members to achieve certain goals. Experts assess that each person's leadership style is different. Leadership itself is an act of influencing other people or subordinates to want to work together to achieve the goals that have been targeted.

According to (Robbins, P.S., & Judge, T.A, 2017). Leadership style is the ability to influence a group towards achieving a set vision or goal.

According to (Rahayu et al., 2017). In carrying out leadership activities there are several factors that influence leadership style, namely:

- 1) Personality, namely the past experience and expectations of the leader, includes values, background and experience that will influence the choice of leadership style.
- 2) Expectations and behavior of superiors towards their subordinates or employees.
- 3) Characteristics, namely the expectations and behavior of subordinates that influence the leader regarding what kind of leadership style to use.

4) Task requirements, namely each subordinate's tasks, will also influence a leader's leadership style.

5) Organizational climate and policies will be able to influence subordinate expectations and behavior.

6) Expectations and behavior of colleagues will be able to influence leadership style.

Meanwhile, the indicators that serve as benchmarks for leadership style in this research refer to theory (Robbins, P.S., & Judge, T.A, 2017) that is:

- 1) Directive Leadership This leadership allows subordinates to know what the leader expects from them, schedules work to be done and provides specific guidance on how to complete tasks.
- 2) Supportive Leadership This leadership supports this leadership style so that it is friendly and shows concern for the needs of subordinates.
- 3) Participatory leadership This leadership consults with subordinates and uses their advice before making a decision.

In addition to the leadership style factor, discipline also plays an important role in the upholding of an organization and determines performance results. The good running of the organization will also be influenced by the work discipline of its members. And including work discipline that must get important attention is in terms of discipline in carrying out tasks. A company organization will really need the discipline of its members to get big profits.

According to (Rivai, 2019). Work discipline is a tool used by managers to communicate with employees so that they are willing to change their behavior as well as an effort to increase one's awareness and willingness to comply with all applicable company regulations and social norms. According to (Hasibuan, Malayu SP, 2017).



Discipline is the awareness and willingness of a person to comply with all applicable company regulations and social norms.

Further (Agustini, 2019) states that work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase the steadfastness of employees in achieving company/organizational goals.

In this study, to measure the level of employee discipline, researchers refer to opinions (Agustini, 2019) are as follows:

- 1) Attendance rate, namely the number of employees in attendance to carry out work activities in a company, is characterized by a low level of employee absence.
- 2) Work procedures, namely rules or conditions that must be obeyed by all members of the organization.
- 3) Obedience to superiors, namely following what is directed by superiors to get good results.
- 4) Awareness of work, namely the attitude of someone who voluntarily does their job well, not because of coercion.
- 5) Responsibility, namely the employee's willingness to be responsible for their work, the facilities and infrastructure used, and their work behavior.

The impact of employee discipline will result in employee loyalty. Teacher loyalty will be achieved if the teacher's expected needs, namely compensation, can be met. Moreover, with the cost of living increasing, children's education must be prioritized, and lifestyle has a big influence.

According to Siswanto (Siswanto, 2015). The definition of employee work loyalty is usually synonymous with commitment to the organization, sometimes seen as an attitude. However, it is not so much the attitude (or thinking component) that is

important in organizations, but rather it is the bottom-line action component.

Meanwhile according (Sudimin. T, 2003). Work loyalty is the willingness of employees with all their abilities, skills, thoughts and time to participate in achieving company goals and keep company secrets and not take actions that are detrimental to the company as long as the person is still an employee.

To measure a person's level of loyalty in research, researchers refer to the indicators stated by (Siswanto, 2015) among others:

- 1) Obey the rules. Every policy implemented in the company to expedite and regulate the course of the implementation of tasks by the management of the company is adhered to and implemented properly. This situation will create discipline that benefits the organization both internally and externally.
- 2) Responsibility to the company. The characteristics of work and the implementation of their duties have consequences that are imposed on employees. The ability of employees to carry out their duties as well as possible and awareness of every risk in carrying out their duties will provide an understanding of courage and awareness of being responsible for the risks for what has been carried out.
- 3) Willingness to work together. Working with people in a group will enable companies to achieve goals that are impossible for individual people to achieve.
- 4) Sense of belonging the existence of a sense of belonging to the company will make employees have an attitude to take care of and be responsible for the company so that



in the end it will lead to loyalty for the achievement of company goals.

5) Interpersonal Relationships Employees who have high loyalty will have a flexible attitude towards the governance of interpersonal relationships. These personal relationships include social relationships between employees, harmonious relationships between superiors and

employees, work situations and suggestions from co-workers.

The purpose of this study was to analyze and determine the role of work discipline in mediating the relationship between leadership style and teacher loyalty at the Esa Prakarsa Foundation secondary school, Langkat district. The concept of this research is as illustrated in the following conceptual framework:

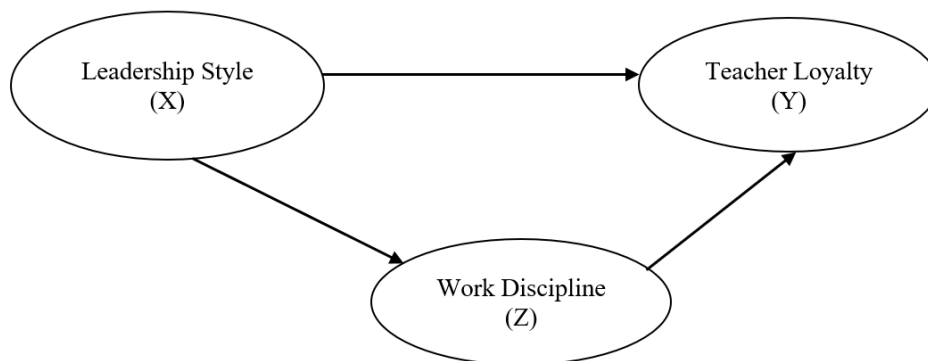


Figure 1. Conceptual Framework

METHOD

This type of research is casual associative quantitative research. This research was carried out at the Esa Prakarsa Education Foundation, Langkat Regency. This research was carried out from May 2023 to July 2023. According to (Sugiyono, 2018) population is a generalization area consisting of objects/subjects that have certain qualities

and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study were all teachers who taught in secondary schools at the Esa Prakarsa Education Foundation, Langkat Regency, totaling 80 teachers with the details as follows:

Table 1. Number of Teachers

Units	Amount
Esa Esa Prakarsa Middle School	16
Esa Prakarsa High School	28
Esa Prakarsa Vocational School	46
Total	80

The sampling technique used is the saturated sample technique, which involves all respondents to become the sample,

meaning that the sample to be used is 80 teachers.



The data to be used from this research is data from questionnaires distributed to respondents consisting of all employees in all divisions. The data analysis technique used in this study is a quantitative data analysis method using Structural Equation Modeling (SEM) based on Partial Least Square (PLS) using SmartPLS 3.0 software.

While the feasibility test that will be used in this study is the outer model test in order to obtain an outer loading value that meets the validity and reliability requirements. Structural model testing (Inner model) which includes the coefficient of determination test (R^2) to measure how far the model's ability to explain variations in the dependent variable. The value of the coefficient of determination/is in the range of zero (0) and one (1) R^2 (Kuncooro, Munajad, 2013).

Goodness fit test to determine the extent to which the observed data conforms to the theoretical distribution assumed by the model or hypothesis (Ghozali & Latan, 2015) and hypothesis testing (T-Statistic Test) which consists of a path coefficients test to test how the direct effect of each independent variable on the dependent variable as well as the indirect effect of intervening variables in influencing the independent variable on the dependent variable.

This test is used to determine the direction of the relationship between variables

(positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative. The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Ghozali & Latan, 2015) criteria value t table 1.96 with a significance level of 5%.

RESULTS AND DISCUSSION

Outer Model Analysis

Testing the outer model in this research uses algorithm analysis *SmartPLS software version 3.0*, in order to obtain an outer loading value that meets the validity and reliability requirements.

1) Convergent Validity Test Results

Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between the score of the item/indicator and the score of the construct. An indicator that has an individual correlation value greater than 0.7 is considered valid but in the research development stage the indicator values are 0.5 and 0.6 still acceptable. Based on the results for outer loading, it shows that the indicator has a loading below 0.60 and is not significant. Below are presented the results of the outer loading values in the following table.

Table 2. Outer Loading

Indicator	Outer Loading	Information
Work Discipline (Z)		
DK1	0.869	Valid
DK2	0.852	Valid
DK3	0.809	Valid
DK4	0.878	Valid



Indicator	Outer Loading	Information
DK5	0.846	Valid
Leadership Style (X)		
GP1	0.852	Valid
GP2	0.885	Valid
GP3	0.882	Valid
Teacher Loyalty (Y)		
LG1	0.690	Valid
LG2	0.800	Valid
LG3	0.778	Valid
LG4	0.791	Valid
LG5	0.712	Valid

Source: Smart PLS Output, 2023

Based on Table 2, it can be seen that all indicators have a loading factor value > 0.60 . According to (Ghozali, Imam & Latan, 2015) states that an indicator is declared valid if it has a loading factor value > 0.60 . Thus, it can be stated

that all indicators in this research are declared valid and further research can be carried out. The following is shown in the form of a structural model as in the following image:

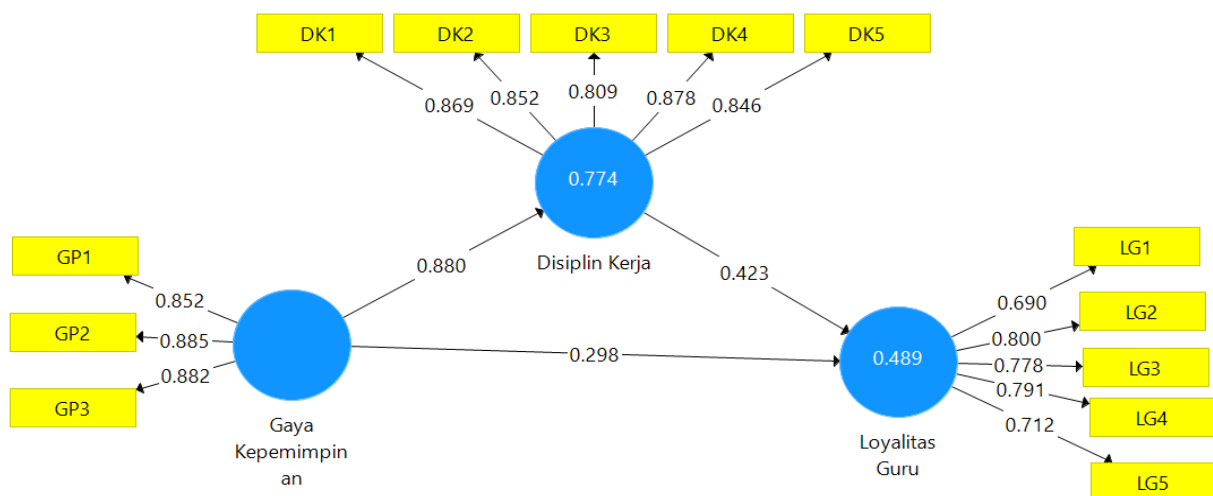


Figure 1. Outer Model Test Results

2) Test Results *Discriminate Validity*

The next test is to test discriminant validity, this test aims to determine whether a reflective indicator is a good measurement for the construct based on the principle that the indicator has a high correlation with the construct. The following are the cross loading results from discriminant validity testing as in the following table.



Table 3. Discriminant Validity

Variable Indicator	Work Discipline (Z)	Leadership Style (X1)	Teacher Loyalty (Y)
DK1	0.869	0.819	0.569
DK2	0.852	0.810	0.537
DK3	0.809	0.683	0.570
DK4	0.878	0.731	0.586
DK5	0.846	0.693	0.655
GP1	0.716	0.852	0.541
GP2	0.779	0.885	0.623
GP3	0.806	0.882	0.588
LG1	0.788	0.715	0.690
LG2	0.398	0.447	0.800
LG3	0.403	0.409	0.778
LG4	0.360	0.402	0.791
LG5	0.286	0.255	0.712

Source: Smart PLS Output, 2023

Based on table 3, it can be seen that the cross loading value in each indicator and variable is greater than other variables and indicators, the cross loading of the leadership style variable shows that the cross loading of the variable indicators is greater than the cross loading of other latent variables, the cross loading of the teacher loyalty variable indicates the value of the cross loading indicator is greater than the other latent variables, the cross loading of work discipline also shows a greater value of the cross loading indicator than the cross loading of the latent variables. Based on this data, it can be discriminantly stated that the cross loading results are considered valid.

3) Composite reliability test results

The next test determines the reliability value with the composite reliability of the indicator block that measures the construct. A construct value is said to be reliable if the composite reliability value is above 0.60. Apart from looking at the composite reliability value, the reliable value can be seen in the variable construct value with Cronbach's alpha from the indicator block that measures the construct. A construct is declared reliable if the Cronbach's alpha value is above 0.7. The following is a table of loading values for the research variable constructs resulting from running the Smart PLS program in the following table.

Table 4. Construct Reliability and Validity

Indicator	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Work Discipline (Z)	0.905	0.929	0.724
Leadership Style (X)	0.845	0.906	0.763



Teacher Loyalty (Y)	0.830	0.869	0.571
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Source: *Smart PLS Outputs, 2023*

Based on Table 5 it can be explained that the AVE value for each variable tested has a value of > 0.5. This indicates that all variables in this study meet the criteria of discriminant validity. To determine reliability in this research, composite reliability values were used. The accepted value for the level of reliability is > 0.7. Based on these criteria, it can be seen that all variables in this study have a value of > 0.70 so that it can be stated that all the variables tested meet construct reliability.

Evaluation of the Structural Model (Inner Model)

Evaluation of the structural model (inner model) is carried out to ensure that the structural

model built is robust and accurate. The analysis stages carried out in the structural model evaluation are seen from several indicators, namely:

1) Coefficient of Determination Test Results (R²)

The coefficient of determination test (R²) is used to see whether the influence of certain independent latent variables on the dependent latent variable has a substantive influence. Based on data processing that has been carried out using the SmartPLS 3.0 program, the R Square value is obtained as in the following table.

Table 5. R Square Results

Variable	R Square	Adjusted R Square
Work Discipline (Z)	0.774	0.771
Teacher Loyalty (Y)	0.489	0.476

Source: *Smart PLS Outputs, 2023*

Based on table 5 it is known that the adjusted R square value of the teacher loyalty variable is 0.476 or 47.60%, which means that the influence of leadership style on teacher loyalty is in the low category. This means that the more the leadership style increases, the more teacher loyalty will increase, but it is not significant. While the R Square value for the teacher loyalty variable is 0.489 or 48.90%, which means that the influence of leadership style on teacher loyalty is 48.90% and the remaining 51.10% is influenced by other variables that have not been studied. Meanwhile, the value of R Square Adjusted for work discipline variable is 0.771 or 77.10%, which means that leadership style affects work discipline by 77.10% or in the high category, which means that the better the leadership style, the higher the level of employee

discipline. Furthermore, the R square value of the work discipline variable is 0.774 or 77.40%, which means that leadership style influences work discipline by 47.40%, while the remaining 32.60% is influenced by other variables that have not been studied.

2) Goodness of Fit Test Results

The Goodness of Fit test is a statistical method used to evaluate how well the model or statistical distribution being tested matches the observed data. The Goodness of Fit test aims to determine the extent to which the observed data conforms to the theoretical distribution assumed by the model or hypothesis. The goodness of fit model test can be seen by looking at the NFI value in the program. If the NFI value > SRMR and the closer to 1, the better the model (good fit). Based



on the data processing that has been done using the SmartPLS 3.0 program, the Fit Model values are obtained as follows.

Table 6. Fit models

	Saturated Model	Estimated Model
SRMR	0.143	0.143
d_ULS	1861	1861
d_G	0.802	0.802
Chi-Square	316,210	316,210
NFIs	0.653	0.653

Source: Smart PLS Output, 2023

Based on table 7, it can be seen that the NFI value is $0.653 > 0.143$ so that it can be stated that the model in this study has sufficient goodness of fit and is suitable for testing research hypotheses.

Hypothesis Testing Results

After carrying out the inner model analysis, the next thing is to evaluate the relationship between latent constructs in order to answer the

hypothesis in this research. Hypothesis testing in this research was carried out by looking at T-Statistics and P-Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and P-Values < 0.05 . The following are the results of Path Coefficients of direct influence between variables as in the following table.

Table 7. Path Coefficients (Direct Influence)

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Results
Work Discipline -> Teacher Loyalty	0.423	0.450	0.163	2,588	0.011	Accepted
Leadership Style -> Work Discipline	0.880	0.882	0.023	38,864	0.000	Rejected
Leadership Style -> Teacher Loyalty	0.298	0.286	0.161	1,848	0.068	Rejected

Source: Smart PLS Output, 2023

Based on the data in Table 7, it can be stated that leadership style has no significant effect on teacher loyalty. This can be seen from the T-statistic value of $1.848 < 1.96$ with a P-Value of $0.068 > 0.05$. This means that even though the leadership style is improved, teacher loyalty will not increase significantly. These results answer the

first hypothesis in this study, namely leadership style has no significant effect on teacher loyalty at the Esa Prakarsa Education Foundation secondary school, Langkat Regency.

In contrast to the influence of leadership style on work discipline, the T-Statistic value data obtained was $38.864 > 1.96$ with a P-Value of



0.000 < 0.05 so that it can be stated that leadership style has a significant effect on teacher work discipline in secondary schools. Step up. This can be interpreted that if the leadership style is improved then the teacher's discipline will increase significantly. These results answer the second research hypothesis.

Likewise with the influence of work discipline on teacher loyalty, the results obtained were a T-Statistic value of 2.588 > 1.96 with a P-Value of 0.011 < 0.05, which means that if work

discipline increases, teacher loyalty will increase significantly. This statement answers the third hypothesis, namely work discipline has a significant effect on teacher loyalty in secondary schools at the Esa Prakarsa Education Foundation. To find out the role of the intervening variable (work discipline) in mediating the effect of leadership style on teacher loyalty, it can be seen in the following table:

Table 8. Indirect Effect (Indirect Effect)

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Results
Leadership Style -> Work Discipline -> Teacher Loyalty	0.372	0.398	0.148	2,514	0.014	Accepted

Source: Smart PLS Output, 2023

Based on table 8 it can be explained that the work discipline variable is able to mediate the effect of leadership style significantly on teacher loyalty in secondary schools at the Esa Prakarsa Kanupaten Langkat Education Foundation. This can be seen from the T-Statistics value of 2.514 > 1.96 with a P-Value value of 0.014 > 0.05. which means that if the leadership style is improved through increasing work discipline, teacher loyalty will increase significantly. This answers the fourth hypothesis statement, namely work discipline is able to mediate significantly the effect of leadership style on teacher loyalty in secondary schools at the Esa Prakarsa Kanupaten Langkat Education Foundation.

The findings in this study provide important insights regarding the relationship between leadership style, teacher work discipline, and teacher loyalty in the Esa Prakarsa Education Foundation Middle School, Langkat Regency. Although some of the findings are consistent with previous

research, there are also aspects that can be attributed to the relevant literature. This study found that leadership style has no significant effect on teacher loyalty. However, it should be noted that other such studies were conducted (Zanabazar et al., 2023) found that an inclusive and supportive leadership style can positively influence loyalty.

On the effect of leadership style and teacher work discipline, the results show that there is a significant influence between leadership style and teacher work discipline. These results support the findings in research by (Manda & Sose, 2023) which identified that a clear and inspiring leadership style can motivate to improve work discipline and performance. However,

The finding that work discipline has a significant influence on teacher loyalty is in line with research by (Ong et al., 2021) who found that employees who exhibit high levels of work discipline tend to be more committed



to the organization and have higher loyalty. However, it should be noted that other factors such as organizational support and job satisfaction can also affect teacher loyalty.

The finding that work discipline acts as a mediator in the relationship between leadership style and teacher loyalty. This result is also in line with the findings in the study (Student et al., 2020) who found that increased work discipline can mediate the effect of leadership style on performance outcomes and employee commitment.

Overall, this research provides an important contribution to the understanding of the dynamics of the relationship between leadership style, work discipline, and teacher loyalty in the secondary school environment. However, keep in mind that other variables such as organizational culture, job satisfaction, and personal factors may also influence these interactions, and these areas may be the subject of further research.

CONCLUSION

From the results of the analysis of the research data and the discussion described above, it can be concluded that leadership style does not have a significant influence on teacher loyalty at the Esa Prakarsa Education Foundation Middle School, Langkat Regency. The T-Statistic value which is lower than 1.96 (1.848) and the P-Value which is greater than 0.05 (0.068) indicates that an increase in leadership style will not have a significant impact on increasing teacher loyalty. Furthermore, there is a significant influence between leadership style and teacher work discipline in the secondary school. The T-Statistic value which is much higher than 1.96 (38.864) and the P-Value which is much lower than 0.05 (0.000) indicates that an increase in leadership style will contribute significantly to an increase in teacher work discipline. Likewise, the teacher's

work discipline has a significant influence on teacher loyalty in the Middle School. The T-Statistic value which is higher than 1.96 (2.588) and the P-Value which is lower than 0.05 (0.011) indicates that increasing teacher work discipline will have a significant impact on increasing teacher loyalty.

In the indirect effect between variables, the results of a significant mediating role were obtained in the relationship between leadership style and teacher loyalty at the Esa Prakarsa Education Foundation Middle School, Langkat Regency. The T-Statistic value which is higher than 1.96 (2.514) and the P-Value which is lower than 0.05 (0.014) indicates that work discipline is able to mediate the effect of leadership style on teacher loyalty significantly. The main conclusion from this analysis is that although leadership style does not have a significant impact on teacher loyalty, leadership style has an effect on improving teacher work discipline. Better teacher work discipline also has a significant positive impact on teacher loyalty.

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