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Leadership Perspective Employee Satisfaction Analysis

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ABSTRACT

Work standard is a management instrument in ensuring the running of an activity effectively. However, as humans, employees have feelings, so attitudes and work behavior are strongly influenced by emotional factors (satisfied/happy). One source of employee satisfaction is leadership. The good attitude and behavior of leaders towards employees, has a positive impact on the psychological state of employees. So not infrequently, a good leadership model can turn on a pleasant productive work environment. In order to answer this phenomenon, a qualitative approach with descriptive analysis is used. The research subjects were lecturers of private universities in Banten province, totaling 200 people. Data collection was done at simple random with a questionnaire as a research instrument. The results of the study obtained information, that the lecturers were not happy if the head of the study program did not / did not act fairly in terms of the distribution of academic activities. This condition can cause a decrease in discipline and work commitment, so that it has an impact on the performance of the lecturers' tri dharma. Another thing that makes lecturers dissatisfied is about the attitude of the leadership, there is a tendency to be more in favor of the interests of the university by ignoring the interests of employees. This causes feelings of disappointment.

Keywords: Lecturer, Head of Study Program, University, Satisfaction, Leadership

INTRODUCTION

Not all things are fun, especially in the world of work, there will always be dynamics that drain the mind and emotions. In such circumstances, it is best to refrain. Not much can be done by an employee, his status as functional is implementing policies, implementing rules, and executing orders. However, in principle, employees are human beings who have hearts and minds, so they are sensitive to dynamics, sensitive to attitudes and behavior (Pham, et al., 2021).

In maintaining work performance and productivity, the organization is obliged to ensure the creation of a comfortable work environment and atmosphere, and this is under the responsibility of a leader (Azizaha, et al., 2020). Each behavior and its role has a major impact on the work behavior of employees. In research conducted by

Angriani, et, al. (2020) argues, the leader is the role model of the organization, then all the attributes he has are seen and imitated by his employees. So the best leader is one who has a good personality and is professional.

A leader is said to be good referring to his personality, for example, friendly, that is, he likes to say hello, his language is polite, blends in and does not keep his distance, and likes to joke (not stiff). Then have a polite personality, namely respecting the position of employees (not trivializing), respecting opinions and differences (tolerance), paying attention and caring for the interests of employees (empathy), and so on. In a study it was explained that the goodness of leaders will affect a comfortable working atmosphere, an atmosphere that affects the psychology of employees to feel at home working and proud to be part of the organization, even employees find it difficult to leave the organization even though they are faced with a better offer (Kadiyono, et al. ., 2020).

The professionalism of a leader refers to his performance and ability as a manager (policy makers), which always produces policies that accommodate all interests (organizations and employees), is wise in addressing problems, is tolerant of differences, involves employees in every decision making, is open and responsible, and firm against violations. Sihombing (2020) explained, the professional attitude of the leader is an inspiration for employees, thus influencing effective and efficient work patterns, this is very possible for changes to be more advanced. Hafni, et al. (2020) professional leaders have a reform orientation, seek to involve everyone to move forward and achieve mutual success.

In line with the explanation above, the essence of leadership from the employee's point of view is comfort. For employees, the most liked thing about a leader is about how they humanize people, about respecting and caring for the interests of employees, because the organization is a home in search of life. Wiranto & Slameto (2021) in their research explain, leadership is not about position, but about how authority is placed on an emotional level, in a situation where people get comfort from the leader's policies, get convenience from his orders, get benefits from his performance, get recognition from his sweat. So from this point of view, employees are very concerned and assess how the figure of the leader is, starting from his attitude, behavior, thoughts, to his

personality, there are even some employees who consider aspects of the life of leaders outside the organization.

In the world of higher education, especially at the study program level, the leadership has full policy on the implementation of the study program, both teaching, research and service activities, so the head of the study program has full power over the running of the institution's activities. In other words, from the point of view of work implementation, the presence of the head of the study program has a major influence on the formation of work culture, starting from policies to procedures, which has implications for the creation of a work environment and atmosphere. Given the large influence of the study program leader on the work pattern of lecturers, a leader should pay attention to the comfort aspect of his leadership style, so that there is no decrease in work ethic that has an impact on the poor performance of the institution (accreditation).

THEORY

In a simple sense, satisfaction is a feeling of pleasure due to the fulfillment of desires or desires or needs. This means that expectations are a parameter of whether someone is satisfied or not, and everyone has their own level of measurement. In other words, satisfaction is a factor that is difficult to create, only the individual of each person knows the form of satisfaction and its size (Okolocha, et, al., 2021). Otache & Inekwe (2021) explain that satisfaction is a positive emotion, exists because the x factor is the cause of the fulfillment of desires, so that the essence of being satisfied is about what is the cause and what happens because of the effect. That is, there are consequences that arise if satisfaction is not met, such as decreased performance, not achieving targets, unhealthy work environment, and so on, the impact of organizational performance is worsening (Feldhammer-Kahr, et, al., 2021).

nidaršič & Marič (2021) explained that employee satisfaction is not part of the organizational management study. This means that companies have never really considered the importance of employee satisfaction, but whether they realize it or not, the work pattern of employees is strongly influenced by their mental state, especially for certain employees (competent and experienced) (Phuc, et al., 2021). There are times when employees start to think about themselves, maybe in the early days of work they devote all their energy and effort to the progress of the organization, but when work has

become routine and is in expert condition, there will be a change or shift in work patterns, which is called the puberty period. . Undeniably, the routine that has been mastered will cause a saturation effect, and at that time what is needed is emotional fulfillment.

The role of the leader is not only about work, but about how the employee is personally related to the job. That is, leaders run a management system by paying attention to the psychological state of employees, seeing conditions and realities in the field, listening to complaints and work challenges, and so on. It aims to adapt the effectiveness of operational-based performance achievement. Companies need HR performance in the long term, so the best maintenance is to place leaders who can build the work life of the organization. That is, the leadership is the cause of the birth of work awareness, that the organization is a place where employees get a life (compensation), so that everyone is obliged to maintain and care for it, thereby creating a professional and loyal work culture.

In relation to satisfaction, the attitude of the leader in interaction and communication becomes a direct factor in how employees are comfortable and happy to carry out their duties (Marič, et al., 2021). Then the behavior of the leadership in running the organization is in the spotlight which is assessed and evaluated, so that it has an impact on the perception and way of working of employees. In addition, regarding management decisions that affect the fate of employees. In other words, the biggest source of employee satisfaction lies in the way the leader runs the organization, the employees relatively follow what policies are set. Even about a healthy and conducive work environment, created from the leadership work model, considering he is a policy maker and giver of orders, so that every management action has an impact on how the people under him work.

Angriani, et al. (2020) explained, because the leader has great authority, his position is in the middle of high-ranking employees, so that special treatment is given. Therefore, every word, action, and thought of the leader will be considered extraordinary by the employee, so the leader indirectly contributes greatly to the work environment. This confirms that a leader has a lot of potential to give enthusiasm and feelings of pleasure to his employees, even if it is only simple actions such as

reprimanding, greeting, eating together, being friendly and smiling, listening to the interests of employees, and so on.

METHOD

In explaining the phenomenon, this study uses a qualitative design, namely based on original data from selected sources (according to established criteria). In principle, the reason for using qualitative is that there is a research objective that is to describe the views of the unit of analysis related to the phenomenon raised, so that conclusions are drawn realistically. The research was conducted at the Private University of Banten Province in the LLDIKTI 4 area, with lecturers as research subjects. In collecting data, this study determined a number of correspondence criteria, including:

1. Status as a permanent lecturer in the study program
2. At least 7 years of teaching experience
3. Doctoral education level
4. Has a functional position, at least a lecturer
5. Domiciled as a lecturer who develops study programs (involved in accreditation activities and other activities of study programs)
6. Already has an educator certificate.

Based on the above criteria, 11 informants were obtained from 22 private universities in the province of Banten. The data collected is in the form of information, which is then analyzed descriptively, which describes the intentions of the respondents' views regarding the leadership deviation of the head of the study program in carrying out their main tasks, causing lecturer dissatisfaction, for example the reduced rights of lecturers in carrying out the Tri Dharma. In addition, in the data collection process a number of questions were set to confirm the truth of the information, so that there was no manipulation of the data.

RESULTS

Informant Profile

The informants in this study amounted to 11 people, of which 9 men were and 2 women. Meanwhile, based on age category, there are 2 correspondents who are 35 years old while the rest are more than 50 years old. Then there are 1 informant with 9 years

teaching experience, and 10 informants have more than 14 years of service. Based on this information, it can be said that the characteristics of the unit of analysis consist of various genders, ages and years of service, so it is possible that the data obtained are more diverse.

Assessment of the Head of the Study Program Based on Personality Aspects

Based on the personality assessment, the head of the study program was assessed as a good person, not easily angry and never scolded others, likes to get along with lecturers and doesn't keep a distance, likes to treat food, and is a religious person. . In other words, the informants acknowledged that the personal figure of the head of the study program did not have a gap to be perceived badly, his figure as an individual was a good person who was easy to get along with. This happened because before serving as head of the study program, they were colleagues, so there was no distance to interact.

Then, the head of the study program is seen as not sorting and choosing relationships, both for young lecturers and senior lecturers, both for female lecturers and male lecturers. His attitude towards the lecturers is normal and non-discriminatory, and it is not uncommon in his spare time for the head of the study program to get along with the lecturers. In addition, the head of the study program did not hesitate to greet the lecturers, ask how they were and chat.

Lecturer's Dissatisfaction with the Leadership of the Study Program Chair

Based on interviews with the eleven resource persons, information was obtained regarding the lecturer's dissatisfaction with the capacity of the head of the study program as a leader who runs organizational management. According to the informants, there were several leadership behaviors within the scope of the organization that were considered unfavorable or detrimental, including:

1. The head of the study program was unfair in the division of tasks in teaching, guiding, and testing thesis trials. According to the informants, many lecturers complained about the unclear division of teaching tasks, on the one hand there were lecturers who received more teaching hours than the standard set by the university, but on the other hand some lecturers lacked teaching hours. What is even more surprising is that the lecturers who get excess teaching hours are those who are suspected of having close ties to the ranks of the Study Program or Institution. This hurts the feelings of some lecturers who lack teaching hours. The absence of

transparency/openness from the study program exacerbates the situation, and the growing issue of injustice in the head of the study program. This has led to the perception that the head of the study program is considered institutionally/organically not worthy to be a leader.

2. The head of the study program is not clear in empowering lecturers. In terms of other activities such as journal management, seminar committees, being a test supervisor, and the assignment of supervisors, the head of the study program does not have a procedure about who should be involved and what qualifications are. This causes jealousy among lecturers, for lecturers who do not get assignments for other activities, assessing that the head of the study program still prioritizes his emotions, where assignments are based on personal decisions, not institutional. This creates an unhealthy academic atmosphere, where lecturers who are not empowered tend to be indifferent and do not care about their performance.
3. The head of the study program is rigid in responding to problems. According to the informants, the leaders have a style in responding to problems with a defensive attitude, even if there are policies from the institution that are considered detrimental to lecturers, the leaders actually show their alignment with the institution, not trying to explain and calm them down. This way of responding causes lecturers' reluctance to interact with the leadership, because it is considered useless. In the view of the lecturer, as a leader, he should be a problem solver and mediator of interests, a leader who can listen to complaints and try to present alternative answers, at least the problem can be minimized.
4. The head of the study program does not involve the lecturer in decision making. Whether in terms of teaching, research, service or past Tri Dharma activities, the head of the study program does not involve lecturers in making their policies, while lecturers are the implementers of these policies, so sometimes there are policies that are considered not in accordance with field conditions, making it difficult for lecturers in the field. achieve performance.
5. The head of the study program issues a unilateral policy without regard to field conditions. The lecturers admit that the policy is good for the interests of the institution, but it would be wise if the head of the study program conducted an empirical review by listening to the opinions of the policy implementers, in this

case the lecturers. However, unfortunately, the leadership issued policies that were considered less relevant or contradictory to the reality on the ground. This causes lecturers to have to spend more effort, thought, time, cost, and energy, thus causing unilateral losses both materially and morally.

CONCLUSION

The findings of this study are the behavior of the head of the study program who is considered unprofessional, including related to the unfair distribution of teaching tasks, guidance, and thesis testing. The lecturers view that the implementation of education, research, and service is a basic right of all lecturers, so that in principle there should be no difference, even though there are absolute provisions that apply, for example the level of education and functional positions. Then there is an attitude of favoritism in the assignment of other institutional activities (seminars, journal managers, workshops, etc.), although the head of the study program has absolute rights over the assignment, but it would be nice if certain criteria and or qualifications were socialized and there was an open selection process, so that there is an announcement. In addition, the thing that makes lecturers less happy or satisfied with the leadership of the head of the study program is his attitude which is seen as childish in responding to complaints or problems, plus in policy making and decision making does not involve and pay attention to lecturers (as policy implementers), thus causing lecturer's indifference to the performance of the study program.

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