

THE INFLUENCE OF STRATEGIC LEADERSHIP OF ACADEMIC LEADERS ON THE MEDIATION OF PROFESSIONAL TRAINING AND STAFF PERFORMANCE

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Abstract

This research aims to examine the influence of strategic leadership of academic leaders (SLAL) as a mediator between professional training (PT) and staff performance (SP) in state Islamic higher education institutions in Aceh. The study selected a sample of 526 individuals from a population of 826 within five state Islamic higher education institutions in Aceh. Descriptive statistics using SPSS version 22.0 were employed, along with Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM) using AMOS software version 23.0 to analyze the data, address research questions, and test hypotheses. The findings from the CFA revealed that professional training (PT) consists of five distinct factors, indicating that all dimensions of professional training (PT) contribute to the latent variable of professional training. Similarly, strategic leadership of academic leaders (SLAL) comprises seven distinct factors, representing the different dimensions of strategic leadership of academic leaders (SLAL) and contributing to the latent variable of strategic leadership. Furthermore, staff performance (SP) consists of four distinct factors, representing the various dimensions of staff performance and contributing to the latent variable of staff performance in state Islamic higher education institutions. Additionally, the study identified a significant relationship between professional training (PT) and staff performance (SP) mediated by strategic leadership of academic leaders (SLAL). This indicates that strategic leadership plays a mediating role in the relationship between professional training and staff performance in state Islamic higher education institutions in Aceh.

Keywords: *strategic leadership of academic leaders, professional training, staff performance and state Islamic higher education institution.*

INTRODUCTION

Most researches designed to understand the role of the individual within an organizational setting have been focusing on the role of the leader as the primary instigator for change and functionality. However, for an organization to be successful such as higher education institution, the role of lecturers as academic staff is pivotal as well. Hence, their performance should be considered.

During the past decades, researchers have made progress in clarifying and extending the performance concept. Moreover, advances have been made to specify major predictors and processes associated with individual performance. With the ongoing changes, it is observed that the performance concepts and performance requirements are undergoing changes as well within organizations nowadays.¹

The high relevance of individual performance is also reflected in work and organizational psychological research. Sabine.² together with his friends when conducting a literature search in the twelve of the major works and organizational psychology journals that cover a broad range of individual, group-level and organizational-level phenomena found a total number of 146 meta-analyses within the past 20 years. Among these meta-analyses, about a half (54.8%) addressed individual performance as a core construct. Majority of these meta-analyses highlighted that individual performance was the dependent variable or outcome measure (72.5%). In about 6% of those meta-analyses of individual performance measures was individual performance, which was the independent or predictor variable. Twenty-one per cent (21%) of the meta-analyses addressed performance appraisal and performance measurement issues.

Professional training is one of factors that influence staff performance. In line with this, Nelson Jagero, et.al.³ mentioned that a significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task & vice-versa. Training has direct relationship with the employees' performance. In addition, Armstrong.⁴ in his study asserted that trained employees are also more confident in their performance and decision-making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotion because they have shown their ability to learn, retain and use information. Robert Ng'ang'a. et.al.⁵ in their finding mentioned that there is a positive correlation between training and development and organizational performance.

Currently, leadership at strategic level is one of the principal issues faced by organizations in the 21st century—nevertheless, but little empirical evidence has been discovered on the effects of leadership at strategic level on organizational processes with distinct strategic importance.⁶ Hence, strategic leadership is also one of the factors that influences the staff performance. A

[1] Ilgen, D. R., & Pulakos, E. D. (Eds.). (1999). *The changing nature of performance: Implications for staffing, motivation, and development*. San Francisco, CA: Jossey-Bass.

[2] Sonnentag, S. (2001). *Performance Concepts and Performance Theory*.

[3] Jagero, N., Komba, H. V., & Mlingi, M. N. (2012). Relationship between on the Job Training and Employee's Performance in Courier Companies in Dar es Salaam, Tanzania. *International Journal of Humanities and Social Science*, 2(22) [Special Issue – November 2012], Centre for Promoting Ideas, USA.

[4] Armstrong, M. (2010). *A Handbook of Performance Management* (4th ed.). New Delhi, India: Kogan Page.

[5] Ng'ang'a, R., et al. (2013). The Relationship between Training and Development on Performance of State Owned Corporations. *International Journal of Academic Research in Business and Social Sciences*, 3(9), September 2013, Vol. 3.

[6] Elenkov, D. S. (2008). Effects of leadership at strategic level and its moderators on innovation: an international empirical study. *International Journal of Business Strategy*, 8(2), 37–47.

study done by Lorraine Wendy Lear.⁷ found that strategic leadership is directly and indirectly positively associated with high performance in business organizations in South Africa.

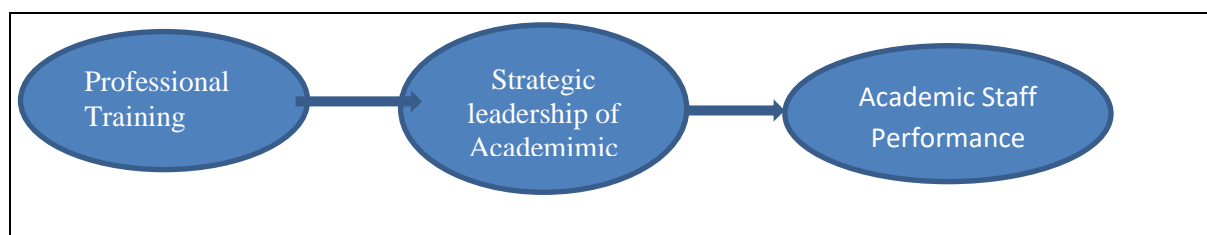
In Indonesian, there are many studies conducted about staff performance in higher education. However, most of them do not explain clearly on the strategies used by academic leaders to fulfil the ultimate goals of this organization and how the academic staff develop their professionalism as done by Hartiwi Agustina.⁸ She focused on the effect on organization towards lecturers 'performance'. The finding noted that there was a significantly direct effect on organization support towards lecturers 'performance' at *Sekolah Tinggi Ilmu Ekonomi (STIE) Palangka Raya*.

Based on the above explanation, it can be seen that even though many studies have been done regarding the discussed issues, the main focus of each research is different. Because of this, the research is designed to address some of these gaps in the literature by conducting a research entitled "strategic leadership of academic leaders influence on the mediation of professional training and staff performance".

Conceptual Framework

A conceptual framework is a theoretical framework that is developed by integrating previous literature, theories, and relevant information in an inductive manner. It provides a consistent and comprehensive basis for restructuring research questions, forming hypotheses, or making preliminary predictions about the potential results of a study. According to Shields and Hassan.⁹ a conceptual framework is employed in research to delineate potential paths or present a referred method for approaching an idea or concept. It can also serve as a map to establish coherence in an empirical investigation.

In the following, the conceptual framework which the entire study was built and guided consists of three parts compiled from several sources.



General conceptual framework of the study

Sources: Adapted from Van Dersal (1962), Davies and Davies (2004); Hairuddin Mohd Ali (2012), and *BKD UIN Ar-Raniry* (2016)

^[7] Lear, L. W. (2012). The relationship between strategic leadership and strategic alignment in high-performing companies in South Africa (Ph.D. thesis).

^[8] Agustina, H. (2012). Pengaruh Persepsi Dukungan Organisasi (Perceived Organization Support) Terhadap Kinerja Dosen Melalui Motivasi Kerja (Studi Pada Sekolah Tinggi Ilmu Ekonomi-STIE Palangka Raya). *Jurnal Sains Manajemen*, 1(1).

^[9] Shields, P. M. & Tajalli, Hassa. (2006). Intermediate theory: The missing link to successful student scholarship. *Journal of Public Affairs Education*, 12(3), pp. 313-334.

Training can generally be divided into two categories: pre-service training and in-service training. In-service training can be further classified into five different types: induction or orientation training, foundation training, on-the-job training, refresher or maintenance training, and career development training. Each of these training types plays a crucial role in the comprehensive development of extension staff throughout their tenure.

Induction training is given to new extension staff members immediately after they are hired, aiming to familiarize them with their roles and responsibilities. This training starts on their first day at work. When individuals begin working in a new organization, they are eager to understand the nature of their work environment, their duties, and their colleagues. During this initial period, they are likely to be more attentive and receptive compared to experienced employees. In fact, the most opportune time to capture employees' attention and cultivate positive habits is when they are new to the job.

Foundation training is also suitable for newly recruited personnel. It is designed to strengthen the fundamental aspects of their career in service. Maintenance or Refresher Training is provided to update and maintain the specialized knowledge of employees. This type of training ensures that specialists, administrators, subject-matter officers, extension supervisors, and frontline workers stay up-to-date and have the opportunity to enhance their existing knowledge and skills. Maintenance or refresher training typically focuses on new information, methods, and reviews of older materials. It is necessary both to keep employees performing at their best and to prevent them from falling into a monotonous routine.¹⁰

On-the-Job Training can be spontaneous or regularly scheduled, delivered by superiors or subject-matter specialists to subordinate field staff. This training is typically centered around specific problems or technologies and may involve formal presentations, informal discussions, and opportunities to practice new skills and knowledge in real-world situations. Nelson Jagero, et al.¹¹ emphasized that most careers involve some form of on-the-job training, which offers benefits for both employees and employers. In summary, training is often conducted to acquaint new employees with their job roles, responsibilities, and company policies, with a focus on acquiring skills that can improve efficiency.

Career or Development Training aims to enhance the knowledge, skills, and capabilities of employees, enabling them to assume higher positions with increased responsibility. This training is organized within departments to support the ongoing education and professional growth of successful extension workers at all levels. Organizations often establish criteria and provide opportunities for staff members through various options.

Based on the theories mentioned in the literature review and studies, training contributes to learning, which in turn leads to improved work performance and overall organizational development, including in higher education. Davies and Davies identified nine factors associated with strategic leadership, categorized into five factors related to organizational capability and four factors related to personal characteristics.

^[10] Van Dersal, W. R. (1962). *The successful supervisor*. Harper and Row.

^[11] Jagero, N., Komba, H. V., & Mlingi, M. N. (2012). Relationship between on-the-job training and employee's performance in courier companies in Dar es Salaam, Tanzania. *International Journal of Humanities and Social Science*, 2(22) [Special Issue – November 2012], Centre for Promoting Ideas, USA.

In terms of organizational capability, the first factor is the ability of strategic leaders to think strategically. The second factor is their capability to translate strategic plans into actionable steps by operationalizing them. The third factor is their skill in aligning individuals and organizations with a future state or desired position, particularly by fostering commitment through shared values. The fourth factor is their ability to identify effective intervention points, defining crucial moments for strategic changes in organizations. The final factor is their capacity to develop strategic capabilities.

Regarding personal characteristics, Davies and Davies¹² outlined four factors. First, strategic leaders should exhibit a dissatisfaction or restlessness with the status quo, enabling them to envision the strategic leaps that an organization needs while acting as passionate change advocates. Second, they should possess absorptive capacity, which involves the ability to absorb, assimilate, learn from, and apply new information. The third factor is adaptive capacity, defined as the ability to change and learn in the face of chaos, complexity, and evolving circumstances. The fourth factor is wisdom capacity, which refers to the ability to make the right decisions at the right time.

Continued training and development are essential for individuals and organizations to cultivate these strategic leadership qualities.

Staff performance refers to the extent to which an individual fulfills the expectations and requirements of their job. According to Afshan et al.¹³, performance is defined as the accomplishment of specific tasks, assessed based on predetermined or identified benchmarks related to accuracy, thoroughness, cost-effectiveness, and efficiency. Staff performance can be observed through indicators such as increased productivity, proficiency in utilizing new technologies, and a workforce that is highly motivated.

At higher education in Indonesia, academic staffs are called *dosen* or lecturer. In running her/his role, a lecturer has some obligations (tasks) that she/he has to performance. In short, staff performance is the obligations (tasks) that have to perform by any staff (lecturer) at state Islamic higher education institution.

There are three main tasks that an academic staff (lecturer) has to perform mentioned in *BKD UIN Ar- Raniry* (2016). The first one is teaching in the class, the second is doing research or writing academic article and the last one is taking part in community service. As additional task it also mentioned about administrative job. Accordingly, it is considered as additional task to perform.

Aim and Research Objectives

The main aim of the study is to determine the influence of strategic leadership of academic leaders (SLAL) to mediate professional training (PT) and the staff performance (SP) of state Islamic Higher Education institutions in Aceh Indonesia In line, there are four objectives of the research. The first one is to examine if all dimensions of Professional training (PT) measure the

^[12] Davies, B. (2004). Developing the strategically focused school. *School Leadership & Management*, 24(1), 11–27.

^[13] Afshan, S., Sobia, I., Kamran, A., & Nasir, M. (2012). Impact of training on employee performance: A study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 4(6), 646-661.

latent variable of Professional training (PT) of State Islamic higher education Institution in Aceh. The second objective is to examine if all dimensions of strategic leadership of academic leaders (SLAL) measure the latent variable of strategic leadership of academic leaders (SLAL) of State Islamic higher education Institution in Aceh. The third one is to examine if all dimensions of staff performance (SP) measure the latent variable of staff performance (SP) of State Islamic higher education institution in Aceh. The last objective is to examine if strategic leadership of academic leaders (SLAL) mediates the relationship between professional training (PT) and staff performance (SP) of state Islamic higher education institutions in Aceh.

Research Questions

To guide the study systematically, four research questions should be answered, The first one is do all dimensions of Professional training (PT) measure the latent variable of Professional training (PT) of state Islamic higher education institution in Aceh? The second research question is do all dimensions of strategic leadership of academic leaders (SLAL) measure the latent variable of strategic leadership of academic leaders (SLAL) of state Islamic higher education institution in Aceh? the third si do all dimensions of staff performance (SP) measure the latent variable of staff performance (SP) of state Islamic higher education institution in Aceh? And the last research question is do strategic leadership of academic leaders (SLAL) mediate Professional training (PT) and staff performance (SP) of state Islamic higher education institution in Aceh?

Research Hypotheses

A hypothesis is developed prior to the collection of empirical evidence or facts and focuses on a limited scope of ideas. It serves as an initial assumption that aims to explain a specific phenomenon. In contrast, a theory is a broader generalization that emerges after thorough verification and encompasses a wider range of facts. It serves as a foundation for hypotheses and their development. The study includes four hypotheses. The first one is all dimensions of Professional training (PT) measure the latent variable of Professional training (PT) state Islamic higher education institution in Aceh. The second research hypotesis is all dimensions of strategic leadership of academic leaders (SLAL) measure the latent variable of strategic leadership of academic leaders (SLAL) of state Islamic higher education institutionsin Aceh. The third hypothesis is all dimensions of staff performance (SP) measure the latent variable of staff performance (SP) of state Islamic higher education institution in Aceh. And the last one is strategic leadership of academic leaders (SLAL) mediate professional training (PT) and staff performance (SP) of state Islamic higher education institution in Aceh.

Methodology

In according with the main objective of the study, this research used a survey quantitative research design. This design lends itself to the investigation of relationships that may exist between two or more variables, especially in a realistic setting (McMillian & Schumacher, 2001). Here, the research investigated three variables that are pofessional training, strategic leadership of academic leaders, and staff performance.

In this study the population was 826 respondents. The distribution of these are: UIN Ar-Raniry (490), IAIN Langsa (110), IAIN Lhoksemawe (82), IAIN Takengon (92), and STAIN Tgk Dirundeng (49). The sample size depends upon the type of study being conducted.

According to Comrey et. al.¹⁴ the sample size of 50 is very poor, while 100 is poor, 200 is reasonable, 300 is good, 500 is very good and 1000 is brilliant for structural equation models. In this study, for the proposed of sample size based on a given population, the researcher used a table that was issued by Krejcie and Morgan.¹⁵ The research applied the probability sampling. In line to the technique of sampling, random and stratified random sampling were applied. Accordingly, the number of sample of the study was 526. The sample was invited to complete the questionnaire. This decision was made to gain a precise understanding of the population and to reduce potential errors associated with participant selection and sampling.

The data was analysed through performing various quantitative measurements. The statistical techniques applied in this study involved descriptive statistics using SPSS version 22.0, Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) using Analysis of Moments Structures (AMOS) software version 23.0 to address the research questions and to test the research hypotheses

CFA (Confirmatory Factor Analysis) is a statistical technique employed to evaluate how effectively observed variables represent underlying constructs. Its primary purpose is to ascertain the structure of the relationship between variables and respondents. Within CFA, researchers have the ability to specify the number of factors present in the data and establish the associations between measured variables and latent variables. Furthermore, CFA aids in confirming the connection between observed and latent variables.¹⁶ It is noted that in this study, CFA was applied to examine whether all dimensions of professional training measure the latent variable of professional training, if all dimensions of strategic leadership of academic leaders leadership measure the latent variable of strategic leadership of academic leaders, and if all dimensions of staff performance measure the latent variable of staff performance.

Byrne.¹⁷ stated that Structural Equation Modelling (SEM) is a powerful collection of multivariate analysis techniques, which specifies the relationships between variables through the use of two main sets of equations: Measurement equations and structural equations. Measurement equations test the accuracy of proposed measurements by assessing relationships between latent variables and their respective indicators. The structural equations drive the assessment of the hypothesized relationships between the latent variables, which allow testing the statistical hypotheses for the study. In addition to CFA, Structural Equation Modeling (SEM) can be utilized to explore complex relationships between independent and dependent variables.¹⁸ In this particular study, SEM was employed to investigate whether strategic leadership of academic leaders (SLAL) acts as a mediating variable between Professional Training (PT) and staff performance (SP). Furthermore, SEM was used to assess the goodness of fit, validity, and reliability of the hypothesized models in the study elaborated by Kline.

Discussion

^[14] Comrey, A.L., & Lee, H.B. (1992). *A first course in factor analysis*. Psychology Press.

^[15] Krejcie, R.V., & Morgan, D.W., (1970). *Determining Sample Size for Research Activities*. Educational and Psychological Measurement, 608.

^[16] Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). New York, NY: The Guilford Press.

^[17] Byrne, B. M. (2010). *Structural equation modeling with AMOS* (2nd ed.). New York, NY: Routledge.

^[18] Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). New York, NY: The Guilford Press.

In the study, Confirmatory Factor Analysis (CFA) was conducted to verify the multi-dimensional nature of Professional Training (PT) as mentioned. The purpose was to evaluate the validity and reliability of the constructs associated with PT. Through the analysis, a five-factor model was derived, indicating the convergent validity and internal consistency of the measurement. The identified factors were Induction Training (IT), Foundation Training (FT), On-The-Job Training (OT), Maintenance Training (MT), and Career Development Training (CT). These factors represent distinct dimensions or subcategories within the broader concept of PT. The results of the CFA provide evidence for the existence of these factors and suggest that they are reliable indicators of the construct they represent as elaborated by Kline.¹⁹ They mentioned that CFA can confirm the link between observed and latent variables. The following figure elaborates the current finding.

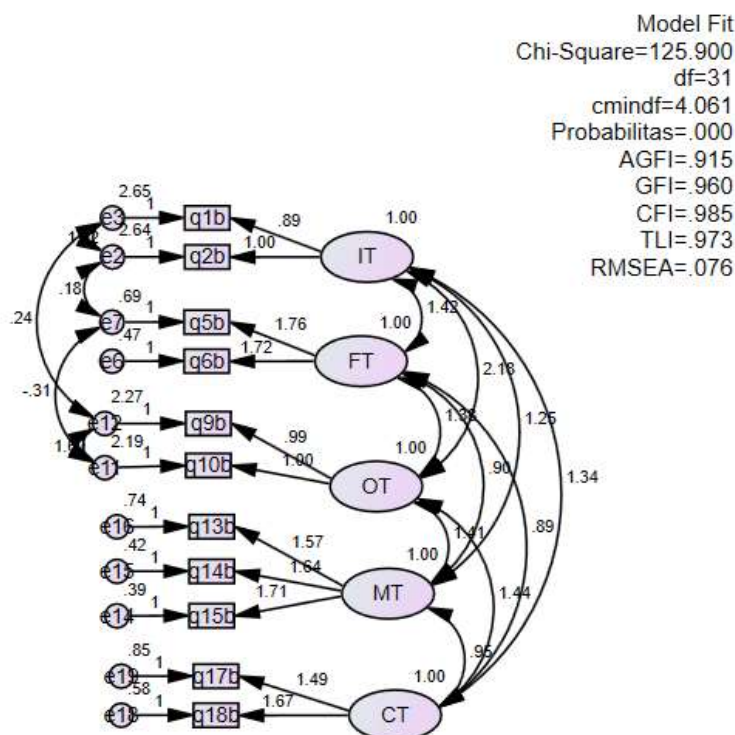


Figure 1. The Re-specified Multi dimensional contracts of PT

Based on the above figure, the model shows an improved goodness of fit indices, which are consistent with the data. Its indices of the re-specified model are substantial. The normed $\chi^2/df = 4.061$ and the Root Mean Square Error of Approximation (RMSEA) value = .076 fall between the acceptable range of less than 5 and $\leq .08$, respectively that reflect a good fit in the revised model. Other fit indices are also found to hold adequate values. They are Goodness-of-Fit (GFI) = .960, Comparative Fit Index (CFI) = .985 and Tucker-Lewis Index (TLI) = .973 that fall above the threshold value of $\geq .90$

^[19] Kline, R. B. (2011). Principles and practice of structural equation modeling (3rd ed.). New York, NY: The Guilford Press.

Summary of the Convergent validity of the specified Multi dimensional contracts of PT

Construct	Items	Internal Reliability (Cronbach Alpha)	Factor Loading	AVE	CR
<i>Induction Training</i>	q1b	0.889	0.89	0.896	0.945
	q2b		1.00		
<i>Foundation Training</i>	q5b	0.912	1.76	3.028	1.503
	q6b		1.72		
<i>On-The-Job Training</i>	q9b	0.893	0.99	0.99	0.995
	q10b		1.00		
<i>Maintenance Training</i>	q13b	0.939	1.57	2.693	1.266
	q14b		1.64		
	q15b		1.71		
<i>Career Development Training</i>	q17b	0.872	1.49	2.859	1.490
	q18b		1.67		

Source: Kline (2011); Schumacker and Lomax (1996); Hair et al. (2010); Hu and Bentler (1995); Byrne (2010).

The provided table indicates that all constructs have an Average Variance Extracted (AVE) value of $\geq .5$ and Composite Reliability (CR) values of $\geq .7$, demonstrating evidence of convergent validity. This suggests that the specified multi-dimensional constructs of Professional Training (PT) exhibit convergent validity. The analysis, based on the fit indices and convergent validity of the respecified PT multidimensional constructs, supports the first hypothesis, indicating that the measurement model of PT is valid and reliable. This confirms that the dimensions of Professional Training (PT) effectively measure the latent variable of Professional Training (PT) in state Islamic higher education institutions. Thus, the first research question is fully addressed.

Regarding the second-order model of Strategic Leadership of Academic Leaders (SLAL), the Confirmatory Factor Analysis (CFA) results of the re-specified ORGS and PRCS multi-dimensional constructs were further examined. Item-parceling technique was employed, which involves combining items as indicators of the latent constructs. Accordingly, the second-order model of SLAL is hypothesized as a two-dimensional construct consisting of ORGS and PRCS, with five and four summated scores for the latent factors, respectively. The following describes the results of the item-parceling techniques used. In summary, the findings are explained based on the results of the re-specified one-dimensional model of Strategic Leadership of Academic Leaders (SLAL).

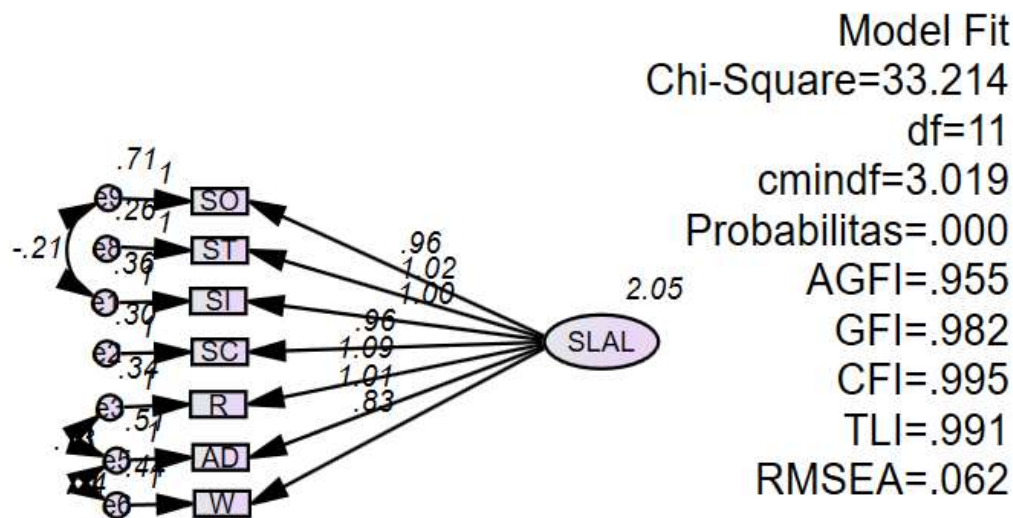


Figure 2. Re-specified One-Dimensional Model of Strategic Leadership of Academic Leaders (SLAL)

The analysis of the re-specified one-dimensional model of Strategic Leadership of Academic Leaders (SLAL) indicates a good fit with the collected data. Despite the statistical significance of the chi-square test ($\chi^2 = 33.214$, $df = 11$, $p = .000$), other fit indices demonstrate satisfactory values. The normed chi-square value ($\chi^2/df = 3.019$) and the Root Mean Square Error of Approximation (RMSEA = .062) fall within acceptable ranges ($\chi^2/df < 5$ and $RMSEA \leq .08$, respectively), indicating a good fit of the revised model to the observed data. Additionally, other fit indices, including the Goodness of Fit Index (GFI = .982), Comparative Fit Index (CFI = .995), and Tucker-Lewis Index (TLI = .991), exceed the threshold value of $\geq .90$, further supporting the conclusion of a good fit for the revised model. The parameter estimates of the loadings are logical and free from any problematic values.

The squared multiple correlations (SMC) ranged from .724 (sum_SO) to .891 (sum_SA), indicating that the variance explained by the latent variable is substantial for all seven items of the one-dimensional model of SLAL. Importantly, all SMC values for the re-specified multi-dimensional model are above .25, providing substantial evidence of variance for the items. Based on the fit indices of the re-specified one-dimensional model of SLAL, the analysis supports the second hypothesis, indicating that the measurement model of SLAL is valid and reliable. This confirms that the dimensions of Strategic Leadership of Academic Leaders effectively measure the latent variable of SLAL in state Islamic higher education institutions in Aceh. Therefore, the second research question is fully addressed.

To confirm the multi-dimensional constructs of Staff Performance (SP), a Confirmatory Factor Analysis (CFA) was conducted. The validity and reliability of the constructs were evaluated, resulting in a four-factor model that established convergent validity and internal reliability. The hierarchy of the factors includes Teaching Activity (TA), Research and Science Development (RH), On-Community Service (CS), and Additional Jobs (AJ).

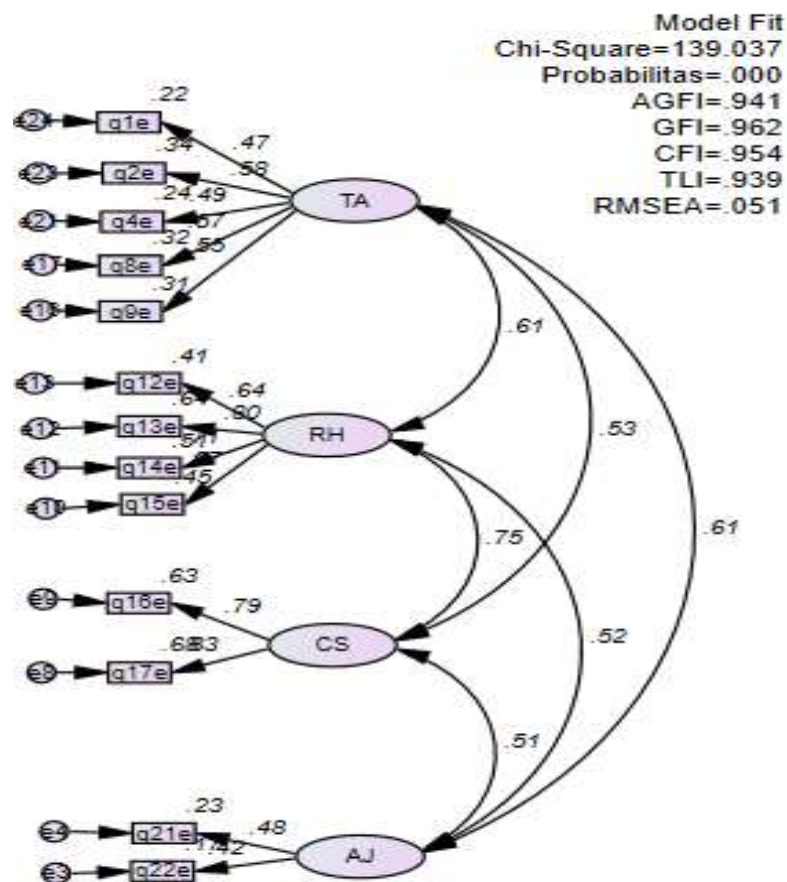


Figure 3. The Re-specified Multi dimensional contracts

The figure above demonstrates that the re-specified model exhibits substantial goodness of fit indices. The normed chi-square value ($\chi^2/df = 2.357$) and the Root Mean Square Error of Approximation (RMSEA = .051) fall within the acceptable range ($\chi^2/df < 5$ and RMSEA $\leq .08$, respectively), indicating a good fit of the revised model. Additionally, other fit indices, including the Goodness of Fit Index (GFI = .962), Comparative Fit Index (CFI = .954), and Tucker-Lewis Index (TLI = .939), surpass the threshold value of $\geq .90$, indicating adequate fit.

The re-specified model of the multi-dimensional constructs of Staff Performance (SP) also demonstrates acceptable fit indices. It establishes an adequate fit between the covariance matrix of the observed data and the implied covariance matrix of the model. The parameter estimates are statistically significant, and the loadings range and squared multiple correlations (SMC) values show logical and non-offending estimates. All SMC values for the revised multi-dimensional model are above .25, providing substantial evidence of the variance explained by the four observed items of the revised SP constructs.

To further examine the internal reliability and validity of the hypothesized model, additional analysis is required. The following table summarizes the internal reliability, factor loadings, average variance extracted (AVE), and composite reliability (CR) for the revised hypothesized model of Staff Performance (SP).

Summary of the Convergent Validity of the Re specified Multi dimensional Constructs of SP

Construct	Items	Internal Reliability (Cronbach Alpha)	Factor Loading	AVE	CR
<i>Teaching Activity</i>	q1e	0.654	0.73	1.044	1.009
	q2e		1.34		
	q4e		1.03		
	q8e		0.91		
	q9e		1.00		
<i>Research and Science Development</i>	q12e	0.941	0.91	1.012	1.003
	q13e		1.18		
	q14e		0.91		
	q15e		1.00		
<i>Community Service</i>	q16e	0.791	1.00	1.000	1.000
	q17e		1.00		
<i>Additional Jobs</i>	q21e	0.294	0.66	0.714	0.830
	q22e		1.00		

Source: Kline (2011); Schumacker and Lomax (1996); Hair et al. (2010); Hu and Bentler (1995); Byrne (2010).

The table above indicates that all constructs have average variance extracted (AVE) values $\geq .5$ and composite reliability (CR) values $\geq .7$, respectively. This provides evidence of convergent validity for the re-specified multi-dimensional constructs of Staff Performance (SP). Based on the fit indices and convergent validity of the re-specified SP multi-dimensional constructs, the analysis supports the third hypothesis, indicating that the measurement model of SP is valid and reliable. This confirms that the dimensions of Staff Performance (SP) measure the latent variable of SP in state Islamic higher education institutions in Aceh. Therefore, the third research question is fully addressed.

To develop the structural model, the results of the confirmatory factor analysis (CFA) for each variable discussed earlier were utilized. The item parcelling technique was employed, summing up the remaining items for each construct. This technique was used to simplify the framework to the construct level. Consequently, the constructed model illustrates the relationships between variables based on the constructs. To further develop this model, an established structural model is required.

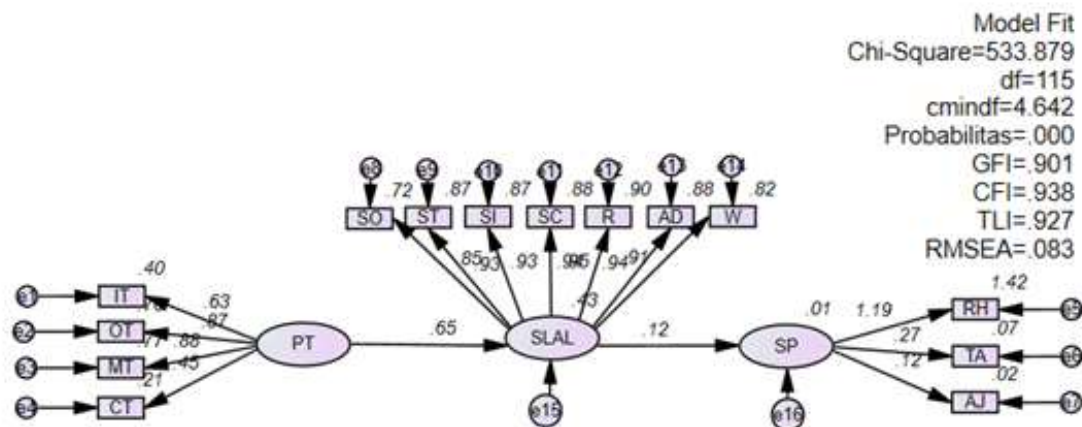


Figure 4. The Re-specified of Structural Model

From the above analysis, it is evident that the re specified model shows an improvement in the goodness of fit indices compared to the initial model, indicating a better fit with the data. The goodness of fit indices of the re specified model are substantial. The normed chi-square value ($\chi^2/df = 4.642$) and the Root Mean Square Error of Approximation (RMSEA = .83) fall within acceptable ranges ($\chi^2/df < 5$ and $RMSEA \leq .08$, respectively), indicating a good fit of the re specified model. Additionally, other fit indices such as the Goodness of Fit Index (GFI = .901), Comparative Fit Index (CFI = .938), and Tucker-Lewis Index (TLI = .927) also exceed the threshold value of $\geq .90$, further supporting the conclusion of a good fit for the respecified model.

Furthermore, an examination of the parameter estimates reveals that they are statistically significant and exhibit logical directions. The majority of the Squared Multiple Correlation (SMC) values for the respecified model meet the requirement of .25 or greater for all indicators. This indicates that the variables in the model provide substantial evidence in explaining the variance of the 14 constructs (summed) in the respecified structural model.

Overall, the results of the respecified model demonstrate improved goodness of fit indices, significant parameter estimates, and substantial values for explaining the variance in the constructs.

Testing the Indirect Effects among the Variables of the Study

This section answers the research questions of the indirect relationship between PT and SP mediated with SLAL by testing the two hypotheses below:

RQ4: Does strategic leadership of academic leaders (SLAL) mediate the relationship between professional training (PT) and staff performance (SP) of state Islamic higher education institutions in Aceh?

H4: Strategic leadership of academic leaders (SLAL) mediates the relationship between professional training (PT) and staff performance (SP) of state Islamic higher education institutions in Aceh.

According to Kline.²⁰ the significance of the indirect effect between two variables is established if the standardized direct effect value from one variable to another, through a mediating variable, is greater than or equal to .08, and vice versa.

Applying the formula provided by Kline (2011), the magnitude of the indirect effect of Professional Training (PT) on Staff Performance (SP) through Strategic Leadership of Academic Leaders (SLAL) was assessed. The calculation revealed a value of .08, indicating a significant indirect effect of PT on SP through SLAL. This result suggests that SLAL mediates the relationship between PT and SP, providing support for Hypothesis 4 and fully addressing Research Question 4.

Consequently, all four research questions have been addressed by testing the corresponding research hypotheses. The main findings of the study are summarized in the following table. A detailed discussion of the findings will be presented in the subsequent chapter.

Summary of the Main Findings of the Study

Hypotheses	Finding
: All dimensions of Professional training (PT) measure the latent variable of Professional training (PT) of state Islamic higher education institutions in Aceh	Supported
: All dimensions of strategic leadership of academic leaders (SLAL) measure the latent variable of strategic leadership of academic leaders (SLAL) of state Islamic higher education institutions in Aceh.	Supported
: All dimensions of staff performance (SP) measure the latent variable of staff performance (SP) of state Islamic higher education institutions in Aceh.	Supported
: Strategic leadership of academic leaders (SLAL) mediate Professional training (PT) and staff performance (SP) of state Islamic higher education institutions in Aceh.	Supported

CONCLUSION

Based on the results of the Confirmatory Factor Analysis (CFA), it can be inferred that Professional Training (PT) comprises five distinct factors, indicating that each dimension of PT measures the latent variable of Professional training (PT) of state Islamic higher education

^[20] Kline, R. B. (2011). Principles and practice of structural equation modeling. New York, NY: Guilford.

institutions in Aceh. Similarly, Strategic Leadership of Academic Leaders (SLAL) consists of seven distinct factors, suggesting that each dimension of SLAL measures the latent variable of strategic leadership of academic leaders in state Islamic higher institutions in Aceh. Furthermore, Staff Performance (SP) is composed of four distinct factors, indicating that each dimension of SP measures the latent variable of staff performance in state Islamic higher education institutions.

Building upon these findings, the Structural Equation Modeling (SEM) analysis reveals a significant relationship between PT and SP, which is mediated by SLAL. This implies that SLAL serves as a mediating factor in the relationship between Professional Training (PT) and Staff Performance (SP) in state Islamic higher education institutions in Aceh. The study provides empirical evidence that the impact of PT on SP is influenced by the presence of SLAL as an mediate variable.

By establishing the mediating role of SLAL, the study enhances our understanding of the complex dynamics between PT, SLAL, and SP in the context of state Islamic higher education institutions. These findings contribute to the existing literature on professional training, strategic leadership, and staff performance, highlighting the importance of considering mediating factors when examining the relationship between these constructs.

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