

Determination of Lecturer Performance in Private Universities in North Sumatera

Rhoni Ilham Tampubolon, Syaifuddin, Fajar Rezeki Ananda Lubis

¹⁻³PUI Human Resources Management and Innovation Center, University Prima Indonesia
syaifuddin@unprimdn.ac.id (Corresponding author)

HOW TO CITE:

Rhoni Ilham Tampubolon, Syaifuddin, Fajar Rezeki Ananda Lubis (2026). Determination Of Lecturer Performance In Private Universities In North Sumatera. International Journal of Special Education, 41(8s), 258-272

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

Lecturers, as servants and media in educating students, certainly face significant challenges. The purpose of this study is to analyze the factors that influence lecturer performance at private universities in North Sumatera. Another objective is to analyze the impact of organizational trust as a mediating variable on lecturer performance at private universities in North Sumatera. The research objects were lecturers at private universities in North Sumatera with a sample of 255 people selected by purposive sampling. Data were processed using descriptive analysis and SEM-PLS analysis. The results of the study found that participatory leadership style and job intention significantly influence organizational trust and lecturer performance at private universities in North Sumatera. Meanwhile, organizational trust did not significantly influence lecturer performance and has not been a mediating variable between participatory leadership style and job intention on lecturer performance at private universities in North Sumatera. The managerial implications that can be given are: to improve participatory leadership style, leaders must build communication and information transparency with lecturers by involving lecturers in every routine meeting, discussion forum or work group and decision-making related to work. To improve the job intention of lecturers, organizations must be able to encourage an inclusive and supportive work culture among fellow lecturers and management, increase promotion and recognition opportunities based on objective performance, and provide regular constructive feedback to help lecturers identify areas that need improvement.

Keywords: Participative Leadership Style, Job Intention, Lecturer Performance, Organizational Trust..

1. Introduction

The progress of a nation is largely determined by its education. Quality education is the desire of every citizen. The quality of higher education is a crucial issue that needs to be addressed and understood to improve the quality of human resources in Indonesia, particularly in North Sumatera. Although North Sumatera has many universities, challenges include accreditation,

teaching staff development, and the availability of adequate facilities. One key to improving the quality of education is improving the performance of educators, particularly lecturers. The future prospects for higher education in North Sumatera are significant, particularly with the continued growth of technology-based industries, tourism, and agribusiness. Therefore, not only students but also educators must

improve their quality by actively following current educational developments.

Lecturers play a crucial role in improving higher education, particularly in achieving the quality of education (Pachler et al., 2019). Lecturer performance is the outcome of a lecturer's performance in carrying out their responsibilities and obligations (Permana, 2020). Lecturer performance is measured by three main tasks: teaching, research, and community service. The numerous demands placed on lecturers have, to some extent, reduced their job intention, with many even considering it a last resort. Yet, this work is the key to a person's future as they move forward in life. Job intention can be considered a person's intention or commitment to carry out their work duties well in the future. This variable is related to intrinsic motivation that arises from within a person due to the desire to have a job with the hope of delivering the best performance in teaching, research, and community service.

Not only job intention, but the leadership style of an organizational leader is also another factor that drives a lecturer's performance. A participatory leadership style, in which leaders actively listen, involve subordinates in decision-making, and create a collaborative work environment, is one leadership style idolized by employees. This leadership style encourages increased motivation and participation of lecturers in carrying out their duties, including the implementation of the Tridharma of Higher Education, such as education, research, and community service. When leaders involve employees and allow them to participate in important organizational functions such as decision-making (Rana et al., 2019), it will boost employee performance and increase organizational trust.

Furthermore, organizational trust also has a significant influence on lecturer performance in higher education. Research shows that when lecturers have a high level of trust in the institution and its leaders, they tend to have a better commitment to their duties and responsibilities. Research conducted by Shafira (2019) found that lecturers' trust in the organization positively influences their performance. Trust built through organizational justice, open communication, and managerial support can increase lecturer dedication and encourage better work results. The existence of organizational trust helps reduce internal conflict and resistance to change. This allows lecturers to

focus on their professional and academic development, which ultimately contributes to improving the institution's overall performance (Shafira, 2019). Therefore, this study was conducted to examine the influence of participatory leadership, job intention, and organizational trust on higher education in North Sumatra as a whole.

2. Literature Review

2.1 Participative Leadership Style

According to Northouse (2021), participatory leadership is a leadership style that emphasizes collaboration and collective decision-making, where leaders provide opportunities for subordinates to contribute but remain responsible for the final decision. Meanwhile, according to Avolio et al. (2022), participatory leadership involves providing space for team members to play an active role in discussions, evaluations, and decision-making with the aim of building trust, innovation, and a sense of belonging within the team.

Xu & Wang (2018) stated that participatory leadership is an approach oriented towards empowering subordinates through open communication, recognition of ideas, and their involvement in every decision process relevant to their work. According to (Iqbal & Piwovar-Sulej, 2023) participatory leadership is a style in which leaders integrate input from team members as a basis for making strategic decisions, to create a democratic and productive work environment.

2.2 Job Intention

Job Intention is an individual's intention or goal to perform a certain behavior in a work context, which can be influenced by attitudes toward the job, subjective norms, and perceptions of behavioral control (Ajzen, 1991). According to (Farrukh et al., 2022), Job Intention is defined as a person's desire or intention to perform a certain action related to their work, such as increasing engagement, productivity, or even seeking other opportunities.

Meanwhile, according to (Supartha et al., 2021), job intention, in the context of the intention to stay in an organization, is defined as a person's motivation to continue contributing to the organization based on value alignment, a comfortable work environment, and career development opportunities. Therefore, job intention can be defined as an important aspect in understanding individual performance

behavior. In their research, researchers agree that job intention is influenced by a combination of internal factors (motivation, attitude) and external factors (work environment, organizational culture).

2.3 Organizational Trust

Organizational trust is an individual's belief that another person (individual or group) will keep his or her promises, be honest, and make a sincere effort not to take advantage of others (Cummings, L. L., & Bromiley, 1996). In an organizational setting, trust is the willingness of one party to trust and thus become vulnerable to the actions of another party (trustee) based on the expectation that the other party will perform certain actions that are important to the trustor, regardless of the ability to monitor or control the other person (Mayer et al., 1995).

Organizational trust between employees and managers allows employees to mutually invest their energy in the organization to improve efficiency (Salanova et al., 2021). Organizational trust means that another person or group (a) strives to act according to their express or implied promises, (b) is honest in all negotiations prior to those promises, (c) will not take excessive advantage of the other party, even when the opportunity arises (Cummings, L. L., & Bromiley, 1996). According to Paine et al. (2003) there are several factors that can influence organizational trust in a relationship or organizational context, namely Honesty and integrity, Consistency and certainty, Competence and credibility, Shared values and goals, Transparency and openness, Security and fairness, Positive interpersonal relationships, and Uncertainty and control. High uncertainty or lack of control can hinder the formation of organizational trust, while adequate control can provide a sense of security.

2.4 Lecturer Performance

Mangkunegara (2009) defines lecturer performance as the quality and quantity of work achieved by a person in carrying out their duties in accordance with their assigned responsibilities. Rivai (2004) also defines performance as the tangible behavior displayed by each person as a result of their work performance in accordance with their role in the organization. Gomes (2003) further states that lecturer performance encompasses the ability to carry out educational, research, and community service tasks, which are the three main pillars of higher education. Several

factors influence lecturer performance, namely individual factors, organizational factors, and environmental factors. Kusumastuti (2014) further explains that additional dimensions of lecturer performance include involvement in international collaboration and mastery of information technology to support primary tasks.

3. Research Method

The type of research used by the researchers in this study is quantitative research. Quantitative or statistical research methods aim to test predetermined hypotheses (Sugiyono, 2019). The population in this study was lecturers at private universities in North Sumatra. The research sample size was a minimum of 5 times the number of indicators and a maximum of 10 times the number of indicators (Hair & Harrison, 2021). In this study, there were 31 indicators, so the research sample size was 155-310 people. The data in this study consisted of secondary and primary data. Data collection in this study was conducted using a questionnaire administered to selected respondents.

3.1 Validity and Reliability Test

Validity and reliability tests were conducted to determine whether the questionnaire was suitable for use as a research instrument. Researchers need instruments to ask or observe respondents to obtain the required information. Validity and reliability tests were conducted on 30 respondents outside the research sample. The validity test in this study used Pearson's Product Moment Coefficient (r) with the decision-making criteria determined as stated by Ghazali (2018): if $r\text{-count} > r\text{-table}$, then the question or statement is declared valid. Conversely, if $r\text{-count} \leq r\text{-table}$, then the question or statement is declared invalid.

Reliability testing is used to measure the consistency of the questionnaire's measurement results in repeated use. The reliability test in this study uses Cronbach's alpha with the decision-making criteria as stated by Ghazali (2018), namely if the Cronbach's alpha coefficient > 0.7 then the question or statement is declared reliable. Conversely, if the Cronbach's alpha coefficient ≤ 0.7 then the question or statement is declared unreliable. Data processing using the SEM method is Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS has been introduced as a "causal predictive" approach to SEM, which focuses on explaining the variance of the model's dependent variables. There are

three criteria for measuring the outer model: Convergent Validity, Discriminant Validity, and Composite Validity of the measurement model with reflection indicators assessed based on the correlation between item scores, which is calculated by PLS. An individual reflection measure is said to be high if it correlates more than 0.70 with the measured construct. Convergent validity can also be determined through the Average Variance Extracted (AVE). An instrument is said to meet convergent validity testing if its Average Variance Extracted (AVE) is more than 0.50. Discriminant validity testing with HTMT all values are <0.90 so that all constructs are declared discriminantly valid (Ghozali, 2018).

3.2 Structural Model (Inner Model)

The inner model is a structural model used to predict causal relationships (cause-and-effect relationships) between latent variables or variables that cannot be measured directly. Through bootstrapping (a non-parametric procedure that allows for statistical significance testing of SEM-PLS variants that produce path coefficients, Cronbach's alpha, HTMT, and other values), the model can be used to predict causal relationships R^2 . The t-statistic test parameters obtained to predict the existence of a causal relationship. The inner model in PLS is evaluated using R^2 for the dependent variable, the path coefficient value for the significance test between variables in the inner model (structural model).

Mark R^2 used to measure the level of variation in changes in the independent variable on the dependent variable. The higher the value R^2 , The better the predictive model of the proposed research model. The inner model is used to predict causal relationships in research that uses

latent variables, which are variables that cannot be measured directly. In PLS, the inner model is evaluated using R^2 as a measurement of the level of variation in changes in independent variables on dependent variables. A good prediction model is characterized by a value R^2 high. The hypothesis in this study is as follows :

1. Participative leadership style has a significant effect on organizational trust at private universities in North Sumatra.
2. Job intention has a significant effect on organizational trust at private universities in North Sumatra.
3. Participative leadership style has a significant effect on lecturer performance at private universities in North Sumatra.
4. Job intention has a significant effect on lecturer performance at private universities in North Sumatra.
5. Organizational trust has a significant effect on lecturer performance at private universities in North Sumatra.
6. Participative leadership style, through organizational trust, has a significant effect on lecturer performance at private universities in North Sumatra.
7. Job intention, through organizational trust, has a significant effect on lecturer performance at private universities in North Sumatra..

4. Result And Discussion

4.1 Descriptive Variable Indicators

The results of the tabulation of respondents' answers to the participative leadership style variable (X1) can be described in the following table 1 :

Table 1. Description of Participative Leadership Style Variable Indicators

No	Statement	Number and Percentage of Respondents' Answers									
		Strongly Disagree		Don't agree		Disagree Less		Agree		Strongly agree	
		Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
1	Superiors accept and consider employee input and information when making decisions.	0	0,00	23	9,02	42	16,47	144	56,47	46	18,04
2	Supervisors always collaborate with subordinates in making decisions	6	2,35	2	0,78	24	9,41	174	68,24	49	19,22
3	Supervisors always collaborate in making decisions, but the final decision rests with them.	0	0,00	12	4,71	60	23,53	128	50,20	55	21,57

4	Supervisors strive to improve employees' abilities in completing work tasks.	0	0,00	11	4,31	33	12,94	118	46,27	93	36,47
5	Supervisors provide opportunities for employees to complete work tasks in their own way.	0	0,00	15	5,88	20	7,84	175	68,63	45	17,65

Source: Processed Primary Data, 2025.

Based on Table 1, the first statement states that superiors accept and pay attention to input and information from employees in decision-making. 46 respondents, or 18.04%, strongly agreed. 144 respondents, or 56.47%, agreed. 42 respondents, or 16.47%, disagreed. 23 respondents, or 9.02%, disagreed. There were no respondents who strongly disagreed.

The second statement states that superiors always work together with subordinates in making decisions. 49 respondents, or 19.22%, strongly agreed. 174 respondents, or 68.24%, agreed. 24 respondents, or 9.41%, disagreed. 2 respondents, or 0.78%, disagreed. 6 respondents, or 2.35%, strongly disagreed.

Based on the results of respondents' answers regarding the third statement, which states that superiors always work together in making decisions, however, the decision still rests with the superior, 55 respondents stated that they strongly agree, or 21.57%. 128 respondents stated that they agree, or 50.20%. 60 respondents stated that they disagree, or 23.53%. 12 respondents stated that they disagree, or 4.71%. There were no respondents who strongly disagree.

Based on the results of respondents' answers regarding the fourth statement, which states that superiors strive to improve employees' abilities in completing work tasks, 93 respondents, or 36.47%, strongly agreed. 118 respondents, or 46.27%, agreed. 33 respondents, or 12.94%, disagreed. 11 respondents, or 4.31%, disagreed. There were no respondents who strongly disagreed.

Finally, based on the results of respondents' answers regarding the fifth statement stating that superiors provide opportunities for employees to complete work tasks in their own way, 45 respondents stated that they strongly agreed, or 17.65%. 175 respondents stated that they agreed, or 68.63%. 20 respondents stated that they disagreed, or 7.84%. 15 respondents stated that they disagreed, or 5.88%. There were no respondents who strongly disagreed. In general, it appears that the respondents' answers were dominated by agreement with all of the statements in assessing participatory leadership styles at Private Universities in North Sumatra.

Furthermore, the results of the tabulation of respondents' answers to the job intention variable are described in Table 2 below:

Table 2. Description of Job Intention Variable Indicators

No	Statement	Number and Percentage of Respondents' Answers									
		Strongly Disagree		Don't agree		Neutral		Agree		Strongly agree	
		Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
1	I intend to work here because the working environment is comfortable.	3	1,18	12	4,71	20	7,84	184	72,16	36	14,12
2	I intend to work here because it is in line with the cultural values that are adhered to.	3	1,18	6	2,35	21	8,24	156	61,18	69	27,06
3	I intend to work here because the career path offered is promising.	0	0,00	20	7,84	18	7,06	109	42,75	108	42,35

Source: Processed Primary Data, 2025.

The first statement states that I intend to work here because the work environment is comfortable. 36 respondents, or 14.12%, strongly agreed. 184 respondents, or 72.16%, agreed. 20 respondents, or 7.84%, disagreed. 12 respondents, or 4.71%, disagreed. Respondents

who stated that they strongly disagreed were 3 people or the same as 1.18%.

The second statement states that I intend to work here because it is in line with the cultural values adopted, 69 respondents who stated that they strongly agree, equal to 27.06%. Respondents

who stated that they agree, equal to 156 people, equal to 61.18%. Respondents who stated that they disagree, equal to 21 people, equal to 8.24%. Respondents who stated that they disagree, equal to 6 people, equal to 2.35%. Respondents who stated that they strongly disagree, equal to 3 people, equal to 1.18%.

Finally, based on the results of respondents' answers regarding the third statement, which stated that "I intend to work here because the career path offered is promising," 108 respondents stated that they strongly agreed, equal to 42.35%. Respondents who stated that they agreed were 109 respondents, equal to

42.75%. Respondents who stated that they disagreed were 18 respondents, equal to 7.06%. Respondents who stated that they disagreed were 20 respondents, equal to 7.84%. Respondents who stated that they strongly disagreed were none. In general, it appears that respondents' answers were dominated by agreement with all of the statements in assessing job intentions at Private Universities in North Sumatra.

Furthermore, the results of the tabulation of respondents' answers to the organizational trust variable can be described in the following table 3 :

Table 3. Description of Organizational Trust Variable Indicators

No	Statement	Number and Percentage of Respondents' Answers									
		Strongly Disagree		Don't agree		Disagree Less		Agree		Strongly agree	
		Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
1	This organization treats its employees well.	0	0,00	14	5,49	12	4,71	155	60,78	74	29,02
2	Every decision made is tailored to employee preferences.	0	0,00	17	6,67	21	8,24	154	60,39	63	24,71
3	The organization highly values its employees.	0	0,00	21	8,24	23	9,02	161	63,14	50	19,61
4	The organization provides positive feedback tailored to employee performance.	0	0,00	9	3,53	32	12,55	162	63,53	52	20,39

Source: Processed Primary Data, 2025.

The first statement states that this organization treats its employees well. 74 respondents, or 29.02%, strongly agreed. 155 respondents, or 60.78%, agreed. 12 respondents, or 4.71%, disagreed. 14 respondents, or 5.49%, disagreed. There were no respondents who strongly disagreed.

The second statement states that every decision made is adjusted to the wishes of employees, 63 respondents who stated that they strongly agree, or 24.71%. 154 respondents who stated that they agree, or 60.39%. 21 respondents who stated that they disagree, or 8.24%. 17 respondents who stated that they disagree, or 6.67%. There were no respondents who stated that they strongly disagree.

Based on the results of respondents' answers regarding the third statement stating that the Organization highly values its employees, 50 respondents stated that they strongly agree, or 19.61%. 161 respondents stated that they agree,

or 63.14%. 23 respondents stated that they disagree, or 9.02%. 21 respondents stated that they disagree, or 8.24%. There were no respondents who strongly disagree.

Finally, based on the results of respondents' answers regarding the fourth statement stating that the Organization provides good feedback according to employee performance, 52 respondents, or 20.39, strongly agreed. 162 respondents, or 63.53, agreed. 32 respondents, or 12.55, disagreed. 9 respondents, or 3.53, disagreed. There were no respondents who strongly disagreed. In general, it appears that the respondents' answers were dominated by agreement with all of the statements in assessing organizational trust at Private Universities in North Sumatra.

Furthermore, the results of the tabulation of respondents' answers to the lecturer performance variable are described in the following table 4:

Table 4. Description of Lecturer Performance Variable Indicators

No.	Statement	Number and Percentage of Respondents' Answers									
		Strongly Disagree		Disagree		Somewhat Disagree		Agree		Strongly Agree	
		Σ	%	Σ	%	Σ	%	Σ	%	Σ	%
1	I develop clear lesson plans that align with the curriculum.	0	0,00	6	2,35	15	5,88	128	50,20	106	41,57
2	My teaching methods are effective in fostering student understanding.	0	0,00	14	5,49	15	5,88	154	60,39	72	28,24
3	I assess learning outcomes objectively and transparently.	0	0,00	15	5,88	6	2,35	154	60,39	80	31,37
4	I actively publish scientific papers in national and international journals.	6	2,35	6	2,35	20	7,84	135	52,94	88	34,51
5	My research findings contribute to the development of science.	0	0,00	5	1,96	39	15,29	150	58,82	61	23,92
6	I present my research findings in academic forums such as seminars and conferences.	3	1,18	0	0,00	15	5,88	146	57,25	91	35,69
7	I implement community service programs that have a positive impact.	0	0,00	20	7,84	33	12,94	149	58,43	53	20,78
8	I collaborate with local communities to solve community problems.	3	1,18	15	5,88	11	4,31	121	47,45	105	41,18
9	My community service programs are relevant to my academic expertise.	0	0,00	12	4,71	23	9,02	164	64,31	56	21,96
10	I regularly attend training, seminars, and workshops to improve my competency.	3	1,18	6	2,35	24	9,41	148	58,04	74	29,02

Source: Processed Primary Data, 2025.

The first statement states that I create a clear learning plan that is in accordance with the curriculum. 106 respondents, or 41.57%, strongly agreed. 128 respondents, or 50.20%, agreed. 15 respondents, or 5.88%, disagreed. 6 respondents, or 2.35%, disagreed. There were no respondents who strongly disagreed.

The second statement states that the teaching method I use is effective in helping students understand, respondents who stated that they strongly agree were 72 people or the same as 28.24%. Respondents who stated that they agree were 154 people or the same as 60.39%. Respondents who stated that they disagree were 15 people or the same as 5.88%. Respondents who stated that they disagree were 14 people or the same as 5.49%. Respondents who stated that they strongly disagree were none.

Based on the respondents' answers regarding the third statement, which states that I provide objective and transparent assessments of learning outcomes, 80 respondents, or 31.37%, strongly agreed. 154 respondents, or 60.39%, agreed. 6 respondents, or 2.35%, disagreed. 15

respondents, or 5.88%, disagreed. There were no respondents who strongly disagreed.

The fourth statement states that I actively publish scientific works in national or international journals. 88 respondents, or 34.51%, strongly agreed. 135 respondents, or 52.94%, agreed. 20 respondents, or 7.84%, disagreed. 6 respondents, or 2.35%, disagreed. 6 respondents, or 2.35%, strongly disagreed.

The fifth statement states that the results of my research contribute to the development of science. 88 respondents, or 23.92%, strongly agreed. 135 respondents, or 58.82%, agreed. 20 respondents, or 15.29%, disagreed. 5 respondents, or 1.96%, disagreed. There were no respondents who strongly disagreed.

Regarding the sixth statement, which states that I present my research results in academic forums such as seminars or conferences, 91 respondents, or 35.69%, strongly agreed. 149 respondents, or 57.25%, agreed. 15 respondents, or 5.88%, disagreed. None disagreed. Three respondents, or 1.18%, strongly disagreed.

The seventh statement states that I implemented a community service program that had a positive impact. 53 respondents, or 20.78%, strongly agreed. 149 respondents, or 58.43%, agreed. 33 respondents, or 12.94%, disagreed. 20 respondents, or 7.84%, disagreed. There were no respondents who strongly disagreed.

The eighth statement states that I work with local communities to resolve community problems. 105 respondents, or 41.18%, strongly agreed. 121 respondents, or 47.45%, agreed. 11 respondents, or 4.31%, disagreed. 15 respondents, or 5.88%, disagreed. 3 respondents, or 1.18%, strongly disagreed.

Based on the results of respondents' answers regarding the ninth statement, which states that the community service program I am conducting is relevant to their academic expertise, 56 respondents, or 21.96%, strongly agreed. 164 respondents, or 64.31%, agreed. 23 respondents, or 9.02%, disagreed. 12 respondents, or 4.71%, disagreed. There were no respondents who strongly disagreed.

Finally, based on the results of respondents' answers regarding the tenth statement stating that I regularly attend training, seminars, or workshops to improve my competence, 74 respondents stated that they strongly agreed, or

29.02%. 148 respondents stated that they agreed, or 58.04%. 24 respondents stated that they disagreed, or 9.41%. 6 respondents stated that they disagreed, or 2.35%. 3 respondents stated that they strongly disagreed, or 1.18%. In general, it appears that the respondents' answers were dominated by those who agreed with all of these statements in assessing the performance of lecturers at Private Universities in North Sumatra.

4.2 Measurement Model (Outer Model)

4.2.1 Convergent Validity Test

The validity of the research instrument was tested using two tests: convergent validity. The convergent validity test was conducted by examining the loading factor values of each instrument on the construct variable. A loading factor value greater than 0.6 indicates a good loading factor value for the instrument measuring the construct variable. The second convergent validity test was conducted by examining the Average Variance Extracted value on the construct variable. An Average Variance Extracted value greater than 0.5 indicates a good average variance extracted for the construct variable. The results of this convergent validity test are explained as follows :

Table 5. Loading Factor and Average Variance Extracted Values

Variable Instruments			Convergent Validity Test Results	
Variable	Questionnaire Statement	Code	Loading Factor	Average Variance Extracted
Participative Leadership Style (X1)	Superiors accept and consider employee input and information when making decisions.	X11	0,759	0,604
	Supervisors always collaborate with subordinates in making decisions.	X12	0,810	
	Supervisors always collaborate in making decisions, but the final decision rests with them.	X13	0,774	
	Supervisors strive to improve employees' abilities in completing work tasks.	X14	0,785	
	Supervisors provide opportunities for employees to complete work tasks in their own way.	X15	0,756	
Job Intention (X2)	I intend to work here because the work environment is comfortable.	X21	0,803	0,655
	I intend to work here because it aligns with our cultural values.	X22	0,817	
	I intend to work here because the career path offered is promising.	X23	0,808	
	This organization treats its employees well.	Z1	0,786	0,635

Organizational Trust (Z)	Every decision made is tailored to employee preferences.	Z2	0,856	
	The organization highly values its employees.	Z3	0,838	
	The organization provides positive feedback tailored to employee performance.	Z4	0,698	
Lecturer Performance (Y)	I develop clear lesson plans that align with the curriculum.	Y1	0,761	0,595
	My teaching methods are effective in fostering student understanding.	Y2	0,755	
	I assess learning outcomes objectively and transparently.	Y3	0,790	
	I actively publish scientific papers in national and international journals.	Y4	0,804	
	My research findings contribute to the development of science.	Y5	0,746	
	I present my research findings in academic forums such as seminars or conferences.	Y6	0,747	
	I implement community service programs that have a positive impact.	Y7	0,814	
	I collaborate with local communities to solve community problems.	Y8	0,747	
	My community service programs are relevant to my academic expertise.	Y9	0,787	
	I regularly attend training, seminars, and workshops to improve my competency.	Y10	0,758	

Referring to Table 5, it is known that the loading factor value of each research variable instrument is greater than 0.6, so it can be concluded that the convergent validity test using the loading factor approach has been met. In other words, the construct variable instrument in the study is valid. Meanwhile, based on the AVE value to determine the requirements for a model to have good validity, it can also be seen if each latent variable with a reflective indicator has an AVE > 0.5. The analysis results shown in Table 5.8 show that the AVE value of each latent variable has a value > 0.5, and it can be said that the SEM PLS

model meets the requirements for good convergent validity.

4.2.2. Reliability Test of Research Instruments.

The reliability testing of the research instrument was conducted by examining the composite reliability and Cronbach's alpha values for each latent variable. If the composite reliability and Cronbach's alpha values for each latent variable are greater than 0.7, the model can be considered reliable. The following are the results of the research instrument reliability testing.

Table 6. Reliability Test of Research Instruments

Variable	Reliability Test		Conclusion
	Cronbachs' Alpha	Composite Reliability	
Participative Leadership Style (X1)	0,836	0,884	Reliabel
Job Intention (X2)	0,738	0,851	Reliabel
Organizational Trust (Z)	0,805	0,874	Reliabel
Lecturer Performance (Y)	0,924	0,936	Reliabel

Based on Table 6, it can be seen that all latent constructs have good reliability, are accurate and consistent because they meet the requirements

with a composite reliability value and Cronbach's alpha value for each latent construct of more than 0.7.

4.3 Structural Model and Hypothesis Testing

4.3.1 Inner Model Test

Evaluation of the structural model is carried out by analyzing the value of the coefficient of determination or R^2 . Mark R^2 seen from the

construct of endogenous variables or variables that are influenced. According to Chin (1998), the value R^2 categorized into three categories, namely value R^2 0.67 (strong), 0.33 (moderate) and 0.19 (weak). The values R^2 can be seen in Table 7.

Table 7. R-Square Value

Variable Laten	R-Square (R^2)	R-Square Adjusted
Organizational Trust (Z)	0,817	0,814
Consumer Decision (Y)	0,921	0,920

The endogenous variables used in this study mostly have values R^2 which falls into the strong category. Mark R^2 shows that participative leadership style and job intention are able to explain the diversity of organizational trust by 81.7% and the remainder is explained by other independent variables not included in this research model. The value R^2 both are also in the strong category. Mark R^2 shows that participative leadership style, job intention and organizational trust are able to explain the diversity of lecturer performance by 92.1% and the remainder is

explained by other independent variables that are not in this research model.

4.3.1 Hypothesis Testing.

After meeting the measurement requirements, the next step is hypothesis testing using the bootstrapping method in Smart PLS. Hypothesis testing in this study was obtained by comparing the t-table or probability value (p-value) with the confidence level. In this study, the confidence level used was $\alpha = 0.05$ with a t-table value of 1.96. The results of the hypothesis test can be seen in Table 8.

Table 8. Results of the Hypothesis Test of the Influence

Hypothesis	Original Sample	t-statistics	p-values	Conclusion
Leadership Style (X1) → Organizational Trust (Z)	0,589	9,320	0,000	H1 Accepted
Job Intention (X2) → Organizational Trust (Z)	0,313	5,778	0,000	H2 Accepted
Leadership Style (X1) → Lecturer Performance (Y)	0,298	6,036	0,000	H3 Accepted
Job Intention (X2) → Lecturer Performance (Y)	0,271	7,529	0,000	H4 Accepted
Organizational Trust (Z) → Lecturer Performance (Y)	0,029	0,725	0,469	H5 Rejected
Leadership Style (X1) → Organizational Trust (Z) → Lecturer Performance (Y)	0,017	0,707	0,480	H6 Rejected
Job Intention (X2) → Organizational Trust (Z) → Lecturer Performance (Y)	0,009	0,708	0,479	H7 Rejected

Source: Processed Data, 2025.

Based on the results of the first hypothesis test, it was found that participatory leadership style has a positive effect on organizational trust based

on the p-value ($0.000 < 0.05$). The original sample value obtained was 0.589, which indicates a positive influence between participatory

leadership style and organizational trust. Therefore, it can be concluded that increasing the participatory leadership style of PTS leaders in North Sumatra will increase employee trust in the PTS organization. Therefore, the first hypothesis of this study is accepted.

Similarly, the results of the second hypothesis test found that job intention had a positive effect on organizational trust based on a p-value (0.000) < 0.05. The original sample value obtained was 0.313, indicating a positive effect between job intention and organizational trust. Therefore, it can be concluded that increasing the desire to get a job among PTS employees in North Sumatra will increase employee trust in the PTS organization. Therefore, the second hypothesis of this study is accepted.

Based on the results of the third hypothesis test, it was found that participatory leadership style has a positive effect on lecturer performance based on the p-value (0.000) < 0.05. The original sample value obtained was 0.298, which indicates that there is a positive influence between participatory leadership style and lecturer performance. Therefore, it can be concluded that increasing the participatory leadership style of PTS leaders in North Sumatra will improve the performance of employees in PTS North Sumatra. Therefore, the fifth hypothesis of this study is accepted.

Similarly, the results of the fourth hypothesis test found that job intention has a positive effect on lecturer performance based on a p-value (0.000) < 0.05. The original sample value obtained was 0.271, indicating a positive effect between job intention and lecturer performance. Therefore, it can be concluded that increasing the desire to get a job among PTS employees in North Sumatra will improve their performance in PTS North Sumatra. Therefore, the sixth hypothesis of this study is accepted.

Furthermore, the results of the fifth hypothesis test found that organizational trust had no effect on lecturer performance based on a p-value (0.469) > 0.05. The original sample value obtained was 0.029, indicating a positive relationship between organizational trust and lecturer performance. Therefore, it can be concluded that increasing employee trust in the organization has not been able to improve employee performance at PTS North Sumatra. Therefore, the ninth hypothesis of this study is rejected.

Based on the results of the sixth hypothesis testing, it was found that participatory leadership style through organizational trust did not have a positive effect on lecturer performance based on the p-value (0.480) > 0.05. The original sample value obtained was 0.017, which indicates that there is a positive influence between participatory leadership style through organizational trust on lecturer performance. So it can be concluded that increasing the participatory leadership style of PTS leaders in North Sumatra has not been able to improve the performance of employees in PTS North Sumatra even though it is driven by employee trust in the organization. Therefore, the tenth hypothesis of this study is rejected.

Similarly, the results of the seventh hypothesis test found that job intention through organizational trust did not have a positive effect on lecturer performance based on a p-value (0.479) > 0.05. The original sample value obtained was 0.009, which indicates a positive effect between job intention through organizational trust on lecturer performance. Therefore, it can be concluded that the increasing desire to get a job among PTS employees in North Sumatra has not been able to improve employee performance in PTS North Sumatra even though it is driven by employee trust in the organization. Therefore, the eleventh hypothesis of this study is rejected.

5. Discussion

Based on the results of the tests conducted, it was found that a participatory leadership style has a positive and significant effect on organizational trust. This indicates that the active role of leaders in participating more to encourage employee work can increase employee trust in the organization that currently houses them. Yukl (2010) suggests that a participatory leadership style increases trust through open communication, shared decision-making, and transparency. This gives employees a sense of ownership over organizational decisions. Dirks & Ferrin (2002) explain that a participatory leadership style creates an environment conducive to the development of trust. The process of sharing decisions reflects distributive and procedural justice, which are important components of organizational trust.

Referring to the results of the statement above, this leadership style provides broad access to all elements within the organization to be actively involved in various organizational activities, from the planning level to the implementation level.

Leaders also involve their subordinates in making joint decisions within the organization (Fahlevi & Affandi, 2019; Dahal & Joshi, 2024). This leadership style can also encourage employee initiative in providing maximum service to stakeholders. Miao et al. (2013) also explained that leaders with a participatory leadership style involve their subordinates in the problem-solving and decision-making processes, so that this leadership pattern can improve the quality of employee organizational trust. Park et al. (2015) concluded that a participatory leadership style has an impact on improving the quality of organizational trust within an institution.

In this private university in North Sumatra, active participation from the leadership is essential, always working together with lecturers and staff in making decisions for the development of better higher education in North Sumatra, so that every decision made is not only appropriate for the company but also in accordance with the wishes of employees. This is important because lecturers and staff are the main key to the success or failure of the higher education service system in PTS North Sumatra. Therefore, it is necessary to pay attention and be more active in assessing the situation and conditions of lecturers and staff before making any decisions that are detrimental to one party.

Job intention can be defined as a person's intention or commitment to perform job duties well in the future. This variable relates to intrinsic motivation that arises from within a person due to the desire to have a job with the hope of delivering the best performance in teaching, research, and community service. Job intention has a positive influence and is in line with lecturer motivation (Islamy, 2018). Lecturers who have a strong intention to remain employed at an institution tend to have higher job satisfaction, which ultimately improves their performance in teaching, research, and academic activities (Islamy, 2018). Furthermore, lecturers' work intention is strongly influenced by organizational culture, work environment, and management support. When institutions support career development and provide fair rewards, lecturers tend to have higher job intention and better performance (Wahyuni, 2019).

This statement aligns with research findings that found job intention has a positive and significant impact on organizational trust. This indicates that a higher intention to find a job is accompanied by increased trust in the organization. Trust in an

organization is important because it helps create an open atmosphere where communication flows smoothly. Organizational members feel more comfortable sharing ideas, criticisms, and suggestions without fear of judgment or punishment, which can foster innovation and continuous improvement. Trust enables faster and more effective decision-making because organizational members know that decisions are based on good intentions and the common good. Furthermore, if an organization has cultural values that align with those held by its employees, especially those of mutual trust, they tend to be more respected by clients, partners, and even potential employees. Therefore, it is necessary to continuously increase company trust to enhance its reputation and open up new opportunities.

The importance of higher education in educating the nation's life, with an emphasis on the role of lecturers as a key component in achieving national education goals. A lecturer must be able to be a professional educator and researcher who transforms science, technology, and the arts through education, research, and community service. Lecturer performance is a crucial factor in maintaining the quality of higher education. Lecturer performance is influenced by various factors, including leadership style in higher education. Syafaruddin & Asrul (2013) noted that leader behavior influences employee performance. Based on several studies, the higher the level of participatory leadership, the higher the lecturer performance (Srinadi et al., 2022).

A participatory leadership style, in which leaders actively listen, involve subordinates in decision-making, and create a collaborative work environment, is one of the leadership styles idolized by employees. This leadership style encourages increased motivation and participation of lecturers in carrying out their duties, including the implementation of the Tridharma of Higher Education, such as education, research, and community service. When leaders involve employees and allow them to participate in important organizational functions such as decision-making (Rana et al., 2019; Joshi & Subedi, 2024), it will boost employee performance, especially being more active in every program established by the higher education institution, such as community service. This is in line with research conducted by Alsubaie (2021), who conducted research in the Saudi Arabian public sector and found that participatory leadership impacts employee performance.

Organizational trust significantly influences lecturer performance in higher education. Research shows that when lecturers have a high level of trust in the institution and its leaders, they tend to be more committed to their duties and responsibilities. This trust creates a conducive work environment and motivates lecturers to contribute maximally to teaching, research, and community service. Research conducted by Sanusi (2015) and Shafira (2019) found that lecturers' trust in the organization positively influences their performance. Trust built through organizational justice, open communication, and managerial support can increase lecturer dedication and encourage better work results. Organizational trust helps reduce internal conflict and resistance to change, thereby creating a harmonious work environment.

However, the above statement is inconsistent with research findings that found that organizational trust had no effect on lecturer performance. Furthermore, the study also found that organizational trust was unable to mediate the influence between participatory leadership style and job intention on lecturer performance. This indicates that trust in the organization is not a major factor significantly impacting or mediating the performance of lecturers in private universities in North Sumatra. Many factors influence this, including, in some cases, lecturers' high levels of autonomy in their work. They are often given freedom to design curricula, choose research topics, and manage their time. Trust that is not accompanied by concrete evidence in the form of supportive policies or facilities can lead to dissatisfaction and ultimately negatively impact lecturer performance. Lecturers may feel that their performance is more influenced by these external challenges, which have nothing to do with how much they trust the organization. Trust in the organization can be partial and only relate to certain aspects, not the entire organization. If lecturers trust some elements of the organization but not others, this may not be enough to influence overall performance.

References

- Ajzen, I. (1991). Organizational Behavior and Human Decision Processes. 50(2), 179–211. [https://doi.org/https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/https://doi.org/10.1016/0749-5978(91)90020-T)
- Alsubaie, T. (2021). The influence of participative leadership on employee performance: A case study of the public sector in Saudi Arabia.
- Avolio, M. L., Komatsu, K. J., Koerner, S. E., Grman, E., Isbell, F., & Johnson, D. S. (2022). Making sense of multivariate community responses in global change experiments. 13(10).
- Cummings, L. L., & Bromiley, R. (1996). Organizational Trust Inventory (OTI): Development and Validation. <https://doi.org/10.1037/t01717-000>

6. Conclusion

Based on the research results, it can be concluded that participatory leadership style has a significant positive effect on organizational trust. This means that when a leader is able to increase his/her participation in every job carried out, it will increase employee trust in PTS in North Sumatra. Furthermore, Job Intention has a significant positive effect on organizational trust. This means that when the employee's intention to work increases in PTS in North Sumatra, it will accompany the increase in employee trust in the organization. Participatory leadership style also has a significant positive effect on lecturer performance. This means that when a leader is able to increase his/her participation in every job carried out, it will improve the performance of PTS lecturers in North Sumatra.

Furthermore, Job Intention has a significant positive effect on lecturer performance. This means that increasing employee work intention at PTS North Sumatra will improve their performance. However, Organizational Trust does not have a significant effect on lecturer performance. This means that increasing employee trust in PTS in North Sumatra will not improve their performance. Indirectly, participatory leadership style through organizational trust does not have a significant effect on lecturer performance. This means that while a leader is able to increase their participation in every task carried out, it will not improve the performance of the lecturers even though it is driven by trust in the organization. Likewise, Job Intention through organizational trust does not have a significant effect on lecturer performance. This means that increasing employee work intention at PTS North Sumatra will not improve their performance even though it is driven by trust in the organization.

Acknowledgements

Thank you to the Faculty of Economics, Universitas Prima Indonesia, for supporting the research and writing of this article.

- Dahal, R. K., & Joshi, S. P. (2024). The application of e-recruitment by job seekers and the impact of perceived values in Nepal. *Journal of Management Changes in the Digital Era*, 1(1), 108-128.
- Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology*, 87: 611–628.
- Fahlevi, M. S., & Affandi. (2019). The Influence of Participative Leadership Style on Organizational Trust and Organizational Commitment and Its Impact on Employee Performance. *Journal of Business and Strategic Management Studies*, 3(2), 161-165.
- Farrukh, M., Raza, A., Mansoor, A., & Khan, M. S. (2022). Trends and patterns in pro-environmental behaviour research: a bibliometric review and research agenda. <https://doi.org/http://dx.doi.org/10.1108/BIJ-10-2020-0521>
- Ghozali, I. (2018). *Multivariate Analysis Application with IBM SPSS Program*, Sixth Edition. Semarang: Diponegoro University Publishing Agency.
- Gomes, C. F. (2003). *Human Resource Management*. Yogyakarta: Andi.
- Hair, J. F., & Harrison, D. E. (2021). *Essentials of Marketing Research*. 5th ed. McGraw: Hill Education
- Iqbal, Q., & Piwowar-Sulej, K. (2023). Sustainable leadership and heterogeneous knowledge sharing: the model for frugal innovation. *European Journal of Innovation Management*, 26(7), 655–673. <https://doi.org/10.1108/EJIM-03-2022-0144>
- Islamy, F. J. (2018). The influence of employee engagement on turnover intention among permanent lecturers at the School of Building Economics (Case study of permanent lecturers at the School of Building Economics in 2017). *Jurnal Indonesia Membangun*. 17(2): 86-102
- Kusumastuti, L. P. (2014). *Grounding Transparency and Accountability in Public Sector Performance*. Jakarta: PT Gramedia.
- Mangkunegara, A. P. (2009). *Corporate Human Resource Management*. Bandung: PT Remaja Rosdakarya.
- Mayer, R. C., Davis, J. H. & Schoorman, F. D. (1995). An integrative model of organizational trust. *The Academy of Management Review*. 20(3): 709-734.
- Miao, Q., Newman, A., Schwarz, G., & Xu, L. (2013). Participative leadership and the organizational commitment of civil servants in China: The mediating effects of trust in supervisor. *British Journal of Management*, 24(1), 76–92.
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.
- Paine, K. D., Katie, B., & Paine, D. (2003). *Guidelines for Measuring Trust in Organizations By Guidelines for Measuring Trust in Organizations*.
- Pachler, D., Kuonath, A., & Frey, D. (2019). How transformational lecturers promote students' engagement, creativity, and task performance: The mediating role of trust in lecturer and self-efficacy. *Learning and Individual Differences*. 69:162- 172
- Park, S. M., Miao, Q., & Kim, M. Y. (2015). The role of leadership behaviors for enhancing organizational effectiveness in the Chinese public sector. *International Review of Public Administration*, 20(2), 153–176.
- Permana, I. A. (2020). Analysis of lecturer performance assessment using the balanced scorecard method (Case study of STT Sangkakala). *Journal of Economic and Business Research*. ISSN 2580-4851.
- Rana, R., Ka'ol, G., & Kirubi, M. (2019). Effect of participative leadership style on employee performance of coffee trading companies in Kenya. *Journal of Human Resource and Leadership*. 4(2): 29-57.
- Rivai, V. (2004). *Human Resource Management for Companies*. Jakarta: PT RajaGrafindo Persada.
- Salanova, M., Acosta-Antognoni, H., Llorens, S., & Blanc, P. Le. (2021). We trust you! a multilevel-multireferent model based on organizational trust to explain performance. *International Journal of Environmental Research and Public Health*, 18(8).
- Sanusi, A. (2015). *Business Research Methodology*. Jakarta: Salemba Empat.
- Shafira, A. (2019). The Influence of Corporate Governance and Ownership Structure on Company Financial Performance. *Journal of Accounting and Finance*, 8(2), 145-160.
- Srinadi, N. L. P., Agung, A. A. G., Yudana, I. M., & Ratnaya, I. G. (2022). E-testing in Determining the Direct and Indirect Effects Between Training, Organizational Culture, Leadership, and Motivation on Lecturer Performance. *International Journal of Health Sciences*. 6(2): 639-660, <https://doi.org/10.53730/ijhs.v6n2.7577>
- Sugiyono. (2019). *Management Research Methods*. Bandung, ID: Alfabeta.

-
- Supartha, I. W. G., Marta, I. A., Dewi, I. G. A. M., & Wibawa, I. M. A. (2021). Job Enrichment, Empowerment, and Organizational Commitment: The Mediating Role of Work Motivation and Job Satisfaction. *Journal of Asian Finance, Economics and Business*, 8(1), 1031–1040. <https://doi.org/10.13106/jafeb.2021.vol8.no1.1031>
- Syafaruddin, & Asrul. (2013). *Contemporary Educational Leadership*. Bandung: Citapustaka Media.
- Wahyuni, H. (2019). The influence of competence, work motivation, and job satisfaction on lecturer performance. *Journal of Management & Entrepreneurship*. 7(2): 154-162.
- Xu, H., & Wang, Z. (2018). Implications of Servant Leadership for Leaders. *Academy of Management Proceedings*, 2018(1), 17337..
- Yukl, G. (2010). *Leadership in Organizations* (7th edition). Jakarta: PT. Indeks.