



Contents list available at: <https://journal.unesa.ac.id>  
**al-Uqud: Journal of Islamic Economics**  
Journal homepage: <https://journal.unesa.ac.id/index.php/jie>



## Islamic leadership and other external factors in improving the career path of lecturers

Ivan Rovian<sup>1\*</sup>, Sri Widati<sup>2</sup>

<sup>1</sup>Department of Epidemiology, Population Biostatistics and Health Promotion, Universitas Airlangga, Indonesia

<sup>2</sup>Department of Epidemiology, Population Biostatistics and Health Promotion, Faculty of Public Health, Universitas Airlangga, Indonesia

---

### Article Info

#### **Paper type:**

Research Paper

#### **Keywords:**

Lecturer behaviour; Professional human resources; Excellent quality; Organizational policy

#### **Article history:**

Received: 07 January 2024

Revised: 20 May 2024

Accepted: 26 June 2024

Available online: 30 June 2024

---

### Abstract

*The previous research studies conducted in East Java stated that there is a tendency for University lecturers to improve their career paths, especially those who have lecturer certification, due to the influence of lecturer behaviour, lecturer personal problems, lack of institutional facilities and information systems, and less supportive technology. This research concerns the creation of excellent quality and professional human resources. This study examines the impact of Islamic leadership encouragement, peer encouragement, availability of facilities, organizational policies, type of university, and demographic factors on lecturers' career paths. The research method uses quantitative SPSS with 345 respondents from five universities in East Java. Results showed that Islamic leadership encouragement, availability of facilities, organizational policies, type of university, and age were significant factors in improving lecturers' career paths. In contrast, gender factors did not significantly influence lecturers' career paths. This research brings some implications for University regulators and leaders regarding treatments that could be pushed to improve lecturer career paths in East Java Province.*

---

\*Corresponding author: [ivanrovian@fkm.unair.ac.id](mailto:ivanrovian@fkm.unair.ac.id)

Please cite this article in APA style as:

Rovian, I., & Widati, S. (2024). Islamic leadership and other external factors in improving the career path of lecturers. *Al-Uqud: Journal of Islamic Economics*, 8(1), 96–108. <https://doi.org/10.26740/aluqud.v8n1.p96-108>

## Introduction

The current global challenge of Human Resources (HR) is VUCA (Volatility, Uncertainty, Complexity, Ambiguity), which refers to the industrial revolution 4.0 with increasingly turbulent, complex, and uncertain social environments that have become commonplace in the last decade. VUCA is the dynamics of very rapid environmental change (volatility), lack of prediction of issues and events that occur (uncertain), complexity and obstacles that exist in an organization both internally and externally (complex), and the existence of ambiguity and chains of consequences (ambiguous). The impact of the Industrial Revolution 4.0 has caused human involvement to decrease, changing human life and work fundamentally. Human resources need problem-solving skills to face challenges in global life (Ryandono et al., 2022).

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Gunawan, 2020). Lecturers are required to have academic qualifications, competence, educator certification, be physically and mentally healthy, meet other qualifications required by the higher education unit where they work, and have the ability to realize national education goals (Mutohar & Trisnatari, 2020). Rank career development and lecturer certification are needed to increase lecturer professionalism.

The results of the review through meta-analysis examined four categories of predictors of objective career success (salary level and job promotion) and subjective career success (career satisfaction), namely human resource factors, organizational support, sociodemographic status, and stable individual differences. Human capital (personal) and sociodemographic predictors generally show more robust relationships with objective career success. Stable individual differences commonly have a more substantial influence on subjective career success. Career coaching support, supervisor support, training and skills development opportunities, and organizational resources are each positively related to career success. The determinants suggested in career mentoring programs can play an influential role in determining individual progress.

The principles of Islamic leadership, such as justice, simplicity, and moral responsibility, can play an essential role in the career development of lecturers. Although there has not been specific research linking Islamic leadership to the career paths of lecturers, in general, leadership theory emphasizes the importance of leadership styles for leaders in achieving various targets, including improving employee performance (Karia & Abu Hassan Asaari, 2019; Mustofa & Muafi, 2021; Zaim et al., 2022). Islam also demands that leaders pay attention to the needs of their followers as a trust from Allah, a responsibility given by Him, and a service to humanity (Ahmad, 2018; Ahmad & Ogunsola, 2011; Husti & Mahyarni, 2019; Marbun, 2013). Leaders must strive to guide, protect, and treat their followers justly (Muralidharan & Pathak, 2018).

This approach includes providing fair guidance, supporting professional development, and paying attention to mental and spiritual well-being. Therefore, there is a solid reason to believe that the application of Islamic leadership by leaders can create a more conducive work environment. Wong & Wee (2019) showed several factors determining individual career progress, including coaching individual career development, formal and informal mentoring, and psychosocial support. Other research has found that human resource factors strongly influence career, organizational support impacts career success, and support from leaders (Asif et al., 2023) and co-workers (Xu, et al., 2018) also influences career success.

Higher Education Data Base (PDDIKTI) stated that there were at least 2363 universities and 21,296 lecturers in the East Java region. Based on the data above, Google trends showed that netizens searched for information about lecturer certification. This shows interest in the topic of lecturer certification. Researchers conducted an online preliminary survey of 4,452 lecturers in the LLDIKTI region 7 Surabaya. Some of the reasons given by lecturers who have

not yet been certified stated that the reasons for not having passed certification were due to lack of coaching and career guidance as much as 41.3%, lack of information systems and supporting technology as much as 41.1%, personal problems of lecturers 62%, lack of institutional support and facilities 9% and other factors (unconducive work atmosphere and friends) between 3 and 5%. However, many lecturers still needed to meet the minimum standards. The data showed that the optimization of friendly information systems and technology is needed for Indonesian lecturers. Planning and developing lecturers' careers must follow the philosophy of Tridharma activities of higher education lecturers to improve career and professional levels.

From the data obtained, as many as (72.94%) still show that lecturer certification ownership experiences several obstacles. Having lecturer certification is very important. This is similar to the LLDIKTI statement, which stated that lecturer certification aims to assess lecturer professionalism to determine lecturer suitability, protect the lecturer's profession as a learning agent in higher education, improve educational processes and outcomes, and accelerate the realization of national education goals. Based on this goal, having lecturer certification is very important to support education while improving the quality of the institution where the lecturer works. Based on the statements above, this study aims to observe the influences of Islamic leadership encouragement, peer encouragement, facility availability, organizational policies, type of university, and demographic factors on the career path of college lecturers.

## Literature Review

### *Human Resource Management*

Human resource management is a strategic approach to skills, motivation, development, and management of resource organizations (Sofianto & Risandewi, 2021). Human resource management is a science or method of managing the relationships and roles of resources owned by individuals efficiently and effectively and can be used optimally (Ryandono et al., 2019). Human resource management is planning, organizing, implementing, and supervising the procurement, development, provision of services, integration, maintenance, and workforce separation to achieve organizational goals (Santoso & Kusuma, 2023).

### *Career*

The definition of career development is a process to improve the quality of managerial abilities, including knowledge, skills, personal traits, authority, and leadership attitudes and behaviour. Meanwhile (Pasaribu, 2019) explain that career development increases individual work abilities to achieve the desired career. Career development is a formal approach taken by an organization to ensure that someone with the appropriate qualifications and experience is available when needed (Qosim et al., 2023).

### *Islamic leadership*

Leadership is divided into two types, namely transformational leadership and transactional leadership. Transformational leadership is a process in which leaders take actions to increase the awareness of their co-workers about what is important, increase their co-workers' motivational maturity, and encourage them to go beyond their interests to benefit the group, organization, or society. Leadership in Islam shares many similarities with conventional leadership regarding actions and practical functions, but it differs significantly in its religious, moral, and humanitarian foundations (Rizki et al., 2017). Leadership in Islam involves motivating and inspiring followers to attain desired organizational objectives, guided by a clear vision that conforms to the principles set by Allah (Wardhana, 2021a). According to (Faris and Abdalla, 2017), In Islam, humans are tasked with the significant role of being God's representatives on earth, known as Khilafah. As vicegerents (Khalifa), they have

responsibilities towards God and all His creations, including plants and animals, and are accountable for these responsibilities in this life and the Hereafter. They must uphold the rights of all beings and strive to establish justice ('adl) and balance (mizan). In Islam, leadership is crucial for shaping and guiding communities, organizations, and states (Ali, 2009; Zaim et al., 2022). Islam energizes leaders to precise their confidence through a dynamic interest in all angles of life, counting work (Iman et al., 2022). The Qur'an clearly states that "God hath allowed trade" (Qur'an 2:275), so pioneers should endeavour to their most extreme to be fruitful and moral simultaneously.

As such, Islam endorses a code of rules for Islamic open organization and commerce exercises. These are all compatible with legal and illegal concepts and reflect social obligation highlights in each angle of the exchanges (Wijayanti et al., 2020). According to (Rafiki, 2020), the characteristics of leadership in Islam stem from four basic principles: Iman (true belief), Islam (following the commands of Islam), Taqwa (continuous awareness of Almighty Allah), and Ihsan (kindness and care while feeling the presence of Allah). Meanwhile, (Marbun, 2013) explains that a competent Islamic leader must possess both spiritual and rational awareness and fulfill various requirements of Islamic leadership such as intention (Niyya), piety (Taqwa), kindness (Ihsan), honesty (Sidq), justice (Adl), sincerity (Ikhlas), self-improvement (Itqan), trustworthiness (Emanah), consultation (Shura), and patience (Sabar).

### *Facility*

Facilities are a means to expedite and facilitate the implementation of functions. Facilities are individual components of the offering that are easy to grow or reduce without changing the quality of the service model. Facilities are also a tool to differentiate one educational institution's programs from other competitors (Mafruchati et al., 2022). Work facilities are service agencies provided to employees to support performance in meeting employee needs and increase employee work productivity (Febriyanti et al., 2022).

### *Organizational commitment*

Organizational commitment is an attitude to understand and be attached to the organization. When employees feel they have a more significant commitment to their organization, it can be ensured that they also have reliable daily behaviour, try to survive in the organization, and try hard to make their work good (Loestefani et al., 2022). The lecturers feel proud to be part of the organization and need help to adjust to moving to another organization (Griffioen, 2020).

### *Research hypothesis*

*H1:* External factors, namely Islamic leadership encouragement, influence the career paths of college lecturers.

*H2:* Peer encouragement influences the career path of college lecturers.

*H3:* The availability of facilities influences the career path of college lecturers

*H4:* The organizational policies influence the career path of college lecturers

*H5:* The type of university influences the career path of college lecturers

*H6:* Demographic factors (age and gender) influence the career paths of college lecturers.

### **Methodology**

The type of research carried out is quantitative research, explanatory study type. The research location is at the private university of LLDIKTI VII East Java, and the time of research will be carried out in 2023. The target population in this research is all health lecturers at private universities in the LLDIKTI VII section who live in the East Java region, totaling 4,452 health lecturers. The sample size formula uses the rule of thumb, so the sample size in this study is some health lecturers at private universities in the LLDIKTI VII section who live in the

Surabaya area, with the sample size determined using the following formula:

$$\begin{aligned}
 &= ((\text{parameter} \times \text{exogenous variable}) + \text{endogenous variable} + \text{number of arrows}) \times 5 \\
 &= ((26 \times 2) + 5 + 12) \times 5 \\
 &= 345
 \end{aligned}$$

The sampling technique used is multistage random sampling because it is suitable for use in quantitative research; sampling is based on the accreditation status of higher education institutions. For each university, the number of lecturers taken for the sample was calculated using a proportional random sampling technique. After getting the number of samples taken, the researcher determined respondents from each selected university using a purposive sampling technique

Table 1. Samples of this study

No	College	Accreditation	Amount Sample
1	University A	Superior	123
2	University B	Very good	92
3	University C	B	44
4	University D	B	34
5	University E	-	52
<b>Total</b>			<b>345</b>

Source: Collected from survey

The data in this research was collected using data collection techniques using questionnaires, interviews, and observation. Data collection tools used for research carried out validity and reliability tests. The validity tests used are content validity, face validity, construct validity, and criterion validity. The number of respondents used in the validity test was 20 respondents. Calculation of the results from SPSS shows that the questionnaire items have a calculated r value that is more than the r-table. This study used univariate, bivariate, and path analysis.

## Results and Discussion

### *Univariate analysis*

The results of the univariate analysis involved 345 respondents who had been selected using inclusion and exclusion criteria. The following frequency distribution of research respondents can be explained in the following table:

Table 2. Results of Univariate Analysis of Variables

Variable	Mean	Median	Min	Max	Range
Islamic Leadership encouragement	49.79	49.00	24	68	44
Peer encouragement	24.03	22.00	16	32	16
Availability of facilities	25.00	25.00	11	30	19
Organizational policies	21.56	21.00	13	28	15
Age	35.65	34.00	19	56	37

Source: Data processed by SPSS

The results of Table 2 show the mean, median, min, max, and range values. The widest difference between the lowest and highest values is the self-observation variable, while the narrowest is knowledge and metacognitive abilities. The highest average value lies in the

behavior variable, while the lowest average value lies in the knowledge variable.

*Bivariate analysis*

Table 3. Results of Bivariate Analysis of Variables

Lecturer's Certification Ownership		Category		There is not any yet		Already available		Total	<i>p-value</i>	
Variable				n	%	n	%	n	%	
Islamic encouragement	Leadership	Low		70	48.28	75	51.72	145	100	0.002
		High		64	32.00	136	68.00	200	100	
Peer encouragement		Low		95	46.57	109	53.43	204	100	0,000
		High		39	27.66	102	72.34	141	100	
Availability of facilities		Low		69	51.11	66	48.89	135	100	0,000
		High		65	30.96	145	69.04	210	100	
Organizational policies		Low		85	48.02	92	51.98	177	100	0,000
		High		49	29.17	119	70.83	168	100	
		Academic		15	34.09	29	65.91	44	100	
Type of college	Tall	School								0.300
		High or Institute		25	48.08	27	51.92	52	100	
		University		94	37.75	155	62.25	249	100	
Gender		Man		40	40.00	60	60.00	100	100	0.872
		Woman		94	38.37	151	61.63	245	100	
Age		< 35 years		102	55.14	83	44.86	185	100	0,000
		≥ 35 years old		32	20.00	128	80.00	160	100	

Source: Data processed by SPSS

Table 3 shows the relationship between leadership encouragement, peer encouragement, facility availability, organizational policies, age, and the Lecturer's Certification Ownership. However, there is no relationship between the type of university and gender with the Lecturer's Certification Ownership.

*Path analysis results*

The final external model for improving the career path of private university lecturers shows that several variables can influence directly and indirectly. The demographic factor variable, gender, was dropped out because it has no relationship to the lecturer's career level. On the other hand, age was changed directly to the lecturer's career level, but for this model, age influences internal factors first and then the lecturer's career level.

Table 4. Results of Path Analysis Model Specification of the Influence of External Factors in Increasing the Career Path of Higher Education Lecturers

Relationship between exogenous and endogenous variables	CI 95%			<i>p-value</i>
	Path coefficient	Lower limit	Upper limit	
Cognitive strategies ← <i>Commitment Anxiety</i>	0.97	0.45	1.49	0,000
Behavior	0.84	0.33	1.36	0.001
Islamic Leadership encouragement	0.74	0.21	1.27	0.006
Organizational policies	1.14	0.63	1.65	0,000
Type of college	0.65	0.27	1.04	0.001

Relationship between exogenous and endogenous variables	CI 95%			
	Path coefficient	Lower limit	Upper limit	p-value
Observation ←				
Age	0.58	0.15	1.02	0.008
Motivation ←				
Age	0.91	0.47	1.34	0,000
Behavior ←				
Age	0.70	0.27	1.14	0.001
Availability of facilities	0.48	0.03	0.92	0.035
N Observation = 345	Information:			
Log-likelihood = -3044.613	← = Connected			

Source: Data processed by SPSS

*The influence of Islamic leadership encouragement on lecturer career paths*

Leaders' encouragement of the bivariate analysis result significantly influences lecturers' career paths. Support and motivation from leaders can help lecturers achieve their career goals more easily and quickly. This is in line with a study conducted by (Zulaikha et al., n.d.) that leadership in Islam involves motivating and inspiring followers to attain desired organizational objectives, guided by a clear vision that conforms to the principles set by Allah. According to (Faris & Abdalla, 2017), humans are tasked with the significant role of being Allah's representatives on earth, known as Khilafah, who have responsibilities to uphold the rights of all beings and strive to establish justice ('adl) and balance (Mizan) (Ali, 2009; Zaim et al., 2022). Leaders could lead to organizational members' motivation and appreciation as long as they understand their job responsibilities (Wardhana, 2021b). It was stated on QS. Al-Baqarah verse 282:

*And give them the reward that you have promised them and do not reduce it and do not exceed it. Indeed, Allah is the Supervisor over them.*

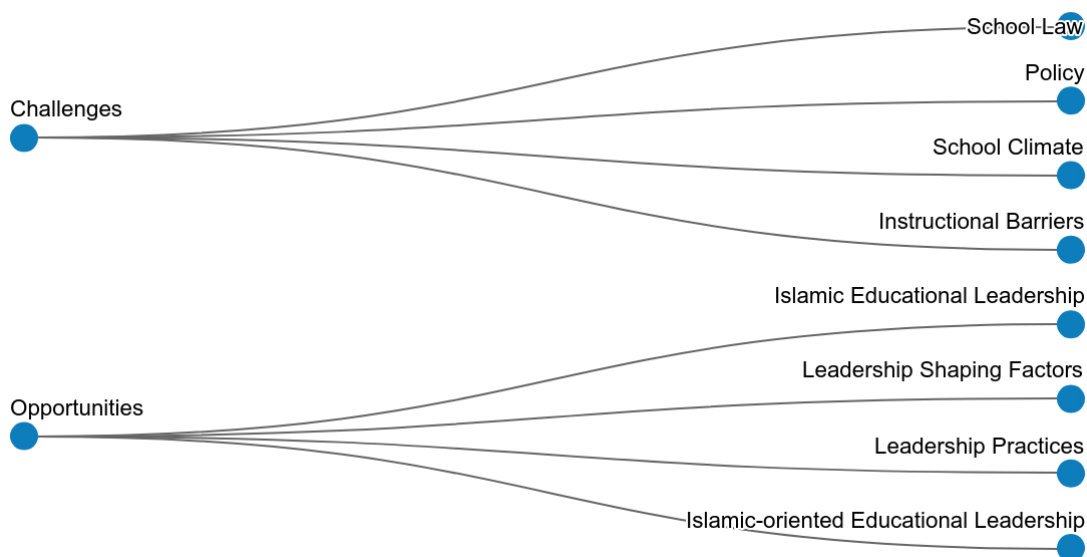


Figure 1. Challenges and opportunities of implementing Islamic leadership for lecturers.  
 Source: Arranged by authors

Lecturers who feel appreciated and recognized for their contributions will be more motivated to work hard and achieve their targets. Leaders who delegate tasks and give trust to lecturers will increase their self-confidence, independence, skills, abilities, motivation, and

performance (Mendo et al., 2023). This is in line with previous research (Astuti et al., 2020) that a directive Islamic leadership style significantly influences the performance of lecturers in research settings, followed by a supportive leadership style that is oriented toward achieving the lecturers' work results. This study assumed that leaders who provide support and recognition for lecturers' achievements will encourage lecturers to work harder and achieve higher targets because work performance is one of the main factors in assessing promotions and positions.

#### *The influence of peer encouragement on lecturer career paths*

Results of bivariate analysis showed that peer encouragement significantly influenced lecturers' career paths. Peer encouragement was important to lecturers' career development because it influenced their motivation, productivity, and academic understanding. Positive peer encouragement can create an inclusive and supportive work environment, allowing lecturers to overcome challenges and gain support in dealing with the stress and tension associated with lecturer work. Peer encouragement can also encourage productive research collaboration between lecturers (Aymans et al., 2020).

However, this is in contrast to a study that found that peer support is needed more than an external factor to increase adaptability in a career (Retnowati et al., 2018). This indicates that internal factors are needed to help adapt to changes in the world of work and career choices. Researchers assume that peer encouragement plays a significant role in shaping lecturers' careers. Support, collaboration, and recognition from peers can strengthen their motivation, quality of scientific work, and career advancement in a dynamic academic environment.

#### *The influence of facilities availability on lecturer career paths*

Based on the result of bivariate analysis, the availability of facilities significantly influenced lecturer career paths. The availability of relevant facilities in this research, including the availability and ease of access to obtain lecturer certification. It was important to help lecturers achieve a higher career level. Ease of access to obtain lecturer certification, such as funding and release from teaching duties, allows lecturers to improve their qualifications and meet the requirements for promotion and position (Setyawan & Hayati, 2020). In line with that, a study by (Hamdiyah et al., 2023) stated that career development facilities and infrastructure influence lecturer performance. Adequate facilities, such as training and seminars, help lecturers improve their quality and competence in teaching, research, and community service. This study assumed that the availability of facilities plays an important role in lecturer career development. Adequate facilities not only increase the efficiency and welfare of lecturers but could support lecturer's professionalism.

#### *The influence of organizational policies on lecturer career paths*

Based on the bivariate analysis, there was a significant influence on the external environment, namely organizational policy, on lecturer career paths. The external environment includes various factors, such as economic conditions, government policies, and the dynamics of certain industries or professions. One important aspect of the external environment is the organizational policy in research, namely LLDIKTI 7. Lecturers are encouraged to take part in lecturer certification programs. It could improve the quality and competence of lecturers in teaching, research, and community service (Murcahyanto et al., 2022). Researchers assume that organizational policies, especially encouragement from LLDIKTI 7 to lecturers regarding ownership of lecturer certification, significantly influence lecturers' career paths. LLDIKTI 7 needs to continue supporting lecturers to improve their competence and competitiveness to improve the quality of higher education in Indonesia.



### *The influence of the type of higher education on lecturer career paths*

Based on the research results, the results of the bivariate analysis showed that the type of higher education institution significantly influenced the career path of lecturers. The types of higher education mentioned were academies, high schools, polytechnics, health science institutes, and universities. The influence of college type on lecturers' career paths reflects differences in culture, policies, and resources that may influence their professional development in the academic environment. Each type of college has unique characteristics that can influence lecturers' work experiences and career opportunities. [Gunawan \(2020\)](#) stated that the influence of the tertiary institution on lecturers' career paths is very diverse and depends on the focus and unique characteristics of each type of tertiary institution. Faculty members need to consider this when selecting and developing their careers. Faculty also need to recognize that each type of college offers unique opportunities for the professional growth of its alumni ([Mafruchati et al., 2024](#)).

### *The influence of age on lecturer career paths*

The results of bivariate analysis show that age significantly influences lecturer career paths. Demographically, age is associated with physical and psychological domains. However, age-related factors can also hinder a lecturer's career path. In some cases, younger lecturers may be considered more innovative, energetic, and open to change, while older lecturers may be considered less flexible or eroded by routine ([Pratiwi et al., 2022](#)).

Researchers assume that age's influence on lecturer career paths is not absolute and can vary between individuals. While age may play a role in some aspects of a lecturer's career development, this must be considered along with other factors such as motivation, ability, and work environment. Higher education institutions must also ensure that their promotion and career development policies create fair opportunities for all lecturers, regardless of age ([Wardhana & Ratnasari, 2022](#)).

### *The influence of gender on lecturer career paths*

Based on research results, the bivariate analysis results show no significant influence between gender and lecturer career paths. Traditionally, women face unique challenges and obstacles in developing lecturers' academic careers. Gender stereotypes could influence perceptions of women's academic and leadership abilities. As a result, it could limit opportunities for women for career promotion, recognition, or participation in meaningful projects in their fields. However, with changes in awareness of the importance of gender equality, many institutions have worked to create more inclusive and supportive environments for female faculty ([Fauziana et al., 2022](#)).

Researchers assume that gender influences on lecturers' career paths reflect the complexity of the challenges and opportunities faced by female and male lecturers in the academic environment. While much progress has been made in terms of gender equality, there is still work to be done to create a truly inclusive and supportive environment for all lecturers, regardless of their gender.

## **Conclusion**

Based on the result above, there was an organizational influence (Islamic leadership encouragement, peer encouragement, availability of facilities, organizational policies, and type of university) on the career path of college lecturers. Demographic factors (age and gender) influence the career paths of college lecturers. The limitation of the research in this study is that when the research was carried out, the researcher found it difficult to get responses from respondents when filling out the questionnaire, so the researcher had to carry out follow-up so

that the questionnaire was filled in entirely by the respondents. Several variables not examined in this research can be. It is recommended that future researchers focus more on other variables related to lecturer certification ownership outside of the variables studied in this research.

### Author Contribution

Ivan Rovian: Conceptor, Creating and designing analyses, Collecting data, Contributing data or analysis tools, and Writing paper.

Sri Widati: Contributing data or analysis tools, and Perform analysis.

All authors have read and agreed to the published version of the manuscript.

### Declaration of Competing Interest

Author declare that have no conflict of interest

### References

- Ahmad, K. (2018). Contrasting Islamic Leadership Styles (an Empirical Study of Muslim Majority and Minority Countries). *Angewandte Chemie International Edition*, 6(11), 951–952., *IMCoSS*, pp. 10–27.
- Ahmad, K., & Ogunsola, O. K. (2011). An empirical assessment of Islamic leadership principles, *International Journal of Commerce and Management*, 21 (3), 291-318. <https://doi.org/10.1108/10569211111165325>
- Ali, A. J. (2009). Islamic perspectives on leadership: a model, *International Journal of Islamic and Middle Eastern Finance and Management*, 2(2), 160-180. <https://doi.org/10.1108/17538390910965167>
- Asif, M., Li, M., Hussain, A., Jameel, A., & Hu, W. (2023). Impact of perceived supervisor support and leader-member exchange on employees' intention to leave in public sector museums: A parallel mediation approach. *Frontiers in psychology*, 14, 1131896. <https://doi.org/10.3389/fpsyg.2023.1131896>
- Astuti, S. D., Shodikin, A., & Ud-Din, M. (2020). Islamic Leadership, Islamic Work Culture, and Employee Performance: The Mediating Role of Work Motivation and Job Satisfaction. *The Journal of Asian Finance, Economics, and Business*, 7(11), 1059–1068. <https://doi.org/10.13106/jafeb.2020.vol7.no11.1059>
- Aymans, S. C., Kortsch, T., & Kauffeld, S. (2020). Gender and career optimism—The effects of gender-specific perceptions of lecturer support, career barriers and self-efficacy on career optimism. *Higher Education Quarterly*, 74(3), 273–289. <https://doi.org/10.1111/hequ.12238>
- Faris, N., & Abdalla, M. (2017). Leadership in Islam: Thoughts, processes, and solutions in Australian organizations. In *Leadership in Islam: Thoughts, Processes and Solutions in Australian Organizations*. <https://doi.org/10.1007/978-3-319-66441-5>
- Fauziana, H., Wardhana, A. K., & Rusgianto, S. (2022). The Effect of Education, Income, Unemployment, and Poverty toward the Gini Ratio in Member of OIC Countries. *Daengku: Journal of Humanities and Social Sciences Innovation*, 2(2), 181–191. <https://doi.org/10.35877/454RI.daengku874>
- Febriyanti, A. R., Ratnasari, R. T., & Wardhana, A. K. (2022). The Effect of Economic Growth, Agricultural Land, and Trade Openness Moderated By Population Density on Deforestation in OIC Countries. *Quantitative Economics and Management Studies*, 3(2), 221-234. <https://doi.org/10.35877/454RI.qems828>
- Griffioen, D. (2020). Building research capacity in new universities during academic drift: Lecturers professional profiles. *Higher Education Policy*, 33(2), 347–366. <https://doi.org/10.1057/s41307-018-0091-y>

- Gunawan, C. I. (2020). An analysis of lecturers' demographic factors affecting research performance in Indonesia. *International Journal of Research in Business and Social Science (2147-4478)*, 9(5), 326–332. <https://doi.org/10.20525/ijrbs.v9i5.759>
- Hamdiyah, R., Widjajati, N., & Kartika, A. P. (2023). Relationship Between Age, Education, Mental Workload, Semester Credit Unit, and Work Hours With Work Stress of Female Lecturers at Universitas Airlangga. *Media Gizi Kesmas*, 12(1), 228–234. <https://doi.org/10.20473/mgk.v12i1.2023.228-234>
- Husti, I., & Mahyarni, M. (2019). Islamic Leadership, Innovation, Competitive Advantages, and Performance of SMEs in Indonesia. *East Asia*, 36(4), 369–383. <https://doi.org/10.1007/s12140-019-09325-7>
- Iman, A. N., Wardhana, A. K., Rusgianto, S., & Ratnasari, R. T. (2022). Venture vs Investment: Which Type of Financing was more Demanded by the Agriculture, Forestry, and Aquaculture Sectors? *Daengku: Journal of Humanities and Social Sciences Innovation*, 2(5), 587–595. <https://doi.org/10.35877/454RI.daengku1116>
- Karia, N., & Abu Hassan Asaari, M. H. (2019). Leadership attributes and their impact on work-related attitudes. *International Journal of Productivity and Performance Management*, 68(5), 903–919. <https://doi.org/10.1108/IJPPM-02-2018-0058>
- Loestefani, V., Poan, R., Suwitorahardjo, B., & Wardhana, A. K. (2022). Service Quality and Product Quality as An Influence on Customer Loyalty at Naturalis Koffie. *FIRM Journal of Management Studies*, 7(2), 211–236.
- Mafruchati, M., Musta'ina, S., & Wardhana, A. K. (2024). Research trends of Moringa oleifera Lam as Remedy toward Cattle's embryo according to the frequently used words in content of papers and citations. *Heliyon*, 10(11). <https://doi.org/10.1016/j.heliyon.2024.e31522>
- Mafruchati, M., Wardhana, A. K., & Ismail, W. I. W. (2022). Disease and viruses as negative factor prohibiting the growth of broiler chicken embryo as research topic trend: a bibliometric review. *F1000Research*, 11(1124), 1124. <https://doi.org/10.12688/f1000research.125016.1>
- Marbun, D. S. (2013). Attributions and requirements of Islamic leadership. *Management Research Review*, 36(4), 379–387. <https://doi.org/10.1108/01409171311314987>
- Mendo, A. Y., Singh, S. K., Yantu, I., Hinely, R., Bokingo, A. H., Dunga, E. F., Juanna, A., Wardhana, A. K., Niroula, B., & Win, T. (2023). Entrepreneurial leadership and global management of COVID-19: A bibliometric study. *F1000Research*, 12(31), 31. <https://doi.org/10.12688/f1000research.109340.1>
- Muralidharan, E., & Pathak, S. (2018). Sustainability, transformational leadership, and social entrepreneurship. *Sustainability*, 10(2), 567. <https://doi.org/10.3390/su10020567>
- Murcahyanto, H., Mohzana, M., & Fahrurrozi, M. (2022). Work Experience and Achievement: Their Influence on Lecturers' Career. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 1219–1230. <https://doi.org/10.35445/alishlah.v14i2.2024>
- Mustofa, A., & Muafi, M. (2021). The influence of situational leadership on employee performance mediated by job satisfaction and Islamic organizational citizenship behavior. *International Journal of Research in Business and Social Science (2147- 4478)*, 10(1), 95–106. <https://doi.org/10.20525/ijrbs.v10i1.1019>
- Mutohar, P. M., & Trisnatari, H. E. (2020). Contribution of Visionary Leadership, Lecturer Performance, and Academic Culture to the Competitiveness of Islamic Higher Education in Indonesia. *Journal of Advances in Education and Philosophy, School Middle East Publishers*, 4(2):29-45.
- Pasaribu, L. (2019). Pengembangan Karir Guru. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 13(3), 265-272.

- Pratiwi, A. C., Wardhana, A. K., & Rusgianto, S. (2022). Application of Vector Error Correction Model on Macroeconomic Variables toward Changes in the Composite Stock Price Index. *Daengku: Journal of Humanities and Social Sciences Innovation*, 2(2), 219–229. <https://doi.org/10.35877/454RI.daengku883>
- Qosim, N., Ratnasari, R. T., Wardhana, A. K., Fauziana, H., & Barkah, T. T. (2023). Eight Years of Research Related to the Green Sukuk in the Global Stock Exchange Market to Support the Implementation of SDG: A Bibliometric Review. *Journal of Islamic Economic and Business Research*, 3(2), 161–180. <https://doi.org/10.18196/jiebr.v3i2.204>
- Rafiki, A. (2020). Islamic leadership: Comparisons and qualities. *Digital Leadership-A New Leadership Style for the 21st Century*, 1–16. <https://doi.org/10.5772/intechopen.90151>
- Retnowati, T. H., Mardapi, D., & Kartowagiran, B. (2018). Kinerja dosen di bidang penelitian dan publikasi ilmiah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 215. <https://doi.org/10.21831/amp.v6i2.21524>
- Rizki, F., Armanu, T., Surachman, S., & Rofiaty, R. (2017). Study on the relationship between Islamic leadership style, work ethics, job satisfaction, and employee performance. *Russian Journal of Agricultural and Socio-Economic Sciences*, 61(1), 238-248. <https://doi.org/10.18551/rjoas.2017-01.25>
- Ryandono, M. N. H., Mawardi, I., Rani, L. N., Widiastuti, T., Ratnasari, R. T., & Wardhana, A. K. (2022). Trends of research topics related to Halal meat as a commodity between Scopus and Web of Science: A systematic review. *F1000Research*, 11(1562), 1562. <https://doi.org/10.12688/f1000research.123005.2>
- Ryandono, M. N. H., Permatasari, S. A., & Wijayanti, I. (2019). Business behavior in an islamic perspective: Case study of muslim woman entrepreneurs in Ikatan Wanita Pengusaha Indonesia (IWAPI). *12th International Conference on Business and Management Research (ICBMR 2018)*, 154–159.
- Santoso, T. B., & Kusuma, A. (2023). The Development of the Usage of Blockchain for Waqf and Zakat Globally: A Bibliometric Study. *International Journal of Mechanical Computational and Manufacturing Research*, 13(3), 83–91. <https://doi.org/10.35335/computational.v13i3.120>
- Setyawan, H., & Hayati, K. (2020). The effect of career development practices, competence, self-efficacy, and family support toward lecturer performance to professors. *Journal of Advanced Research in Dynamical & Control Systems*, 12(02), 3245–3264.
- Sofianto, A., & Risandewi, T. (2021). Mapping of Potential Village-Owned Enterprises (BUMDes) for Rural Economic Recovery during the COVID-19 Pandemic in Central Java, Indonesia. *IOP Conference Series: Earth and Environmental Science*, 887(1), 54–65
- Wardhana, A. K. (2021a). The Application of Waqf and Endowment Fund Based on the Principles in the Sharia Maqashid Pillar Society. *Prosperity: Journal of Society and Empowerment*, 1(2), 107–119. <https://doi.org/10.21580/prosperity.2021.1.2.8829>
- Wardhana, A. K. (2021b). The Impact of The Pro And Cons Policies in The Jokowi Era on The Macro Economy of Society. *Jurnal Ekonomi Dan Bisnis Airlangga*, 31(2), 124–136. <https://doi.org/https://doi.org/10.20473/jeba.V31I22021.124-136>
- Wardhana, A. K., & Ratnasari, R. T. (2022). Analisis sitasi publikasi tentang repositori bidang studi perpustakaan pada Web of Science selama pandemi. *Daluang: Journal of Library and Information Science*, 2(1), 53–61. <https://doi.org/https://doi.org/10.21580/daluang.v2i1.2022.10987>
- Wijayanti, I., Herianingrum, S., & Ryandono, M. N. H. (2020). Islamic Crowdfunding Mechanism to Answer Renewable Energy Investment Challenge in Indonesia. *Test Engineering and Management*, 83, 3596–3605.

- Wong, S. C., & Wee, Y. G. (2019). Job autonomy, job feedback, and protean career among employees in Malaysian electrical and electronic industry: The mediating roles of career strategies. *International Journal of Business and Society*, 20(1), 311–328.
- Xu, S., Martinez, L. R., Van Hoof, H., Tews, M., Torres, L., & Farfan, K. (2018). The impact of abusive supervision and co-worker support on hospitality and tourism student employees' turnover intentions in Ecuador. *Current issues in Tourism*, 21(7), 775-790. <https://doi.org/10.1080/13683500.2015.1076771>
- Zaim, H., Erzurum, E., Zaim, S., Uluyol, B., & Seçgin, G. (2022). The influence of Islamic leadership on work performance in service industry: an empirical analysis. *International Journal of Ethics and Systems*, August. <https://doi.org/10.1108/IJOES-12-2021-0242>
- Zulaikha, S., Hendratmi, A., Sridadi, A. R., Basit, A., Iman, A. N., Wardhana, A. K., Ghifara, A. S., Pratiwi, A. C., Febriyanti, A. R., & Nugroho, A. D. (n.d.). *Filsafat Ekonomi Islam Menjawab Tantangan Peradaban*. Zifatama Jawara.