



The Influence of Leadership Style and Education Level on Employee Performance Controlled by Work-Life Balance: A Case of PT Celebes Railway Indonesia

Jatmiko Murdiono^{1*}, Sri Indah Nikensari², Agung Wahyu Handaru³, Helmi Adam⁴

^{1,2,3}Universitas Negeri Jakarta

⁴PT Celebes Railway

Corresponding Author: Jatmiko Murdiono mikomurdiono@gmail.com

ARTICLE INFO

Keywords: Leadership, Education, Performance, Employee Performance, Work-Life Balance

Received : 1 September

Revised : 10 October

Accepted: 9 November

©2023 Murdiono, Nikensari, Handaru, Adam: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Employee performance determines the performance of an organization or company. However, now it is also important to ensure a work-life balance for employees. They must also make maximum contributions to the company. This study aims to analyze and determine the influence of leadership style and education level on employee performance controlled by work-life balance in the case of PT Celebes Railway Indonesia. This study is a quantitative study and found that 1) Work-life balance and employee performance have a significant impact, 2) There are differences in employee performance based on leadership style, and 3) There are differences in employee performance. The research results show that there is. Based on education level, 4) There is no interaction between leadership style and education level in determining employee performance. This study focuses on employee performance based on leadership style and employee level while continuing to use work-life balance as a control variable for employees

INTRODUCTION

The success of an organization is reflected in the performance of the organization or company (Manik, 2016). Performance is based on the work results achieved by each individual or group within an organization or company in accordance with their respective authority and responsibilities. Organizational or company goals (Srimulatsih, 2022) This means that performance includes elements of performance-related standards that people must meet in order to meet set standards and perform well (Sulhan, 2023). Since each employee plays an important role in the organization, the performance of the organization depends on the performance of the employees and employee performance is also key to a company's success, as well-functioning companies and organizations support employee performance (Piedade et al., 2019). To perform well, employees must be motivated to do their best, maintain standards, make maximum contributions, and be able to meet job expectations (Lai et al., 2020).

According to the research findings of Setyawan (2018) and Marjaya and Pasaribu (2019), when employee performance (individual performance) is good, company performance (corporate performance) is also likely to be good.

In connection with the above, PT Celebes Railway Indonesia (CRI) is a company engaged in railway construction, infrastructure procurement, and operation business under the Makassar-Parepare Railway Infrastructure Project. This project aims to promote and increase economic growth and development in the South Sulawesi region (Adam et al., 2023). The Makassar-Parepare railway project is expected to be used as a public-private partnership (PPP) scheme project that can be imitated in other transport sectors, so the performance of this project must be good and optimal of course, this success is closely related to the synergy and good performance of all PT CRI employees. Subsequently, PT CRI's performance in the last two years i.e. 2021 and 2022 has been proven by the company's performance in 2021 getting 'B' grade and 'A' grade in 2021. It is known that it can be said to be in good condition. 2021 will be implemented in 2022. The company's performance evaluation is carried out by major shareholders in the Financial Accounting, Investments and Portfolios, Controls (OCSCM), QHSE, HCM, Strategy and Technology divisions.

PT CRI's 2021 and 2022 achievements represent the value of corporate performance, so efforts must be made to maintain this excellent achievement. Therefore, to achieve the best performance for the company, it is better for the company to develop all the skills of its employees, since the performance of the company is closely related to the performance of its employees (Hasmin & Nurung, 2021; Sivanissa et al., 2022). Related to the above, one of the factors that affect employee performance is the application of leadership style in the company (Yulius, 2022). According to Srimulatsih (2022), there is a significant influence between leadership styles on employee performance, especially in today's digital era. Leadership style is the approach a leader uses to influence, direct, motivate, and manage his or her organization or company. Different leadership styles can have a significant impact on employee performance and overall organizational success. However, this is still situational because there is no one leadership style that fits everyone or the best way for leaders to lead.

However, the selection of leadership styles used in an organization or company is very important in influencing the success of the organization in terms of employee performance, mindset, and ability to overcome problems and challenges (Amegayibor, 2021). However, the problem is what leadership style to realize organizational goals (Isnaini, 2020). Another important issue for employees today is to balance between private life and work life or what is called work-life balance (Nugroho et al., 2023; Ogunola, 2022) Because employees who can balance their personal and work lives can devote their time to other activities in their lives besides work (Yusnita et al., 2022). This is also supported by the results of research Bataineh (2019) which reveals that there is an effect of work-life balance on employee performance.

Based on the above explanation, researchers are interested in studying the influence of leadership style and education level on employee performance caused by work-life balance of employees in PT Celebes Railway Indonesia.

LITERATURE REVIEW

Work-Life Balance on Employee Performance

According to Bloomsbury (2005), work-life balance is a highly personal and dynamic concept that means taking control of one's life, making decisions, and finding a balance between work and personal needs. According to another definition by Fisher et al. (2009), work-life balance refers to the balance between professional (work) responsibilities and personal life activities outside of work. According to Maestro et al., work-life balance is: (2020) The concept of organizing and dividing working time and personal life. This is often interpreted as a healthy work-life balance, where work does not interfere with personal time. Much the same was expressed by Guillen (2020), who said that work-life balance is an attempt to maintain a balance between personal and professional life, and that work-life balance is an attempt to maintain a balance between the demands of work and the priorities of life. It means you're having a hard time. The following definition comes from Sirgy and Lee (2023), who defines work-life balance as controlling the proportion of work and personal life activities. Based on several definitions, it can be concluded that work-life balance is managing the balance between personal and work life. Next, according to Fisher et al. (2009) his four indicators of work-life balance. Includes: a) Work Interference in Personal Life (WIPL), b) Work Interference in Personal Life (PLIW), c) Work Enhancing Personal Life (WEPL), and d) Work Personal Life Enhancing (PLEW). Based on this, researchers would like to analyze and determine the impact of work-life balance on employee performance.

H1: There is a significant influence between work-life balance and employee performance

Employee Performance Based on Leadership Style

In this study, leadership styles that will be tested for their influence on employee performance include:

Digital Leadership

Brett (2019) defines digital leadership as the ability to lead and manage human resources, technology, and business in the context of digital transformation. Then, according to Yusuf et al., (2023) Digital leadership is a leadership approach applied to organizations to carry out digital transformation to achieve organizational goals. Another definition is by Al-Faris and Khaled (2022) that digital leadership is a leader with the ability to integrate digital transformation into the company by encouraging employees to embrace change. Further, Niu et al. (2022) define digital leadership as a leader with a future perspective, a clear vision, a rational strategy, and an understanding of digital trends. Based on these definitions, it is known that digital leadership is a leadership approach applied in organizations or companies to carry out the digital transformation needed and in response to existing digital trends. According to Keuper et al., (2018) Digital leadership indicators are a) having digital competence, b) having a strategic mindset, c) being adaptive, d) being able to implement network-based leadership, e) able to communicate effectively, f) able to motivate, g) able to build trust, h) implement continuous learning, and i) visionary.

Visionary Leadership

It is being a visionary means having a broad insight that allows one to foresee the future (Isnaini, 2020). Other definitions by van der Voet and Steijn (2021) show that visionary leadership facilitates and energizes collaborative processes, creates motivation, challenges change, and offers new and bold ideas. Based on this definition, it is known that visionary leadership is a future-oriented leader who dares to make changes and motivates and inspires his employees to work together to achieve the goals that have been set. Then, according to Nanus in Wijayanti et al., (2022), There are four indicators of visionary leadership: a) determining direction, b) as agents of change, c) communicative, and d) can be coaches and mentors.

Transformational Leadership

Transformational leadership affects employees' willingness to accept and prepare for organizational change (Hariadi & Muafi, 2022). According to Lutfi and Siswanto (2018) transformational leaders are leaders who give consideration to the stimulation of their members, are intellectually intelligent, and also have charismatic. Another definition is by Montuori and Donnelly (2017) that transformational leadership is a leadership style that inspires employees, encourages innovation, and helps shape a company's future success. Based on this definition, it can be seen that transformational leadership is leadership that enables members of the organization to be encouraged, inspired, and motivated in accepting and creating change. Then, according to Effendi and Maunah (2021) Transformational leadership has four indicators referred to as the "Four I" that are : a) Ideal influence, b) Inspirational motivation, c) Intellectual stimulation, and d) Individual consideration.

Based on this, researchers want to analyze and find out whether there are differences in employee performance based on three different leadership styles.
H2: There are differences in employee performance based on leadership style

Employee Performance Based on Education Level

In this study, employee performance is also seen from the level of education. The education levels of employees at PT Celebes Railway Indonesia are starting from a) High School / Vocational Education (SMA/SMK), b) D3, c) S1, d) S2 .

H3: There are differences in employee performance based on education level

Employee Performance Based on the Interaction of Leadership Style and Education Level

In this study, it was also seen whether there was an interaction between leadership style and education level in determining employee performance. The leadership styles used are a) digital leadership, b) visionary leadership, and c) transformational leadership. Then at the employee education level, namely a) SMA / SMK, b) D3, c) S1, and d) S2.

H4: There is an interaction between leadership style and education level in determining employee performance

Here's the whole hypothesis in this study:

1. H1: There is a significant influence between work-life balance and employee performance
2. H2: There are differences in employee performance based on leadership style
3. H3: There are differences in employee performance based on education level
4. H4: There is an interaction between leadership style and education level in determining employee performance

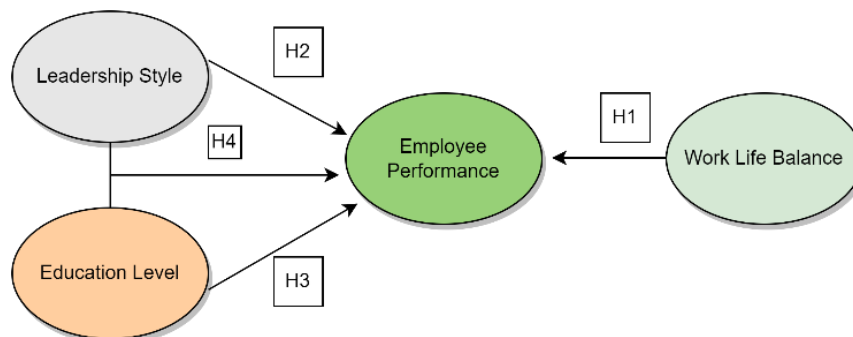


Figure 1. Conceptual Framework

METHODOLOGY

This research is a quantitative research because the data used to analyze the influence between variables are expressed in numbers (Putri & Anggraeni, 2018). The purpose of this study is to analyze and determine the influence of leadership style and education level on employee performance controlled by work-life balance. The place that became the object of research was PT Celebes Railway Indonesia. Then, to determine the sample used, the determination of the selected sample is *probability sampling* using the *simple random sampling* method. The determination of the number of samples used in this study is through drawing by giving numbers to the population and then a number will be randomly selected with a predetermined number of samples to be used as samples in the study. Then, after being drawn, it was divided into three groups of leadership

styles (digital, visionary, and transformational) so that each group consisted of 24 samples and the total overall sample was 72 employees. Then, each group consists of various levels of education ranging from SMA / SMK, D3, S1, and S2. Data collection in this study was carried out by survey method, namely using a questionnaire containing variable measurement items using a Likert scale of 1 to 5. The data collected through the questionnaire were analyzed by Ancova using the Statistical Package for Social Sciences version 23 (SPSS).

RESULTS

Standard Residual Value Normality Test

The basis for decision-making is that if the significance value (sig.) > 0.05, then the residual value of the standard is expressed as a normal distribution, but if the opposite (sig.) < 0.05, then the residual value of the standard is not normally distributed. Based on the SPSS output, here are the normality test results:

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Residual for Performance	.081	72	.200*	.989	72	.788

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table, it can be seen that the significance value is 0.788 > 0.05, so it can be stated that the residual value of the standard is normally distributed.

Homogeneity Test

The basis for decision-making is that if the significance value (sig.) > 0.05, then the data is declared homogeneous, but if the opposite (sig.) < 0.05, then the data is not homogeneous. Based on the SPSS output, the following follow homogeneity test results:

Table 2. Levene's Test of Equality of Error Variances^a

Dependent Variable: Performance			
F	df1	df2	Sig.
1.851	11	60	.065

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Work_Life_Balance + Leadership + Education + Leadership * Education

Based on the table, it can be seen that the significance value is 0.065, which means greater than 0.05; it can be concluded that the performance variable is homogeneous.

Linearity Test

The following table presents the linearity test results of the interaction variables using scatter plots:

Table 3. Linearity Test Results

No.	Interaction Variable Test	Linearity Significance Value	Result
1	Digital + SMA/SMK	0.170	Linear
2	Digital + D3	0.072	Linear
3	Digital + S1	0.419	Linear
4	Digital + S2	0.594	Linear
5	Visionary + SMA/SMK	0.096	Linear
6	Visionary + D3	0.102	Linear
7	Visionary + S1	0.575	Linear
8	Visionary + S2	0.623	Linear
9	Transformational + SMA/SMK	0.900	Linear
10	Transformational + D3	0.017	Linear
11	Transformational + S1	0.246	Linear
12	Transformational + S2	0.177	Linear

Based on the table above shows the tendency of straight-line patterns (linear) from the twelve groups of the interaction of leadership style variables (digital, visionary, and transformational) with the four levels of education (high school, D3, S1, and S2) shown by the results of the linearity test, those all significance values are more than 0.05. So, it can be concluded that there is a meaningful linear relationship between work-life balance and employee performance in each interaction group.

Regression Homogeneity

The following are the results of the regression homogeneity assumption test from the SPSS output.

Table 4. Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1133.727 ^a	20	56.686	4.823	.000	.654
Intercept	713.741	1	713.741	60.730	.000	.544
Leadership * Education	35.051	8	4.381	.373	.930	.055
Leadership * Work_Life_Balance	5.647	2	2.824	.240	.787	.009
Education * Work_Life_Balance	2.620	2	1.310	.111	.895	.004

Leadership * Education * Work_Life_Balance	15.303	4	3.826	.326	.860	.025
Error	599.384	51	11.753			
Total	99710.000	72				
Corrected Total	1733.111	71				

a. R Squared = .654 (Adjusted R Squared = .519)

Based on the table above, it is known that the significance value of the four interactions, namely the interaction of leadership variables with education, is 0.930, leadership with a work-life balance of 0.787, education with a work-life balance of 0.895, and the variable of interaction of leadership with education with a work-life balance of 0.860. Based on this, it is known that the four interactions have a significance value of more than > 0.05 which means homogeneous regression.

Descriptive Statistical Results

The following is a descriptive statistical result of employee performance variables

Table 5. Descriptive Statistics

Dependent Variable: Performance		Mean	Std. Deviation	N
Leadership Style	Education Level			
	Digital	42.33	1.155	3
	DIII	36.25	4.590	8
	S1	35.67	3.393	12
	S2	38.00	.	1
	Total	36.79	4.107	24
Visionary	SMA/SMK	41.33	2.915	9
	DIII	40.83	2.791	12
	S1	41.50	2.121	2
	S2	37.00	.	1
	Total	40.92	2.765	24
Transformational	SMA/SMK	34.67	4.041	3
	DIII	34.36	3.003	14
	S1	28.67	4.719	6
	S2	34.00	.	1
	Total	32.96	4.217	24
Total	SMA/SMK	40.20	3.968	15
	DIII	37.09	4.365	34
	S1	34.15	5.422	20
	S2	36.33	2.082	3
	Total	36.89	4.941	72

- Based on the table above, it can be known the average value of performance based on leadership style and employee education level as follows:
- The average performance score of SMA/SMK Education level employees led by digital leadership style is 42.33
 - The average performance score of D3 Education level employees led by digital leadership style is 36.25
 - The average performance score of S1 Education level employees led by digital leadership style is 35.67
 - The average performance score of S2 Education level employees led by digital leadership style is 38.00
 - The average performance score of SMA/SMK Education level employees led by visionary leadership style is 41.33
 - The average performance score of D3 Education level employees led with a visionary leadership style is 40.83
 - The average performance score of S1 Education level employees led with a visionary leadership style is 41.50
 - The average performance score of S2 Education level employees led with a visionary leadership style is 37.00
 - The average performance score of SMA/SMK Education level employees led by a transformational leadership style is 34.67
 - The average performance score of D3 Education level employees led with a transformational leadership style is 34.36
 - The average performance score of S1 Education level employees led with a transformational leadership style is 28.67
 - The average performance score of S2 Education level employees led with a transformational leadership style is 34.00

Hypothesis Test

Based on the results of the hypothesis test that has been carried out, the following results are obtained

Table 6. Tests of Between-Subjects Effects

Dependent Variable: Performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1108.368 ^a	12	92.364	8.723	.000	.640
Intercept	1732.997	1	1732.997	163.662	.000	.735
Work_Life_Balance	71.471	1	71.471	6.750	.012	.103
Leadership	237.010	2	118.505	11.191	.000	.275
Education	101.855	3	33.952	3.206	.029	.140
Leadership * Education	111.778	6	18.630	1.759	.123	.152
Error	624.743	59	10.589			
Total	99710.000	72				
Corrected Total	1733.111	71				

a. R Squared = .640 (Adjusted R Squared = .566)

Based on the table above, it can be known as follows:

- a. A significance value of $0.012 < 0.05$ was obtained between work-life balance and employee performance
- b. A significance value of $0.000 < 0.05$ was obtained from employee performance based on leadership style
- c. A significance value of $0.029 < 0.05$ was obtained from employee performance based on education level
- d. A significance value of $0.123 > 0.05$ was obtained from leadership style and education level in determining employee performance.

DISCUSSIONS

1. Hypothesis 1: There is a significant influence between work-life balance and employee performance. Based on the results of the hypothesis test in the Tests of Between-Subjects Effects table using the help of SPSS version 23, it is known that the significance value of work-life balance with employee performance is $0.012 < 0.05$, so it can be concluded that there is a significant influence between work-life balance and employee performance. These results are relevant to the results of the study by Bataineh (2019), Preena and Preena (2021), Valery et al., (2023), also Kurniasari and Dewi (2023). Thus, it can be known that the existence of work-life balance in employee life will also affect their performance as employees, therefore work-life balance is an essential factor in improving employee performance (Bienwi-Patrick et al., 2020).
2. Hypothesis 2 : There are differences in employee performance based on leadership style: Based on the results of the hypothesis test in the Tests of Between-Subjects Effects table using the help of SPSS version 23, it is known that the significance value of employee performance based on leadership style is $0.000 < 0.05$, so it can be concluded that "there are differences" in employee performance based on leadership style. These results are relevant to the results of the study by Larik and Lashari (2022), Makambe and Moeng (2020), also Kalambayi et al., (2021). Thus, the selection of leadership style is a factor that affects employee performance in applying leadership style in the company (Yulius, 2022).
3. Hypothesis 3 : There are differences in employee performance based on education level: Based on the results of the hypothesis test in the Tests of Between-Subjects Effects table using the help of SPSS version 23, it is known that the significance value of employee performance based on education level is $0.029 < 0.05$, so it can be concluded that "there is a difference" in employee performance based on education level. Based on this, it can be seen that employees have different performances based on their level of education.
4. Hypothesis 4 : There is an interaction between leadership style and education level in determining employee performance. Based on the results of the hypothesis test in the Tests of Between-Subjects Effects table using the help of SPSS version 23, it is known that the significance value of leadership style and education level in determining employee performance is $0.123 > 0.05$, so it can

be concluded that "there is no interaction" of leadership style and education level in determining performance employee.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis on the hypothesis test in this study, it can be concluded that Hypothesis 1 (H1), Hypothesis 2 (H2), Hypothesis 3 (H3) are accepted, and Hypothesis 4 (H4) is rejected. This is based on the significance value in testing Hypothesis 1, which is $0.012 < 0.05$, Hypothesis 2 is $0.000 < 0.05$, Hypothesis 3 is $0.029 < 0.05$, but in Hypothesis 4 the significance value is greater than 0.05, which is 0.123. Thus, it is concluded that there is an influence of work-life balance on employee performance then there are also differences in employee performance both from the leadership style and education level of employees, where the highest average level of employee performance is employees with high school/vocational level led with digital leadership styles as shown below:

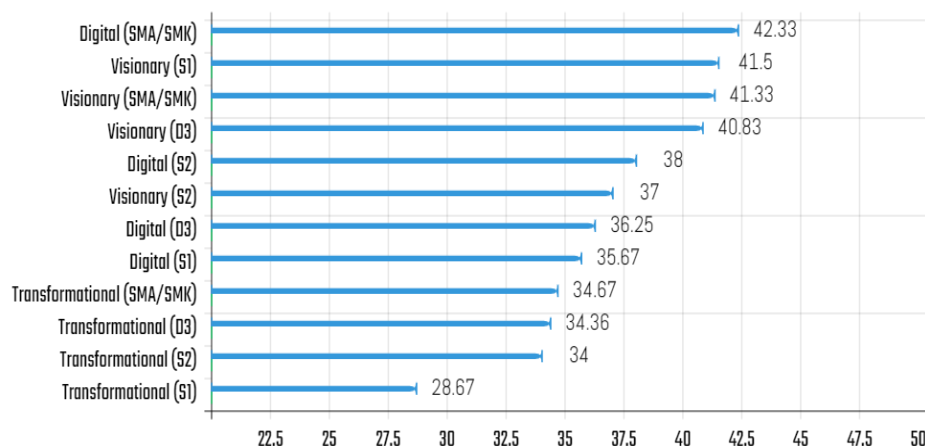


Figure 2. Differences in Average Employee Performance Based on Leadership Style and Education Level

Furthermore, it is also known that there is no interaction between leadership style and education level in determining employee performance. This research contributes to improving employee performance at PT Celebes Railway Indonesia and for other companies to improve employee performance while still implementing work-life balance.

FURTHER STUDY

This research only focuses on cases at PT Celebes Railway Indonesia and future researchers are expected to be able to research in a wider scope.

ACKNOWLEDGMENT

Thank you to Universitas Negeri Jakarta and PT Celebes Railway Indonesia for supporting the research.

REFERENCES

- Adam, H., Manurung, A. H., Sembel, R., & Murdiono, J. (2023). The First Refinancing Of Railway Infrastructure In Indonesia : A Part of Public-Private Partnerships (PPP). *Journal of Accounting and Finance Management (JAFM)*, 4(5), 336–346. <https://doi.org/https://doi.org/10.38035/jafm.v4i5>
- Al-Faris, M. M., & Khaled, M. H. H. B. (2022). Impact of Digital Leadership on Kuwaiti Hospitals' Employees' Performance. *Journal of Economic, Administrative and Legal Sciences*, 6(19), 132–142. <https://doi.org/10.26389/AJSRP.R010522>
- Amegayibor, G. K. (2021). Leadership styles and employees' performance: A case of family-owned manufacturing company, Cape Coast. *International Journal of Financial, Accounting, and Management*, 3(2), 149–164. <https://doi.org/10.35912/ijfam.v3i2.624>
- Bataineh, K. adnan. (2019). Impact of Work-Life Balance, Happiness at Work, on Employee Performance. *International Business Research*, 12(2), 99. <https://doi.org/10.5539/ibr.v12n2p99>
- Bienwi-Patrick, L., B. Chima Onuoha, & Best C. Eke. (2020). Worklife Balance and Employee Performance In The Nigerian Oil And Gas Industry. *EPR International Journal of Multidisciplinary Research (IJMR)*, 6(9), 484–497. <https://doi.org/10.36713/epra5284>
- Bloomsbury. (2005). *Balance Your Life and Work* (1st ed.). Bloomsbury Publishing.
- Brett, J. (2019). *Evolving Digital Leadership: How to Be a Digital Leader in Tomorrow's Disruptive World*. Apress. <https://doi.org/10.1007/978-1-4842-3606-2>
- Effendi, M., & Maunah, B. (2021). Dimensions of Transformational Leadership Headmaster. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 19(2), 237–251. <https://doi.org/10.21154/cendekia.v19i2.3096>
- Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond work and family: A measure of work/nonwork interference and enhancement. *Journal of Occupational Health Psychology*, 14(4), 441–456. <https://doi.org/10.1037/a0016737>
- Guillen, M. (2020). *Motivation in Organisations : Searching for A Meaningful Work Life Balance* (1st ed.). Routledge Taylor & Francis Group.

- Hariadi, A. R., & Muafi, M. (2022). The Effect Of Transformational Leadership On Employee Performance Mediated By Readiness To Change & Work Motivation: A Survey Of PT. Karsa Utama Lestari Employees. *International Journal of Research in Business and Social Science* (2147- 4478), 11(6), 252–263. <https://doi.org/10.20525/ijrbs.v11i6.1945>
- Hasmin, & Nurung, J. (2021). *Manajemen Sumber Daya Manusia*. Mitra Cendekia Media.
- Isnaini, L. (2020). Strategi Kepemimpinan Abad 21: Visioner, Kreatif, Inovatif, dan Cerdas Emosi. *PRODU: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam*, 1(2), 162–182. <https://doi.org/10.15548/p-prokurasi.v1i2.1845>
- Kalambayi, J. L., Onojaefe, D. P., Kasse, S. N., & Tengeh, R. K. (2021). The Influence Of Leadership Styles On Employee Performance In Construction Firms. *EUREKA: Social and Humanities*, 5, 34–48. <https://doi.org/10.21303/2504-5571.2021.002037>
- Keuper, F., Schomann, M., Sikora, L. I., & Wassef, R. (2018). *Disruption und Transformation Management : Digital Leadership – Digitales Mindset – Digitale Strategie* (pp. 1–437). Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-19131-3_18
- Kurniasari, C. A., & Dewi, Y. E. P. (2023). The Effect Of Work-Life Balance And Quality Of Work Life On Employee Performance With Gender As A Moderating Variable. *Jurnal Pamator : Jurnal Ilmiah Universitas Trunojoyo*, 16(2), 231–246. <https://doi.org/10.21107/pamator.v16i2.19637>
- Lai, F. Y., Tang, H. C., Lu, S. C., Lee, Y. C., & Lin, C. C. (2020). Transformational Leadership and Job Performance: The Mediating Role of Work Engagement. *SAGE Open*, 10(1), 1–11. <https://doi.org/10.1177/2158244019899085>
- Larik, K. A., & Lashari, A. K. (2022). Effect Of Leadership Style On Employee Performance. *Neutron*, 21(2), 112–119.
- Lutfi, M., & Siswanto, S. (2018). A Transformational Leadership, It's Implication on Employee Performance through Organizational Culture and Motivation. *Ekspektra : Jurnal Bisnis Dan Manajemen*, 2(2004), 192–200. <https://doi.org/10.25139/ekt.v2i2.1226>
- Maestro, M. las H., Albiol, N. C., & Gra, M. G. (2020). The New Ideal Worker Organizations Between Work-Life Balance, Gender and Leadership (pp. 1–270). Springer Nature. https://doi.org/10.1007/978-3-030-12477-9_6

- Makambe, U., & Moeng, G. J. M. (2020). The Effects Of Leadership Styles On Employee Performance: A Case Of A Selected Commercial Bank In Botswana. *Annals of Management and Organization Research*, 1(1), 39–50. <https://doi.org/10.35912/amor.v1i1.274>
- Manik, E. (2016). The Influence of Transformational Leadership on Achievement Motivation and Organizational Climate and Employee Performance. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 32–45. <https://doi.org/10.6007/ijarbss/v6-i12/2522>
- Marjaya, I., & Pasaribu, F. (2019). Pengaruh Kepemimpinan, Motivasi, dan Pelatihan Terhadap Kinerja Pegawai. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(1), 129–147. <https://doi.org/10.30596/maneggio.v2i1.3650>
- Montuori, A., & Donnelly, G. (2017). *Handbook of Personal and Organizational Transformation* (J. Neal (ed.)). Springer International Publishing. <https://doi.org/10.1007/978-3-319-29587-9>
- Nugroho, S. A., Paskarini, I., & Pratiwi, X. I. (2023). Work-life balance and job satisfaction of shipyard industry employees in Surabaya. *International Journal of Public Health Science*, 12(1), 146–154. <https://doi.org/10.11591/ijphs.v12i1.22368>
- Ogunola, A. A. (2022). Quality of Work-Life and Work-Life Balance as Predictors of Employee Job Satisfaction. *TAZKIYA: Journal of Psychology*, 10(1), 74–84. <https://doi.org/10.15408/tazkiya.v10i1.22499>
- Piedade, S. D. R., Wardana, I. M., Riana, G., & Dewi, I. G. A. M. (2019). The Role Of Motivation: The Effect Of Transformational Leadership On Employee Performance. *International Research Journal of Management, IT and Social Sciences*, 6(6), 253–263. <https://doi.org/10.21744/irjmis.v6n6.803>
- Preena, G. R., & Preena, G. R. (2021). Impact of Work-Life Balance on Employee Performance: An empirical study on a Shipping Company in Sri Lanka. *International Journal on Global Business Management and Research*, 10(1), 48–73. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3856506
- Putri, K., & Anggraeni, A. D. E. I. (2018). The Influence of POS on Employee Performance with Job Satisfaction as a Mediator. *Jurnal Akuntansi, Manajemen Dan Ekonomi*, 20(1), 18–29. <https://doi.org/10.32424/1.jame.2018.20.2.1035>
- Setyawan, A. (2018). Analisis Faktor-Faktor Yang Mempengaruhi Kinerja Karyawan (Studi Kasus Pada Tiga Perusahaan Fabrikasi Lepas Pantai Di Batam Dan Karimun). In *Journal of Accounting & Management Innovation* (Vol. 2, Issue 1).

<https://doi.org/http://dx.doi.org/10.19166/%25JAMI%256%252%252022%25>

- Sirgy, M. J., & Lee, D. J. (2023). *Work-Life Balance : HR Training for Employee Personal Interventions* (1st ed.). Cambridge University Press.
- Sivanissa, N., Azizah, H., & Khardyla, N. (2022). Pengaruh kompetensi SDM terhadap kinerja karyawan pada PT Sherish Cipta Interindo. *Nautical : Jurnal Ilmiah Multidisiplin*, 1(3), 114-120. <https://doi.org/https://doi.org/10.55904/nautical.v1i3.142>
- Srimulatsih, M. (2022). Does leadership style still affect employee performance in the Millennium era? *International Journal of Islamic Business and Management Review*, 2(1), 99-104. <https://doi.org/10.54099/ijbmr.v2i1.150>
- Sulhan, M. (2023). Pengaruh Transformational Leadership, Empowering Leadership Dan Digital Leadership Terhadap Kinerja Karyawan. *Eqien - Jurnal Ekonomi Dan Bisnis*, 12(02), 231-241. <https://doi.org/10.34308/eqien.v12i02.1413>
- Valery, M. B., Santati, P., & Hadjri, M. I. (2023). The Influence of Work-Life Balance on Employee Performance. *JPIM (Jurnal Penelitian Ilmu Manajemen)*, 8(2), 208-217. <https://doi.org/10.30736/jpim.v8i2.1601>
- van der Voet, J., & Steijn, B. (2021). Team innovation through collaboration: how visionary leadership spurs innovation via team cohesion. *Public Management Review*, 23(9), 1275-1294. <https://doi.org/10.1080/14719037.2020.1743344>
- Wijayanti, T., Hidayatullah, H., & Prasetya, B. (2022). The Influence of Visionary Leadership and Managerial Accountability towards Competitive Advantage. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(4), 1115-1125. <https://doi.org/10.33650/al-tanzim.v6i4.3227>
- Yulius, Y. (2022). The Effect Of Islamic Visionary Leadership On Organisational Commitment And Its Impact On Employee Performance. *HTS Theologiese Studies / Theological Studies*, 78(1), 1-7. <https://doi.org/10.4102/hts.v78i1.7722>
- Yusnita, N., Gursida, H., & Herlina, E. (2022). The Role of Work-Life Balance and Job Satisfaction as Predictors of Organizational Commitment. *Jurnal Economia*, 18(1), 103-114. <https://doi.org/10.21831/economia.v18i1.40236>

Yusuf, M., Satia, H. M. R., Bernardianto, R. B., Nurhasanah, N., Irwani, I., & Setyoko, P. I. (2023). Exploring the role of digital leadership and digital transformation on the performance of the public sector organizations. *International Journal of Data and Network Science*, 7(4), 1983–1990. <https://doi.org/10.5267/j.ijdns.2023.6.014>