

LEADERSHIP, QUALITY OF WORK LIFE AND SELF DEVELOPMENT IN INCREASING WORK ENGAGEMENT FOR POLYTECHNIC LECTURERS LP3I JAKARTA

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Abstract. This research aims to analyze, interpret and evaluate Human Resources Management, especially at the LP3I Jakarta Polytechnic Management through a description of the influence of leadership, quality of work life and self-development on work engagement. This research uses regression analysis method and path analysis using a research sample of 110 people using accidental random sampling technique. The research sample in question is a lecturer in the Jakarta LP3I Polytechnic environment. The data collection technique used is the survey method through the distribution of online questionnaires. The results of this study show: (1) Leadership has a direct positive effect on ape attachment; (2) The quality of work life has a direct positive effect on work engagement; (3) Self-development has a direct positive effect on work engagement; (4) Leadership has a direct positive effect on self-development; (5) The quality of work life has a direct positive effect on self-development; (6) Leadership has a direct positive effect on the quality of work life; (7) Leadership has a positive indirect effect on work engagement through mediating self-development; (8) The quality of work life has a direct positive effect on work engagement through the mediation of self-development; (9) Leadership has a direct positive effect on self-development through mediating the quality of work life. Based on the results of the study, it was concluded that the level of work engagement of LP3I Jakarta Polytechnic Lecturers could be determined by the level of leadership, quality of work life and self-development. So this research provides advice to the Leaders & Management of the LP3I Polytechnic to improve leadership, especially at the head of the study program, improve the quality of lecturers' work life and provide a wider space for lecturers to develop themselves, so that Lecturers in the LP3I Jakarta Polytechnic environment have stronger work engagements. in order to carry out its duties to educate the nation's life and print human resources who are ready to enter the professional era.

Keywords: leadership; quality of work life; self development; work engagement.

INTRODUCTION

In the world of higher education there is a division of functions between universities/colleges that teach theories and principles and vocational higher education institutions that teach market-oriented skills. In Japan it is called *senshu gakko/senmongakko* while in England or the United States it is called a 'new university' which used to be called a polytechnic ([Goodman et al., 2009](#)). Vocational skills education (vocational) is a concept that emphasizes self-development of students to face the challenges of an increasingly complex and competitive life, and has the aim of not only preparing skilled and creative workers, but also preparing students to be able to overcome and solve problems, because vocational skills have a background in scientific background ([Buditjahjanto & Kartika, 2015](#)). According to Munjanganja in [Goodman et al., \(2009\)](#) that vocational higher education institutions are technical and vocational education and training (TVET) and are important factors in the economic development of Japan and South Korea due to rapid industrialization and the resulting demand for skilled labor ([Valentine & Sovacool, 2010](#)); ([Kim, 2010](#)). In particular, the need to improve qualifications in the productive workforce continues to increase so that this has an impact on vocational higher education institutions.

Thus, vocational higher education institutions must be able to adapt quickly to significant changes from time to time so that the teaching methods implemented by these institutions are work-oriented

([Stadler & Smith, 2017](#)). Therefore, to respond to and respond to the acceleration of progress in the industrial revolution 4.0, the Government of the Republic of Indonesia (RI) has placed vocational education as a top priority for educational development through Presidential Instruction (Inpres) Number 9 of(2016)in the context of Improving the Quality and Competitiveness of Indonesian Human Resources (HR) which is the direction of future vocational education development. In this context, vocational higher education institutions are also expected to be able to adopt Presidential Instruction No. 9 Years. This is in order to determine its main priority, namely increasing the absorption and skilled workforce of graduates of vocational higher education institutions or polytechnics with the world of work (industry) so that they are better competitive. Therefore, now vocational higher education institutions have a very strategic position in the country's economic development in the era of the industrial revolution 4.0 in order to be able to adapt to the rapid development of science and technology which is a key success factor in carrying out its vision, mission and goals.

according to [Dewi et al., \(2018\)](#), educational institutions have a readiness stage which is an important step that includes eight components suitable for educational organizations, namely: students, management, personnel, content, technical, environmental, cultural and financial, training of academic staff, implementation of IT infrastructure., and support. University. Then, lecturers of vocational higher education institutions have a very strategic role to develop

practical and transformative types of teaching and learning so that they place lecturers as agents of change. ([Yassim, Rudman, & Maluleke, 2020](#)) as well as a human asset ([Leitão et al., 2019](#); [Shiramizu & Singh, 2007](#); [Othman et al., 2017](#)) especially in terms of the work engagement of lecturers in higher education institutions.

In this case, lecturers have the potential to lead organizations in a sustainable manner which is a critical success factor (CSF) in a competitive environment because lecturers are also considered as human capital, human capital refers to the number of attributes, life experience, knowledge, creativity, energy, and the enthusiasm that employees invest in their work ([Noe, Hollenback, Gerhart, & Wright, 2012](#)). According to Law No. 14 of 2005 (UU No. 14 of 2005) concerning Teachers and Lecturers, in article 10 paragraph (1) which states that the competence of teachers and lecturers as referred to in article 8 includes pedagogic competence, personality competence, competence social, and professional competencies obtained through professional education. In line with Law No. 14 of 2005, professional teachers/lecturers of Technical and Vocational Education and Training (TVET) are required to have four competencies as stated in the regulation of the minister of education and culture as follows ([Mouzakitis, 2010](#)): first pedagogic competence, competence, social competence, and professional competence ([Mulyadi, 2015](#)). Furthermore, [Gee \(2018\)](#) states that the competence of teachers and lecturers can be interpreted as the competence to have knowledge of the

content of the subject and the skills to perform the assigned tasks and have personal qualities ([Abykanova, Tashkeyeva, Idrissov, Bilyalova, & Sadirbekova, 2016](#)) so that the competence of lecturers is very strong when used because it will affect the performance of students/students.

In recent years, researchers have often heard complaints and lack of enthusiasm for lecturers at the Jakarta LP3I Polytechnic in carrying out their work, as professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research, and education. community service as stated in Chapter 1 Article 1 paragraph 2 of Law Number 14 of 2005 concerning Teachers and Lecturers. This shows that one of the factors of the level of work engagement of lecturers at the LP3I Polytechnic shows low performance. Ranking results and scores Conversion results of public and private universities throughout Indonesia in 2016 are in table 1.1. shows that the position of the LP3I Polytechnic with a value of 0.

Thus, researchers are very interested and become rational mining for researchers to conduct this research because LP3I Polytechnic is a Vocational Higher Education Institution that has a very important and strategic position. LP3I Jakarta Polytechnic is expected to be a driving force in the development of the country's economy in the era of the industrial revolution 4.0 in the field of human resources (HR), especially the graduates of this institution as stipulated in Chapter 1 Article 1 paragraph 2 of Law Number 14 of 2005 concerning Teachers

and Lecturers, and Presidential Instruction (Inpres) Number 9 of 2016 in the context of Improving the Quality and Competitiveness of Indonesian Human Resources (HR) which is the direction of future vocational education development. Furthermore.

Thus, the researcher tries to analyze and conclude the factors that are thought to influence the work engagement of lecturers at the Vocational Higher Education Institution so that it is possible to obtain new findings (novelty) or elements of novelty (State of Art) in research on causal models with theoretical confirmatory tests. on "The Influence of Leadership, Quality of Work Life, and Self-Development on Lecturer Work Engagement at LP3I Jakarta".

METHODS

The respondents of this study are 110

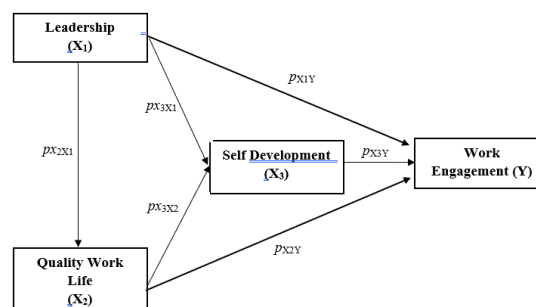


Figure 1. Path Diagram

RESULTS AND DISCUSSION

The results of this study indicate that 56.36% of lecturers have an interest above the average with the largest contribution contributed by the dedication indicator. This shows that when a lecturer has high

lecturers of Polytechnic of LP3I who has National Lecturer Identification Number (NIDN) on Kramat, Pasar Minggu, Bekasi, Cikarang, Sudirman, Pondok Cabe and Koja Campus. Taken by accidental sampling through the population by randomly. Data analysis uses Path Analysis with include regression linear test. The data collection technique used an online questionnaire which was distributed to the object of research, with the preparation of the instrument according to the indicator or variable measuring instrument. Data collection was carried out twice, namely for testing the instrument and for the final test of the research. The data analysis techniques used include: t test, coefficient of determination test and path analysis. Data testing was carried out with the help of the SPSS v.26 application. The research design can be described in the following diagram:

dedication, he will have more work attachment to the campus. This study also revealed that 53.64% of lecturers assessed the leadership of the Head of Study Programs in the LP3I Jakarta Polytechnic environment above the average, the quality of working life of lecturers was 56.55% in an

above average position, but the level of self-development was indicated by the results of 48, 18% of lecturers are in a position below the average score of each variable.

1. Influence of Leadership on Work Engagement

Based on the results of the research that has been described above, it is found that there is a positive influence between Leadership on Work Engagement at LP3I Jakarta Polytechnic Lecturers. This is evidenced by the value of the X1 coefficient in the regression test is 0.214 which means that if Leadership increases by one point, Work Engagement will increase by 0.214 at a constant 50.922 assuming X2 and X3 remain. The positive X1 coefficient value means that the higher the lecturer's leadership, the higher the level of work engagement, and vice versa, the lower the leadership, the lower the level of work engagement. The results of the calculation of the partial significance test or t test on the Leadership variable obtained tcount = 2,361 with ttable = 1,65936 and a significance of 0.

The research findings that have been described above are in accordance with the theoretical studies previously stated, that leadership has an effect on work engagement. With the conclusion that if the leadership level of the Head of Study Program increases, it will lead to an increase in the work engagement of lecturers. So it can be notated that Hypothesis 1 is accepted, there is a direct influence of

leadership on work engagement

2. Effect of Quality of Work Life on Work Engagement

Based on the results of the research that has been described above, it is found that there is a positive influence between Quality of Work Life on Work Engagement at LP3I Jakarta Polytechnic Lecturers. This is evidenced by the value of the X2 coefficient in the regression test is 0.236 which means that if the Quality of Work Life has increased by one point, Work Engagement will increase by 0.236 at a constant 50.922 assuming X1 and X3 remain. The positive X2 coefficient value means that the higher the quality of work life of the lecturer, the higher the level of work engagement, and vice versa, the lower the leadership, the lower the level of work engagement. The results of the calculation of the partial significance test or t test on the Quality of Work Life variable obtained tcount = 2.

The research findings that have been described above are in accordance with the theoretical studies previously stated, that the quality of work life affects work engagement. With the conclusion that if the level of self-development of the lecturer increases, it will lead to an increase in the work engagement of the lecturer. So it can be notated that Hypothesis 2 is accepted, there is a direct influence on the Quality of Work Life on work engagement.

3. The Influence of Self-Development on Work Engagement

Based on the results of the research

that has been described above, it is found that there is a positive influence between Self-Development on Work Engagement at LP3I Jakarta Polytechnic Lecturers. This is evidenced by the value of the X3 coefficient in the regression test is 0.274 which means that if Self Development increases by one point, Work Engagement will increase by 0.274 at a constant 52.922 assuming X1 and X2 remain. The value of the X3 coefficient is positive, meaning that the higher the lecturer's self-development, the higher the level of work engagement. The results of the calculation of the partial significance test or t test on the Self-Development variable $t_{count} = 2.876$ with $t_{table} = 1.65936$ and a significance of 0.

The research findings that have been described above are in accordance with the theoretical studies previously stated, that self-development affects work engagement. With the conclusion that if the level of Lecturer Self Development increases, it will lead to an increase in lecturer work engagement. So it can be notated that Hypothesis 3 is accepted, there is a direct influence of self development on work engagement.

4. The Influence of Leadership on Self-Development

Based on the results of the research that has been described above, it is found that there is a positive influence between Leadership on Self-Development at LP3I Jakarta Polytechnic Lecturers. This is evidenced by the value of the X1 coefficient in the regression test is 0.302 which means

that if Leadership increases by one point, Self Development will increase by 0.302 at a constant 32.520 with the assumption that X2 remains. The positive X1 coefficient value means that the better the Head of Study Program Leadership, the higher the level of Lecturer Self-Development, and vice versa if the Head of Study Program Leadership is not good, the lower the Lecturer Self-Development level will be. The results of the calculation of the partial significance test or t-test on the Leadership variable obtained $t_{count} = 3,459$ with $t_{table} = 1$.

The research findings that have been described above are in accordance with the theoretical studies previously stated, that leadership has an effect on self-development. With the conclusion that if the leadership level of the Head of Study Program increases, it will lead to an increase in the lecturer's self-development. So it can be notated that Hypothesis 4 is accepted, there is a direct influence of Leadership on Self-Development.

5. Influence of Quality of Work Life on Self Development

Based on the results of the research that has been described above, it is found that there is a positive influence between Quality of Work Life on Personal Development at LP3I Jakarta Polytechnic Lecturers. This is evidenced by the value of the X2 coefficient in the regression test is 0.356 which means that if the Quality of Work Life has increased by one point, Self Development will increase by 0.356 at a constant 32.520 with the assumption

that X1 remains. The positive X2 coefficient value means that the higher the quality of work life of the lecturer, the higher the level of self-development, and vice versa, the lower the quality of work life, the lower the level of self-development. The results of the calculation of the partial significance test or t test on the Quality of Work Life variable obtained tcount = 4.

The research findings that have been described above are in accordance with the theoretical studies previously stated, that the quality of work life affects self-development. With the conclusion that if the level of quality of the working life of the lecturer increases, it will lead to an increase in the lecturer's self-development. So it can be notated that hypothesis 5 is accepted, there is a direct influence on the Quality of Work Life on Self-Development.

6. Influence of Leadership on Quality of Work Life

Based on the results of the research that has been described above, it is found that there is a positive influence between Leadership on the Quality of Work Life at LP3I Jakarta Polytechnic Lecturers. This is evidenced by the value of the X2 coefficient in the regression test is 0.371, which means that if Leadership increases by one point, the Quality of Work Life will increase by 0.371 at a constant -2.877. The value of the X1 coefficient is positive, meaning that the higher the student leadership, the higher the quality of work life, and

vice versa, the lower the leadership, the lower the quality of work life. The results of the calculation of the partial significance test or t test on the Leadership variable obtained tcount = 4.157 with ttable = 1.65936 and a significance of 0.

The research findings that have been described above are in accordance with the theoretical studies previously stated, that leadership affects the quality of work life. With the conclusion that if the leadership level of the Head of Study Program increases, it will lead to an increase in the quality of working life of lecturers. So that it can be notated that hypothesis 6 is accepted, there is a direct influence of leadership on the quality of work life.

7. The Influence of Leadership on Job Engagement Through Mediation of Self-Development

Based on the calculations that have been described, it is known that the Standardized Coefficient (beta) of each variable is known. The direct effect of leadership on work engagement is 0.214 (ρ_{YX1}), while the indirect effect is $0.302 (\rho_{X3X1}) \times 0.274 (\rho_{YX3}) = 0.083$. From these results, it can be seen that the total indirect influence of leadership on work engagement through the mediation of self-development is $0.214 + 0.083 = 0.307$. In this case, it was found that the positive influence of Leadership on Work Engagement through the mediation of Self-Development means that the higher the Leadership of the Head of Study Program, the higher the Self-

Development which then increases Work Engagement, and vice versa, the lower the leadership, the lower the self-development which affects the decrease in the level of work engagement. The results of the research described above are in accordance with the theoretical studies previously stated, that leadership can have an indirect effect on the level of work engagement through mediation of self-development. With the conclusion that the leadership of Kapordi can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be noted that hypothesis 7 is accepted, there is an indirect influence of leadership on work engagement through the mediation of self development. The results of the research described above are in accordance with the theoretical studies previously stated, that leadership can have an indirect effect on the level of work engagement through mediation of self-development. With the conclusion that the leadership of Kapordi can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be noted that hypothesis 7 is accepted, there is an indirect influence of leadership on work engagement through the mediation of self development. The results of the research described above are in accordance with the theoretical studies previously stated, that leadership can have an indirect effect on the level of

work engagement through mediation of self-development. With the conclusion that the leadership of Kapordi can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be noted that hypothesis 7 is accepted, there is an indirect influence of leadership on work engagement through the mediation of self development. With the conclusion that the leadership of Kapordi can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be noted that hypothesis 7 is accepted, there is an indirect influence of leadership on work engagement through the mediation of self development. With the conclusion that the leadership of Kapordi can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be noted that hypothesis 7 is accepted, there is an indirect influence of leadership on work engagement through the mediation of self development. With the conclusion that the leadership of Kapordi can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be noted that hypothesis 7 is accepted, there is an indirect influence of leadership on work engagement through the mediation of self development.

8. The Effect of Quality of Work Life on Work Engagement Through Mediation of Self-Development

Based on the calculations that have been described, it is known that the Standardized Coefficient (beta) of each variable is known. The direct effect of Quality of Work Life on Work Engagement is 0.236 (ρ_{YX1}), while the indirect effect is $0.356 (\rho_{X3X1}) \times 0.274 (\rho_{YX3}) = 0.098$. From these results, it can be seen that the total indirect effect

of Quality of Work Life on Work Engagement through the mediation of Self Development is $0.236 + 0.098 = 0.334$. In this case, it was found that the positive influence of the Quality of Work Life on Work Engagement through the mediation of Self-Development, which means the higher the Quality of Lecturer's Work Life, the higher the Self-Development which then lowers the level of Work Engagement, and vice versa, the lower the quality of work life, the lower the self-development which affects the increase in the level of work engagement. The results of the research described above are in accordance with the theoretical studies previously stated, that the quality of work life can have an indirect effect on the level of work engagement through mediation of self-development. With the conclusion that the quality of work life can have a greater positive influence if it is accompanied by high self-development on work engagement. So that it can be notated that hypothesis 8 is accepted, there is an indirect effect of Quality of Work Life on Work Engagement through the mediation of Self-Development.

9. The Effect of Leadership on Work Engagement Through Mediation Quality of Work Life

Based on the calculations that have been described, it is known that the Standardized Coefficient (beta) of each variable is known. The direct effect of leadership on work engagement is 0.297 (ρ_{YX2}), while the indirect effect is

$0.371 (\rho_{X2X1}) \times 0.333 (\rho_{YX2}) = 0.124$. From these results, it can be seen that the total indirect influence of Leadership on Work Engagement through the mediation of Quality of Work Life is $0.297 + 0.124 = 0.421$. In this case, it was found that the positive influence of Leadership on Work Engagement through the mediation of Quality of Work Life, which means the higher the Leadership of the Head of Study Program, the higher the Quality of Work Life which then increases Work Engagement, and vice versa, the lower the leadership, the lower the quality of work life which affects the decrease in the level of work engagement. The results of the research that have been described above are in accordance with the theoretical studies previously stated, that leadership can have an indirect effect on the level of work engagement through mediating the quality of work life. With the conclusion that the head of study program leadership can have a greater positive influence if it is accompanied by a high quality of work life on work engagement. So it can be notated that hypothesis 9 is accepted, there is an indirect influence of Leadership on Self-Development through the mediation of Quality of Work Life The results of the research that have been described above are in accordance with the theoretical studies previously stated, that leadership can have an indirect effect on the level of work engagement through mediating the quality of work life. With the conclusion that the head

of study program leadership can have a greater positive influence if it is accompanied by a high quality of work life on work engagement. So it can be notated that hypothesis 9 is accepted, there is an indirect influence of Leadership on Self-Development through the mediation of Quality of Work Life. The results of the research described above are in accordance with the theoretical studies previously stated, that leadership can have an indirect effect on the level of work engagement through mediating the quality of work life. With the conclusion that the head of study program leadership can have a greater positive influence if it is accompanied by a high quality of work life on work engagement. So it can be notated that hypothesis 9 is accepted, there is an indirect influence of Leadership on Self-Development through the mediation of Quality of Work Life. With the conclusion that the head of study program leadership can have a greater positive influence if it is accompanied by a high quality of work life on work engagement. So it can be notated that hypothesis 9 is accepted, there is an indirect influence of Leadership on Self-Development through the mediation of Quality of Work Life. With the conclusion that the head of study program leadership can have a greater positive influence if it is accompanied by a high quality of work life on work engagement. So it can be notated that hypothesis 9 is accepted, there is an indirect influence of Leadership on Self-Development through the mediation of

Quality of Work Life.

CONCLUSIONS

Based on the results of hypothesis testing and discussion of research as described in Chapter IV, it can be concluded that: (1) There is a direct positive influence of Leadership on Work Engagement, this shows that if the Leadership of the Head of Study Program increases, it will increase the Work Engagement of the Lecturers they lead; (2) There is a positive direct influence on the quality of work life on work engagement, which means that if the quality of work life for lecturers increases, work engagement on campus will also increase; (3) There is a positive direct effect of Self-Development on Work Engagement, where the higher the level of self-development of the lecturer, the higher the level of work engagement in the work environment; (4) There is a direct positive influence of Leadership on Self-Development, which means the level of leadership of the Head of Study Program can determine the level of self-development of each person he leads or in this case the lecturer; (5) There is a positive direct influence on the quality of work life on self-development, this indicates that the higher the quality of work life, the higher the quality of work life can increase self-development; (6) There is a direct positive influence of Leadership on the Quality of Work Life, which means that the high quality of working life of lecturers is influenced by the high level of leadership of the Head of Study Program; (7) There is an indirect influence between Leadership on Job Engagement mediated by Self-

Development, which means that the leadership level of the Head of Study Program is in a high position, it will increase self-development and have an impact on increasing lecturers' work engagement; (8) There is an indirect influence between Quality of Work Life on Work Engagement mediated by Self-Development, which means that the level of quality of working life of lecturers is in a high position, it will increase self-development and have an impact on increasing lecturers' work engagement. (9) There is an indirect influence between Leadership on Work Engagement mediated by Quality of Work Life, which means that the Kaprodi leadership level is in a high position, it will improve the quality of work life and have an impact on increasing lecturers' work engagement.

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