

## Enhancing Lecturer Performance through Strategic Leadership and Work Motivation

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### ABSTRACT

This research aims to analyze the influence of strategic leadership and work motivation on the performance of lecturers at private universities in Southeast Sulawesi. The research approach uses quantitative methods with descriptive and analytical designs. Data was collected through a survey of 1,067 lecturers and university leaders, then analyzed using statistical methods to identify the relationship between the variables studied. The data analysis technique was carried out using the Structural Equation Modeling (SEM) method assisted by AMOS software. This research uses a sampling technique based on the Slovin formula. The main instrument of this research is a structured questionnaire designed to measure research variables using the semantic differential scale. The research results show that strategic leadership has a significant influence on lecturer performance, both directly and through increasing work motivation. Effective strategic leadership is able to create a supportive work environment, increase work morale, and encourage lecturers to behave innovatively. Work motivation was found as a mediating variable that strengthens the relationship between strategic leadership and lecturer performance. This research provides a theoretical contribution to the development of literature related to strategies for improving lecturer performance in the higher education context, by highlighting the importance of the role of strategic leadership in encouraging lecturer performance. From a practical perspective, these findings offer strategic recommendations for university administrators to integrate strategic leadership and work motivation development programs as part of a strategy to improve lecturer performance.

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## Introduction

Lecturer performance is a key element in determining the quality of higher education, especially in the midst of increasingly fierce global competition (Amin & Dwitayanti, 2023; Anggraeni, 2014; Sukanti, 2023). Lecturers are not only responsible for implementing the tri dharma of higher education, research and community service but are also the driving force in realizing the vision and mission of the institution (Mufida et al., 2024; Wahyudin et al., 2024; Putri & Syarifuddin, 2020). At private universities in Southeast Sulawesi, lecturers have a strategic role in increasing the competitiveness of institutions both at the national and international levels. Therefore, an effective strategy for improving lecturer performance is an urgent need to support this achievement (Djunaedi et al., 2023; Muhamad, 2023; Yohamintin et al., 2024).

The fundamental phenomenon behind this research is the complex challenges faced by lecturers in carrying out academic tasks. Apart from administrative burdens and teaching obligations, lecturers are also required to be productive in research and contribute through community service (Avianti & Utami, 2024; Luthfiana et al., 2024; Suwarsi et al., 2024). However, based on available data, the majority of lecturers' research at private universities in Southeast Sulawesi is still funded internally (69.49%), indicating limitations in accessing external funding sources (see Table 1).

**Table 1.** Research Funding Sources for Lecturers at a Private University in Southeast Sulawesi 2018-2022

No	University Name	Funding Sources and Percentage			
		DIKTI Grants	Other Ministries	Local Government & CSR	Internal
1.	Unsultra	39	6	31	27
2.	Unidayan	56	36	32	630
3.	UMK	51	12	60	120
4.	UMB	19	13	38	359
5.	Univ. Muslim Buton	21	-	-	63
6.	Unilaki	101	-	11	20
7.	UMW	43	-	-	131
8.	Unusultra	20	6	30	162
Amount		350 (16,08 %)	73 (3,35 %)	241 (11,08 %)	1,512 (69,49 %)

**Table 2.** Education level of lecturers At a Private University in Southeast Sulawesi in 2022

No.	University Name	Level of education								Amount
		D3	%	D4/S1	%	S2	%	S3	%	
1.	Unsultra	-	-	-	-	89	71,20	36	28,80	125
2.	Unidayan	-	-	-	-	168	86,15	27	13,85	195
3.	UMK	-	-	-	-	130	76,47	40	23,53	170
4.	UMB	-	-	-	-	169	89,89	19	10,11	188
5.	Univ. Muslim Buton	-	-	-	-	74	96,10	3	3,90	77
6.	Unilaki	-	-	-	-	107	92,24	9	7,76	116
7.	UMW	-	-	-	-	95	82,61	20	17,39	115
8.	Unusultra	-	-	-	-	65	80,25	16	19,75	81
Amount		-	-	-	-	897	84,07	170	15,93	1.067

Previous research highlights the importance of strategic leadership in improving organizational performance through developing work motivation. Effective strategic leadership is able to create a collaborative, innovative and productive work environment (Hanson et al., 2024; Suharto, 2023). However, studies on how strategic leadership contributes to lecturer performance through work motivation in the context of private universities in Indonesia are still limited. This research aims to fill this gap by analyzing the

relationship between strategic leadership, work motivation, and lecturer performance at private universities in Southeast Sulawesi.

The State of the Art of this research lies in the integrative analysis between strategic leadership, work motivation, and lecturer performance as part of an HRM (Human Resource Management) strategy. This focus provides new insights into HRM approaches that are relevant to increasing the competitiveness of higher education in the era of digital disruption. In the context of private universities, the findings of this research can be a basis for formulating sustainable policies in lecturer development.

The formulation of this research problem focuses on the question: How do strategic leadership and work motivation influence the performance of lecturers at private universities in Southeast Sulawesi? The aim of this research is to: (1) Measure the level of implementation of strategic leadership and work motivation. (2) Analyzing the relationship between strategic leadership, work motivation and lecturer performance. Theoretically, this research contributes to the development of HRM literature in the higher education sector, especially in the private university context. Practically, these findings can serve as a guide for university administrators in designing HRM-based policies that support improving lecturer performance.

This research is relevant in the era of globalization, where universities are required to meet international standards. With an evidence-based approach, this research not only provides scientific insight but also strategic solutions for university managers in improving the performance of lecturers as the main asset of higher education. Strategic leadership is a leadership approach that emphasizes planning, decision making, and implementing strategies to achieve long-term organizational goals. Strategic leadership is a leader's ability to direct organizational resources to face external and internal challenges, while exploiting opportunities to create competitive advantages (Farhan, 2024; Singh et al., 2023). In the context of higher education, strategic leadership includes the ability to create an inspiring vision, empower academic staff, and manage change in the face of technological disruption (Diene, 2024; Joulal & Messaoudi, 2024; Ng'ang'a. et al., 2024).

In higher education, strategic leadership plays an important role in determining the direction of institutional development, including in encouraging lecturer performance. An inclusive and collaboration-based leadership style is able to improve individual performance through creating a conducive work environment. In other words, effective strategic leadership can be the main driver in supporting lecturer productivity at universities (Harahap et al., 2020; Husnul et al., 2024; Nazeer, 2023). Lecturer performance is an individual's achievement in carrying out academic duties and responsibilities in accordance with the standards set by the institution (Mahpud et al., 2024; Srinadi et al., 2024; Yahaya et al., 2024). This performance includes three main aspects: education, research, and community service. Lecturer performance is influenced by competence, motivation, work environment and organizational leadership (Ningrum et al., 2024; Phuong et al., 2024; Subai et al., 2024).

In Indonesia, measuring lecturer performance is often linked to the Lecturer Workload Report which reflects their contribution to the *tri dharma* of higher education. Lecturer performance can be improved through training, professional development, and performance-based awards (Leuhery, 2023; Syahrir & Fandir, 2024; Zafrizal, 2024). In this context, strategic leadership and work motivation are the main factors that support the achievement of optimal performance. Strategic leadership plays an important role in creating work direction and structure that allows lecturers to perform optimally. Strategic leaders are able to identify individual needs in the organization and align them with institutional goals (Hanson et al., 2024; Leuhery, 2023; Malipe et al., 2024). In the context of higher education, this can be realized through providing clear direction, providing resources, and supporting

lecturer initiatives. Strategic leadership that focuses on individual development can increase work effectiveness and innovation in the education sector. Strong leadership can also minimize conflict and increase lecturers' job satisfaction, which ultimately has an impact on their performance (Fitriyatinur, 2024; Lokaninda et al., 2024).

Work motivation is one of the main determinants of individual performance. Lecturer work motivation can be influenced by motivator factors (intrinsic) and hygiene factors (extrinsic) (Rahman 2024; Sari et al., 2024; Athukorala, 2024). Motivator factors, such as achievement, recognition, and responsibility, influence job satisfaction, while hygiene factors, such as salary and institutional policies, prevent job dissatisfaction (Adiwinata et al., 2022; Sutawan et al., 2023; Yusuf, 2024). Lecturers who have intrinsic motivation tend to be more productive in carrying out academic tasks (Rahman, 2024; Athukorala, 2024; Zhao et al., 2024). This motivation can be increased through strategic leadership support that rewards lecturers' achievements and creates a work environment that supports collaboration (Domili, 2024; Mahpud et al., 2024; Olaniyan & Uzorka, 2024).

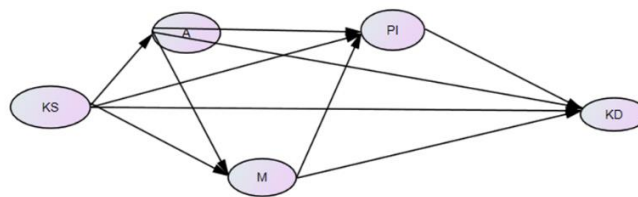
The interaction between strategic leadership and work motivation is very important in improving lecturer performance. Strategic leaders are able to recognize individual motivational needs and direct them to achieve organizational goals. Effective leadership not only provides direction but also empowers individuals to achieve their maximum potential (Anyanugo et al., 2024; Shobakh & Mursyidah, 2024). Strategic leadership has a direct influence on work motivation and performance (Fauji & Nurhadian, 2024; Rahmadhon et al., 2024; Sulistiyantoro & Mildawani, 2024). Work motivation is an important mediator in the relationship between leadership and performance. In other words, good strategic leadership will increase work motivation, which ultimately encourages optimal performance (Kipyegon & Kiiru, 2023; Logan, 2024; Rahmadhon et al., 2024).

The main challenges in improving lecturer performance include limited resources, lack of professional training, and lack of performance-based incentives (Phetorant et al., 2024; Purnamasari et al., 2024). Apart from that, technological disruption and the demands of globalization require lecturers to continue to adapt to changes (Mardiana, 2020). In the Indonesian context, low levels of doctoral education and limited access to external funding are additional barriers (Desmennu & Owoaje, 2018; Pásztor & Wakeling, 2018). Strategic leaders who understand these challenges can develop programs that support lecturers' professional development, such as digital technology training, achievement-based incentives, and mentoring programs to improve academic qualifications.

This research provides an important contribution in identifying relevant human resource management strategies to support lecturer performance at private universities. In the era of Industrial Revolution 4.0, digital transformation requires strategic leadership that is able to provide support for innovation and lecturer work motivation. The results of this research can be a basis for formulating adaptive policies in human resource development in higher education.

## Method

This research uses a quantitative approach with the aim of analyzing the relationship between strategic leadership and work motivation on lecturer performance at private universities in Southeast Sulawesi. A quantitative approach was chosen because it can provide an objective empirical picture of the influence of the variables studied. The data analysis technique was carried out using the Structural Equation Modeling (SEM) method assisted by AMOS software, which allows testing the causal relationship between independent and dependent variables simultaneously between latent variables.



**Figure 1.** Research Model Framework

This research uses descriptive and analytical design. The descriptive design aims to describe the respondent's profile and the performance conditions of lecturers at the private university that is the research location. Meanwhile, analytical design is used to test the causal relationship between strategic leadership, work motivation and lecturer performance. The population in this study were permanent foundation and DPK lecturers at private universities in Southeast Sulawesi with a total of 1,067 people, consisting of various functional positions. This research uses a sampling technique based on the Slovin formula with an error tolerance level of 5%, resulting in a minimum sample size of 291 people (Slovin, 1960; Anugraheni et al., 2023). This sampling takes into account the representativeness of each university, with details of the sample size at each university adjusted proportionally to the population size. The samples obtained were assessed as adequate for analysis using the Structural Equation Model (SEM). For details of respondents per university, see table 3.

**Table 3.** Research Sample

No.	University Name	Functional Position					Population Size	Sample Size
		TP	AA	L	LK	GB		
1.	Unsultra	10	13	11	0	0	125	34
2.	Unidayan	1	17	30	4	1	195	53
3.	UMK	14	21	11	1	0	170	47
4.	UMB	7	13	31	0	0	188	51
5.	Univ. Muslim Buton	15	5	1	0	0	77	21
6.	Unilaki	1	18	12	1	0	116	32
7.	UMW	11	11	8	1	0	115	31
8.	Unusultra	3	8	11	0	0	81	22
	Amount	62	106	115	7	1	1.067	291

The main instrument of this research is a structured questionnaire designed to measure research variables using the Semantic Differential scale. Strategic leadership variables are measured based on the theories of Ali & Anwar (2021), with indicators including vision, articulations of business models, conveying information well, using power wisely, and emotional intelligence. The use of a seven-point Semantic Differential scale was chosen for reasons of ease of understanding by respondents, attractive visuals, and increasing the accuracy of category selection (Sugiyono, 2019). Work motivation is measured based on McClelland (2017), with indicators of need for achievement, need for affiliation, and need for power. This indicator includes the need for developing creativity, personal interaction, and self-actualization in the work environment. Lecturer performance variables, in accordance with Jaelani (2024) and Mathis & Jackson (2011) guidelines, include dimensions of education and teaching, research, community service, and supporting activities. The indicators include the level of fulfillment of obligations in each field according to the Tridharma of Higher Education, such as developing teaching materials, conducting research, and involvement in community service.

The validity test was carried out to ensure the accuracy of the measuring instrument in measuring research variables, using Pearson correlation with the criterion value  $r \geq 0.30$  as an indicator of validity (Sugiyono, 2019). The test results show that all variables, namely strategic leadership, work motivation, and lecturer performance have a validity coefficient

above 0.30, so they are declared valid. All research questionnaire validity test results can be seen in table 4.

**Table 4.** Validity Test Results

No.	Variable	Validity Coefficient	Critical Point	Description
1.	Strategic Leadership	0,742	0,30	Valid
2.	Work motivation	0,719	0,30	Valid
3.	Lecturer Performance	0,688	0,30	Valid

Reliability tests were carried out to measure the consistency of measurement results using the Cronbach's Alpha formula. The results of the reliability test show that all variables in this study have a reliability coefficient value greater than 0.7, which means they are considered reliable. The Cronbach's Alpha value for the reliability coefficient value of the five variables is > the critical point of 0.7 so that all variables are considered reliable or meet the requirements for use (see table 5).

**Table 5.** Reliability Test Results

No.	Variable	Reliability Coefficient	Critical Point	Description
1.	Strategic Leadership	0,859	0,7	Reliabel
2.	Work motivation	0,762	0,7	Reliabel
3.	Lecturer Performance	0,781	0,7	Reliabel

Data analysis in this research was carried out through several important stages to verify the hypothesis and analyze the relationship between the variables studied. The first stage is data preparation, where the collected data is checked to ensure the completeness and suitability of filling out the questionnaire by respondents. After that, the second stage is data selection, which aims to validate the accuracy and perfection of the data obtained. The next step is data tabulation, where the collected data is given a score and the total is calculated for each questionnaire item, which is then used to obtain a score ranking for each research variable.

Next, descriptive analysis was carried out to provide an overview of basic statistics, such as average (mean), standard deviation, and demographic data of respondents. This analysis also helps in evaluating the intensity of relationships between variables through correlation analysis and comparing data between populations and samples. Scoring is determined by creating a continuum line, which differentiates between the highest and lowest values and identifies research scores within a predetermined range, for example from "Very Low" to "Very High".

In verification analysis, the research uses Structural Equation Modeling (SEM) techniques to test the truth of the hypothesis and the relationship between variables. SEM allows simultaneous analysis of several relationships between latent variables (not directly observable) by considering measurement error. The SEM analysis process consists of two main models, namely the measurement model and the structural model. Measurement models are used to determine the relationship between indicators and latent variables, while structural models identify cause-and-effect relationships between latent variables.

The analysis stages in SEM also include model conceptualization, namely developing constructs based on existing literature, and testing validity and reliability to ensure that the constructs being measured are accurate and consistent. Other procedures are determining the analysis algorithm, resampling using the bootstrapping method, and creating a path diagram that describes the relationship between variables. SEM model evaluation includes two main aspects: outer model for indicator validity and reliability, and inner model for evaluating relationships between latent variables. Using software such as SEM Amos, this research tests



whether exogenous variables influence endogenous variables by considering the R-square value to assess the strength of the model.

## Results and Discussion

This research aims to examine the influence of strategic leadership and work motivation on lecturer performance. Data collected through questionnaires from 291 lecturers at private universities in Southeast Sulawesi were analyzed using the Structural Equation Modeling (SEM) approach with the help of AMOS software. Before carrying out further analysis, this research first tested several basic assumptions of SEM, such as sample size and data normality, which have been fulfilled properly.

### Profile of Private Universities in Southeast Sulawesi

The profile of private universities in Southeast Sulawesi shows that of the 8 private universities with a total of 1,067 lecturers, the majority have "Good" (50%) and "Very Good" (25%) accreditation, which reflects compliance with the quality and suitability set by BAN-PT (National Accreditation Board for Higher Education). The university research performance ranking is dominated by middle level (50%), even though some universities are accredited A and B, research performance is still not optimal, as can be seen from the low number of scientific publications which influence the performance ranking. In terms of the number of lecturers, Dayanu Iksanuddin University (Unidayan) has the largest number of lecturers (18.4%), followed by Muhammadiyah University of Buton (UMB) and Muhammadiyah University of Kendari (UMK), which shows variations in the number of lecturers at each university. Which has the potential to impact the quality of learning and progress of the university as a whole (see figure 2)

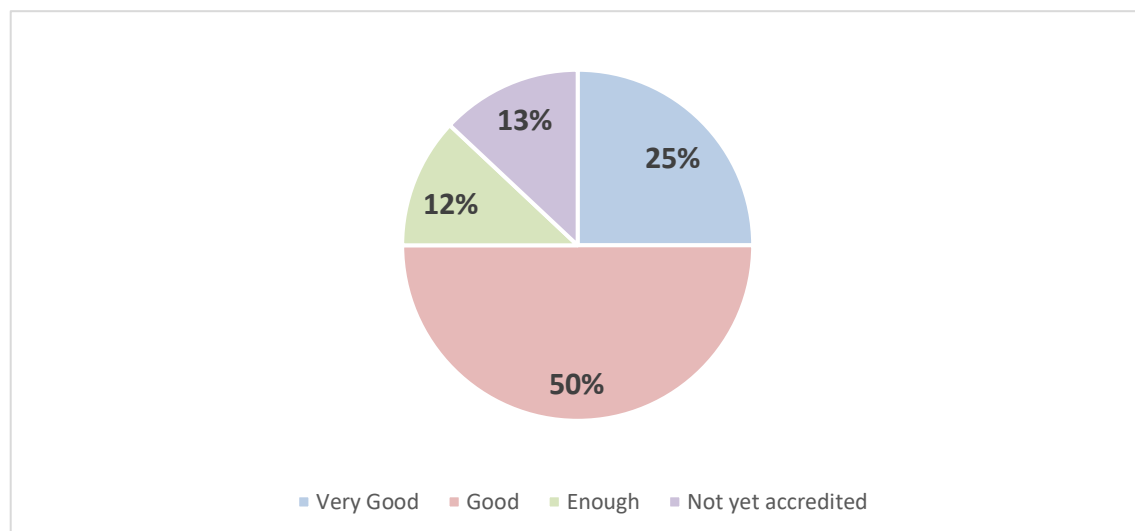
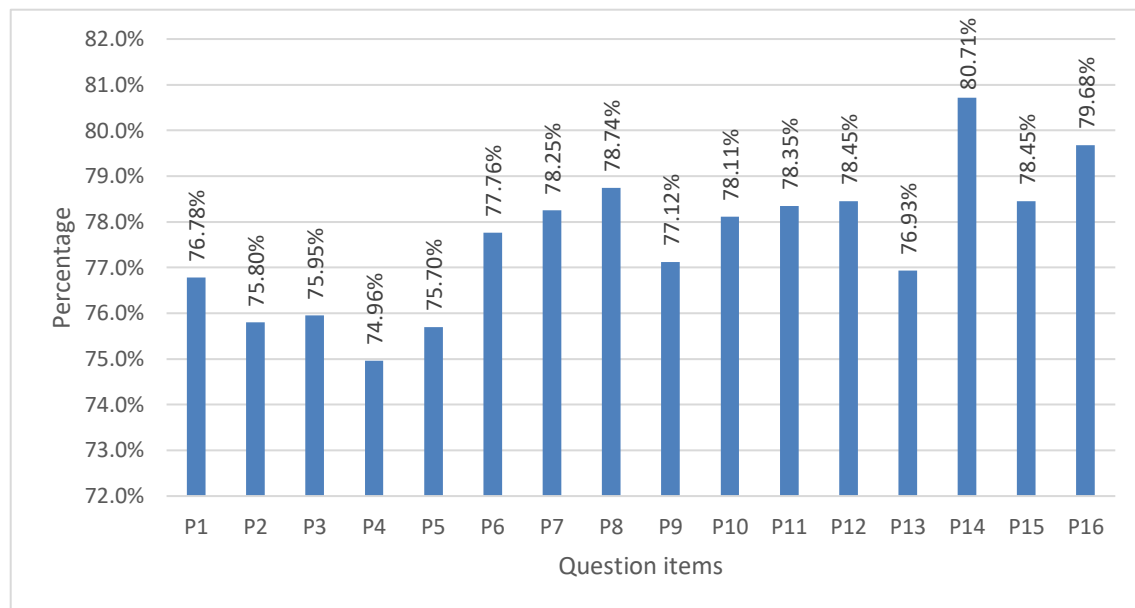


Figure 2. Private Higher Education Accreditation in Southeast Sulawesi

### Descriptive Analysis Results

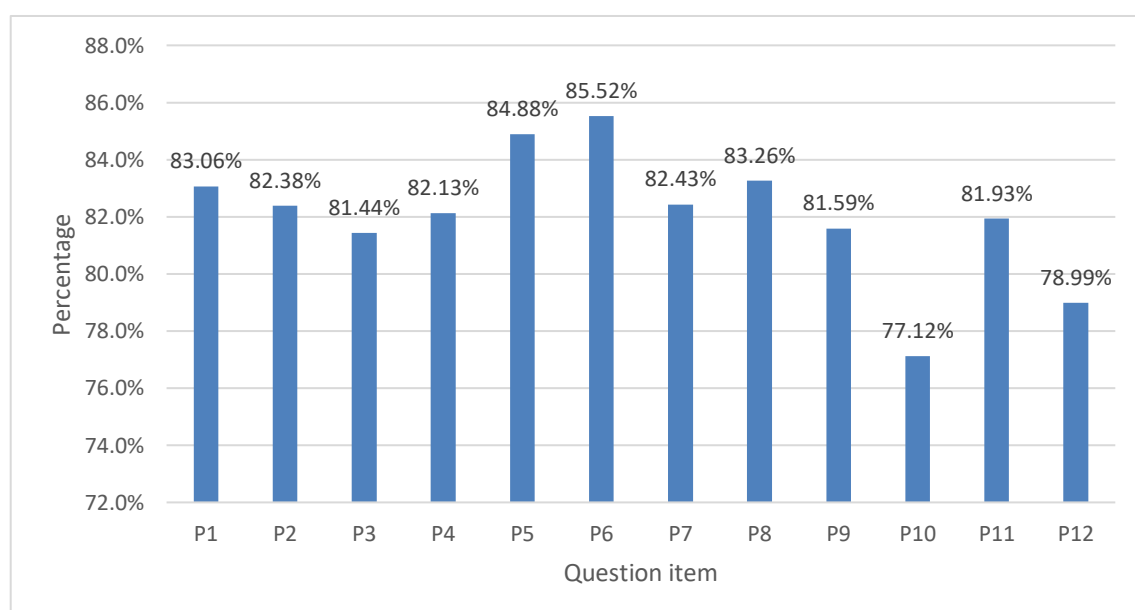
The results of research on strategic leadership at private universities in Southeast Sulawesi show that overall, strategic leadership is in the high category with a score of 25,294 (77.61% of the ideal score). The emotional intelligence dimension had the highest score (78.94%), followed by the vision dimension (76.17%) and the articulations business model (76.14%). Respondents' responses revealed that the leadership really supports developing relationships between lecturers and helping success, but there are several dimensions that need to be improved, such as the leadership's ability to integrate work culture into the performance system and in communicating and implementing the university's vision and

mission. In general, the convey the information well dimension received a good score (78.50%), showing the importance of effective communication and networking in achieving university goals. See figure 3.



**Figure 3.** Results of Strategic Leadership Recapitulation

The research results show that the work motivation of lecturers at private universities in Southeast Sulawesi is in the high category with a score of 20,059 or 82.06% of the ideal score. The need for affiliation dimension has the highest score (84.02%) which reflects the importance of positive interpersonal relationships and social interactions in the work environment, as seen in Figure 4 This result is in line with previous research which emphasizes the importance of social relationships, achievement and leadership. effective in motivating individuals, although managerial strategies are still needed to overcome indicators with low scores.



**Figure 4.** Work Motivation Continuum Line

The performance of lecturers at the Private University of Southeast Sulawesi was assessed based on four dimensions, namely education and teaching, research, community



service and support, with an overall result of 77.69% of the ideal score, which is included in the high category. The education and teaching dimension received the highest score (81.79%), reflecting good teaching quality, including the ability to manage classes, utilize technology, and build positive interactions with students. The research dimension reached 78.79%, with the highest indicator related to research relevant to scientific development, but challenges related to low publications still exist. The community service dimension had the lowest score (76.17%), indicating the need to increase lecturer participation in community-based activities to strengthen social responsibility and institutional reputation (see Figure 5). Overall, the quality of lecturer performance is influenced by pedagogical competence, interpersonal skills, contribution to research, and active involvement in community service, which is an important part of improving the quality of education.

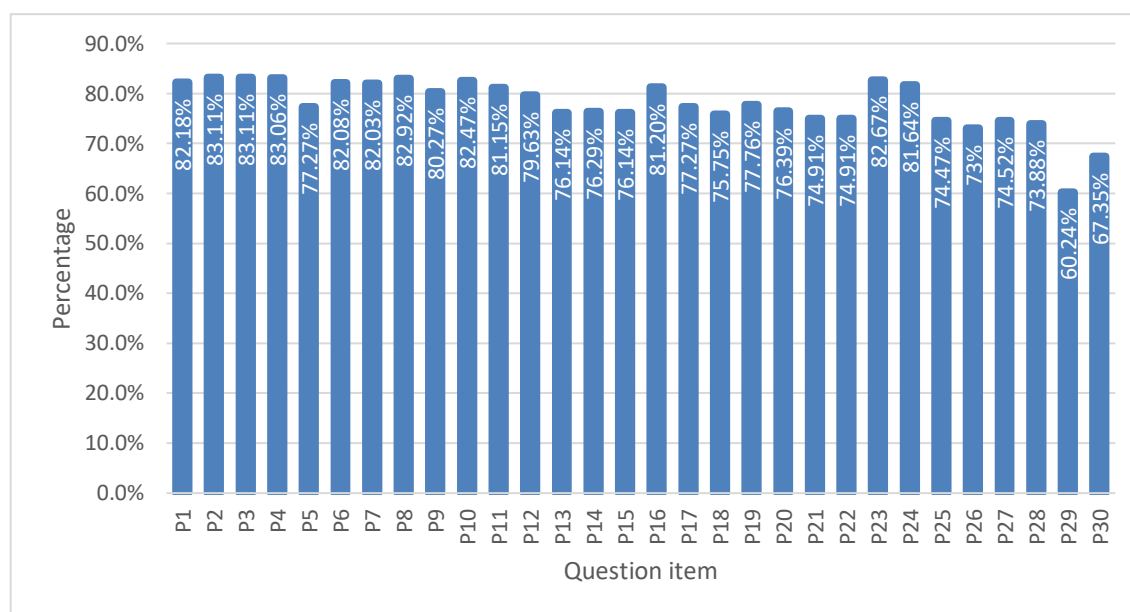


Figure 5. Lecturer Performance Recapitulation Results

### Assumption and Hypothesis Testing Results

This research examines the influence of strategic leadership and work motivation on lecturer performance, as well as the relationship between these variables using Structural Equation Modeling (SEM). The research was conducted on 291 respondents from private university lecturers in Southeast Sulawesi with a sample size that met SEM requirements. Although the value of CR. Multivariate shows that the normality assumption has not been met, the Central Limit Postulate proves that the data can be used because the sample size is large. CFA testing shows that the validity and reliability of indicators on all latent variables meet the criteria with standardized factor loading values  $\geq 0.50$ , AVE values  $\geq 0.50$ , and CR values  $\geq 0.70$ .

The variable construction of strategic leadership, work motivation, and lecturer performance shows good validity and reliability. The highest CR value is found in the strategic leadership variable (0.859) and the highest AVE value in innovative behavior (0.600), which indicates that the contribution of the indicators to the latent construct of each variable is quite strong (see Table 6).

Table 6. CFA values

Variable	AVE	CR
Strategic Leadership	0,550	0,859
Motivation	0,518	0,762
Lecturer Performance	0,574	0,781

This research model has been tested for goodness-of-fit test using various model fit indices, including Chi-square, RMSEA, TLI, CFI, and GFI. The test results show an RMSEA value of 0.07, TLI of 0.918, and CFI of 0.915, all of which meet the good fit criteria, although Chi-square shows marginal fit with a p-value of 0.000 (see Table 7). Based on the criteria from Solimun et al. (2017), this model is declared fit because most of the parameters have met acceptance standards. This indicates that the patterns of variance and covariance in the data are consistent with the predetermined structural paths. Thus, the measurement model of this research is acceptable and relevant for use in further analysis.

**Table 7.** Model Alignment Test

GOF	Acceptable Match Level	Model Index	Explanation
Chi-square	chi-square $\leq 2df$ (good fit), 2df < chi-square $\leq 3df$ (marginal fit)	345,273; df = 122	Marginal Fit
P-value	P $\geq 0.05$	0,000	Fit
RMSEA	0.05 < RMSEA $\leq 0.08$ (good fit), 0.08 < RMSEA $\leq 1$ (marginal fit)	0,07	Good fit
TLI	TLI $\geq 0.9$ (good fit), 0.8 $\geq$ TLI $\leq 0.9$ (marginal fit)	0,918	Good fit
CFI	CFI $\geq 0.9$ (good fit), 0.8 $\leq$ CFI $\leq 0.9$ (marginal fit)	0,915	Good fit

The results of this study reveal that strategic leadership has a significant influence on ability with a value of C.R = 9.37 ( $p < 0.05$ ), indicating a positive relationship. However, strategic leadership does not have a significant effect on lecturer motivation and performance. Ability has a significant effect on motivation with C.R = 4.84 ( $p < 0.05$ ), but does not have a significant effect on lecturer performance. On the other hand, innovative behavior shows a significant direct influence on lecturer performance with C.R = 4.489 ( $p < 0.05$ ) (see Table 8).

**Table 8.** Partial Hypothesis Test

			Estimate	S.E.	C.R.	P	Label
Strategic_Leadership	→	Motivation	0,1108	0,095	0,798	0,4249	a3
Strategic_Leadership	→	Lecturer_performance	-0,4681	0,1539	-2,345	0,019	a2
Motivation	→	Lecturer_performance	0,2472	0,2863	0,9733	0,3304	c1

In addition, the Sobel test shows that ability significantly mediates the relationship between strategic leadership and motivation, but does not mediate the effect on lecturer performance. The motivation variable apparently does not have a significant effect on lecturer performance, which shows that other factors play a more important role in influencing lecturer performance (see Table 9).

**Table 9.** Sobel test

Parameter	Estimate	Lower	Upper	P	Info
Ind1 (KS-> Abil -> Motiv)	0,4572	0,2492	0,8392	0,0003	Paralel
Ind2 (KS-> Abil-> KD)	0,0514	-0,172	0,238	0,5426	Paralel
Ind3 (KS->Moti->KD)	0,1086	-0,1188	0,4859	0,1176	Paralel
Ind4 (KS -> Abil -> Moti -> KD)	0,1274	-0,4743	1,096	0,3136	Serial
Total Indirect Effect	0,7446	-0,2994	1,2889	0,0672	
Total Effect	0,3836	-0,9822	0,9292	0,1884	

Strategic leadership, although it plays a role in improving lecturers' abilities, does not directly improve their performance without other factors such as innovative behavior. On the other hand, ability functions as a mediator that influences the relationship between strategic leadership and lecturer motivation, but does not have a mediating effect on lecturer performance. Overall, the influence of strategic leadership on lecturer performance is more

intertwined through innovative behavior and abilities that increase motivation. This research provides important insights into the importance of improving certain factors such as abilities and innovative behavior to encourage effective lecturer performance.

This phenomenon can be explained by several reasons. One possible explanation is that there are other factors that are more dominant in determining lecturer performance, such as lecturers' personal motivation factors, work environment conditions, and external factors that influence lecturer performance. Although strategic leadership is considered important in improving performance, in this context, other factors may play a greater role in influencing lecturer performance.

This research supports previous findings which show that strategic leadership has a significant influence on employee performance in various sectors (Djogo, 2024; Logan, 2024; Yating et al., 2024). However, differences in the direction of influence may occur depending on the organizational context and individuals involved. For example, in this research, the negative influence of strategic leadership on lecturer performance may be related to a lack of alignment between the strategies implemented by leaders and the lecturers' needs or expectations for their work environment.

Apart from strategic leadership, other variables such as ability and work motivation are also tested in this model. The results of the analysis show that these three variables have a positive influence on lecturer performance, although the influence is not as big as strategic leadership. The positive influence of work motivation on lecturer performance is in line with previous findings which emphasize the importance of providing appropriate motivation in improving lecturer performance (Phuong et al., 2024; Subhaktiyasa et al., 2024; Wulandari, 2024).

## Conclusion

Based on the research results, it can be concluded that the implementation of strategic leadership at private universities in Southeast Sulawesi has been implemented well, with lecturers having high work motivation. This contributes to the performance of lecturers which is also in the high category, although there is still a need for improvement in aspects of community service and support. Strategic leadership has been proven to have a positive effect on work motivation and lecturer performance, which shows the importance of implementing strategic leadership in improving the quality of lecturers. Apart from that, lecturers' work abilities and motivation act as significant mediators in improving lecturers' performance. Therefore, it is important for universities to continue to develop strategic leadership and lecturer work motivation in order to improve the performance and quality of education.

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