

PalArch's Journal of Archaeology
of Egypt / Egyptology

THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ON LECTURER PERFORMANCE: A QUANTITATIVE STUDY IN HIGHER EDUCATION

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LusyTunik Muharlisiani, Yoyok Soesatyo, AmroziKhamidi, Citrawati
Jatiningrum, Siti Bariroh, JohnySugiono, Karwanto, The Impact of
Transformational Leadership on Lecturer Performance: A Quantitative Study in
Higher Education-Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6),
ISSN 1567-214x

Abstract: *Transformational leadership is a dire need for improving the performance of universities today. The model of transformational leadership is critical increasing the self-confidence of subordinates which will affect the increase in lecturer performance. This research aims to investigation the impact of the transformational leadership on lecturer performance. The method of exploration is quantitative examination, by circulating multifaceted authority polls (MLQ Form 5X) which an exploration instrument to gather information with purposive sampling procedure of 370 state lecturers in Surabaya. Statistic quantitative that utilizing graphic factual strategies to test the immediate impact between the factors*

with the Structural Equation Model. The main findings reveal that leadership has a significant impact on lecturer performance. The result on this study also groundbreaking initiative on each measurement of lecturer performance (productivity, work quality; initiative, teamwork, motivation; problem-solving, pressure; effective work; needs supervision and interpersonal impact). The discoveries of this examination uncover that transformational leadership lead improving the lecturer performance with groundbreaking authority positively affects instructor execution.

Keywords: Lecturer performance, Transformational leadership, Higher Education

INTRODUCTION

Competition within the era of globalization and today's increasingly fast which requires universities to play a task in providing quality education. Therefore, it required to right away adapt to changes and produce excellence within the quality of their graduates. In completing activities, various human resources are needed which as a crucial asset because they need the talent, energy, and creativity that are needed to realize goals, not only from the results of the labour productivity but also from the standard of labour produced. One of critical aspect the human resources performance, namely the performance of lecturers which is directly associated with the standard of education. It is Important attention by managing and fostering these human resources so as that they contribute to their performance in order to be ready to face tough competition. The best leadership modela pacesetter figure who is productive, effective and innovative to realize goals effectively and efficiently and has an influence on his subordinates. In consequence, leadership is required in completing activities during a directed manner to be ready to collaborate with subordinates, have an excellent responsibility, is required to possess the power to read things at hand, inspire, intellectual stimulation inspire subordinates to place personal interests aside permanently and be ready to please and encourage followers to figure hard so as to realize common goals, namely transformational leadership (Robbins, 2003; 2006)

Transformational leadership is that the capacity to inspire an individual or gathering towards the accomplishment of focused objectives with positive conduct (Robbins, 2003). The present world is loaded up with new advances, and associations face rivalry and bunches of difficulties to fulfill their focused on objectives. The transformational leader makes a solid and profound duty among his adherents by utilizing singular judgment to meet his individual needs. Staff or subordinates show long residency and solid responsibility (Asif& Bashir, 2014). Lecturer

performance has met the needs set by the Higher Education, where in the cognitive assessment describes the actual state of perception, lecturers' professionalism is currently needed and their competence is always improved to carry out the Tri Dharma of higher education. The ability of lecturers in implementing the Tri Dharma of higher education relies upon their presentation. As indicated by Locander, et al., (2002) lecturer execution is dictated by groundbreaking administration. Based on the preliminary observations conducted by researchers, the academic data shown that from several state universities only 75% of lecturers make preparation teaching by Teaching Reference Unit and using it as a guideline for implementing of learning process, while only 15.3% of lecturers carry out research and community service. Hairuddin et al.(2017) and Handayani et al (2019) documented that the cause of this fact due to the ineffective lecturers in developing teaching materials in the fields of education, lack of conducting research, community service that lecturer performs is less actualized and supporting activities relating of the Tri Dharma. Therefore, it affected adversely the lecturer performance.

According to Bass (1985; 2000; 2003) documented that transformational leaders for different behaviours, whereas ideal influence, inspirational motivation, stimulation of intellectual and the consideration of the individual. Evidence from several researchers conducting studies on the correlation between transformational leadership and performance shows inconsistent results. Some researchers find the transformational leadership has a positive and significant correlation with the performance (Senthamil Raja &Palanichamy, 2011; Brown et al, 2006). Line with Sani et al (2017) state that transformational leadership has positively an effect on the lecturer performance. Contrary to Williem et al. (2006) and Garcia-Morales (2012) found that there was no transformational correlation leadership and performance.

According to the discussion above, this study aims to investigate the impact of transformational leadership on improving lecturer performance. The organization of the discussion will describe several systematic subsections starting from observations and background of the study, then discussing theories that support the real conditions and following with data analysis until made conclusions that main finding the study.

LITERATURE REVIEW

Accordingly, groundbreaking authority might be a necessity for every association (Northouse, 2010). Bass (1985, 1999) was the essential to get groundbreaking, conditional and free enterprise administration styles, and accordingly the full range initiative hypothesis (FRLT) at last delivered a nine-factor authority model.

Allen and Meyer (1990) first built up a dedication model. The five indicators of lecturer performance include 1. Productivity, quality of work; 2. Initiative, teamwork, motivation; 3. Problem solving, pressure; 4. Effective work; 5. The need for supervision and interpersonal impact. DuFour and Mattos (2013) discovered that groundbreaking initiative establishes a superior workplace and makes teachers more dedicated to the association. Sadeghi and Pihie (2012) inspected the adequacy of the transformational leadership of academic department heads at Malaysian research universities and found that transformational leadership has a strong correlation with leadership effectiveness in higher education settings. Many previous studies have examined the impact of leadership style on organizational commitment but this study is mostly conducted in the fields of business and management (Zareen et al., 2015; Tipu, et al., 2012; Asare, 2017). The impact of transformational leadership on lecturer performance is still under-researched (Whiteley & Johnson, 2012; Puni, et al., 2018). Based on the discussion above, the purpose of this study is to investigate the impact of transformational leadership on lecturer performance to overcome the scarcity of research in the field of higher education. First, researchers will investigate several variables that will affect the performance of lecturers, it is hoped that it will bring up problem-solving from existing problems that were not unexpected beforehand. Second, this study utilizes concepts, models and objects that are still few evidence that links several variables with related transformational leadership and lecturer performance and can effectively improve the performance of lecturers in higher education, where respondents have culture, characteristics, conditions, geographical environment different problems with other research sites and not yet the development of the concept of transformational leadership. Yahya and Ebrahim (2016) inspected the connection between the authority measurements of Bass (1985) (groundbreaking, value-based, and free enterprise) and a few result factors (additional representative exertion, worker fulfillment with administration, initiative viability) and speaker execution through deliberate writing survey. The discoveries uncover that groundbreaking administration rouses staff or subordinates to try sincerely and be focused on accomplishing authoritative objectives. They tried the exploration speculation through auxiliary condition displaying and found a factually noteworthy connection between groundbreaking administration style and instructor execution. Exploration discoveries by Puni et al. (2018) additionally uncovered that groundbreaking initiative conduct makes passionate connections between staff (their subordinates) and their associations. In light of an audit of the past writing, the

scientist proposes a speculation. The following is the proposed hypothesis:

H: Transformational Leadership have play a significant role for improving lecturer performance in higher education

METHODOLOGY

This research is a quantitative study which is categorized as a survey research. Quantitative research is intended to collect data about social events based on the research variables carried out: a) in the preparation stage, researchers only share an overview of the facts and realities that have occurred by looking at the survey related to perceptions of lecturer performance. Described with an overview of the problem, formulating problems based on literature studies, targeting research objectives, proposing hypotheses, determining research plans (methods, determining variables and data sources, selecting types of instruments), arranging instruments, judgment instruments, which is then followed by the stages of data processing with PLS-SEM (Hair et al, 2014) , namely with model specifications based on theoretical studies, and model identification; b) the research stage, which the research data collected by distributing judgment questionnaires where respondents filled out predefined questionnaires by selecting the available answers.

a. Data and Sample

Respondent in this study was lecturers at several public universities in Surabaya of East Jawa province. The criteria sampling method used to get an appropriate sample as respondent, with several criteria have to fulfill: 1) Active lecturer in academic activity, 2) Permanent lecturers who already experience and have an academic level (Maseleno et al., 2019), 3) have a minimum working period of 10 years.

c. Variables, Definition variables and Indicators

Table 1 Variables, Definition Variables and Indicators

Variables	Definition	Indicators	Items
Eksogen Variable			
Transformational Leadership	Transformational Leadership defined as leadership approach to motivate subordinates and to make the necessary changes in accordance with organizational goals. Effective management is characterized by behaviours that aim to motivate, inspire and broaden the vision of their subordinates. Therefore, the motivation as the central of transformational leadership aspect, management should inspire subordinates to go beyond what they believe they can do (Bass, 1999) Brahmasari, (2009), Robbins & Judge (2008), Bass (1999,2004),Muharlisiani, et al. (2020)	Motivating subordinates to excel (X1)	5 items
		Encourage solving problems (X2)	5 items
		Drive innovative work. (X3)	5 items
		Convey ideas to achieve the set standards (X4)	5 items
		Show an optimistic attitude (X5)	5 items
Endogen Variable			
Lecturer Performance	Lecturer Performance is a work outcome or measurement of success for lecturer in their area of work by using a certain size and evaluated by certain people as well. Lecturer performance based on load of the lecturer work includes the several main initiative and motivation, organized the learning process, quality of work, Teamwork, Pressure (Ekmekci, 2011; Muharlisiani, L.T 2017; Handayani, 2019; Muharlisiani et al, 2020)	Initiative and Motivation (Y1)	5 items
		Productivity (Y2)	5 items
		Quality of work (Y3)	5 items
		Teamwork (Y4)	5 items
		Pressure (Y5)	5 items

Analysis Method

In the first step, the researcher begins the assessment with a measurement model. In this case, the researcher chooses the PLS SEM based on considerations regarding the research design. The researcher chooses the Path weighting scheme as the PLS SEM, because it can be applied to all path models including path models with high-level models (Hair et al, 2017). This appraisal guarantees adequate development legitimacy and the dependability of the estimation or model external the examination that is analyzed through substance legitimacy, merged legitimacy, and discriminant legitimacy. The accompanying areas depict build legitimacy and unwavering quality in detail.

The method of data collection used in assessing the data is the same as the formulation of research problems, utilizing several questions arranged in the form of a questionnaire that is distributed to respondents to obtain the necessary information and support the research. The list of questions is in the form of closed questions so that respondents only answer based on the appropriate score category. According to Sutopo (2002), there are 2 categories in collecting data, there are interactive methods including observation and questionnaires; and non-interactive includes documentation.

Sugiyono (2012) states that the Likert scale means revealing the treatment, assumptions, understanding of a group of people about social events and conditions. The measured variable is described as an indicator that supports it. Then the indicators are used as a starting point to propose the instrument's items into statements. The response of each instrument item that runs a Likert scale which has an order from very positive to negative, or it is also known to use an ordinal scale because there are graded categories. A total of five levels of answers: a) Strongly agree (SS) score 5; b) agree (S) score 4; c) sufficient (C) with a score of 3; d) disagree (TS) score 2; e) Strongly disagree (STS) is given a score of 1. The method here is applied so that researchers can find out the response to the assessment data which can then be drawn conclusions.

4. RESULT & DISCUSSION

a. *Sample and Respondents*

Sample study was obtained using the several criteria while sample the population study has been collected a convenience of 4.467 all lecturers from five of higher educations (UNAIR, ITS, UIN, UPN, UNESA) in Surabaya of East Java Province. Thus, the questionnaire was distributed to respondents were selected. In this study, respondents are all permanent lecturers from five public universities in Surabaya, East Java province. Using Slovin's formula and also based on the criteria are required previously, the sample study has collected was 397 and after evaluated the result of the respondent answer, the

valid and workable number was 395 respondents were appropriate and feasible for further testing.

Table 2 Demographic Respondent

No		Frequency	Percentage
1.	Gender		
	Male	190	48,1%
	Female	205	51.9%
2	Education		
	Masters	154	39.0%
	Doctor	173	43.8%
	Proffesor	68	17.2%
3	Position		
	Assistant Professor	86	21.8%
	Lector	120	30.4%
	Association Proffesor	100	25.3%
	Proffesor	89	22.5%
4.	Age		
	30 – 35 years old	30	7.6%
	36 – 44 years old	146	37.0%
	≥ 45 years old	219	55.4%
5	Higher Education (Universities)		
	UNESA	78	21.0%
	UNAIR	134	34.4%
	ITS	82	22.8%
	UPN Surabaya	32	9.4%
	UIN Sunan Ampel Surabaya	44	12.4%

Table 2, present the analysis of demographic respondent. In this study, the total of respondent from several higher educations which obtained of 395 respondents. The demographics information respondents have shown that the higher percentage respondent of female lecturers (51.9%) than male lecturers (48.1%). While the majority of respondents are dominated by lecturers more than 45 years old (55.4%), with work periods as a lecturer average under 15 years, this means that the resources possessed by higher education are productive

ages that still have high performance. Therefore, lecturer as a respondent majority has an educational background in Doctoral degree (43,8%) with academic position majority on Lectorlevel as Lecturer (30.4%). All respondent are mostly from UNAIR (34,4%) due to the sample criterias determined by the researchers are mostly fulfilled from these universities.

Table 3 Indicators of Transformational Leadership

No	Indicators	Standardize Factor Loading	Information
1	Motivating subordinates to excel (X1)	0.757	Valid
2	Encourage solving problems (X2)	1.008	Valid
3	Drive innovative work. (X3)	0.849	Valid
4	Convey ideas to achieve the set standards (X4)	0.839	Valid
5	Show an optimistic attitude (X5)	0.800	Valid

Based on Table 3, it is found that all indicators on the transformational leadership variable have a loading factor of > 0.7 and the highest factor loading can be seen was Encourage solving problem (X2), so that the indicators are suitable for compiling transformational leadership variables as shown in Figure 1.

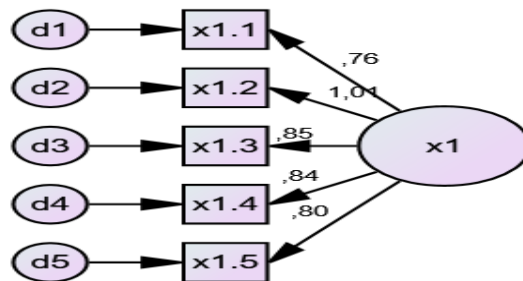


Figure 1 Factor Loading Each Indicators of Transformational Leadership

Table 4 Indicators of Performance Lecturer

No	Indicators	Standardize Factor Loading	Information
1	Initiative and Motivation (Y1)	0.987	Valid
2	Productivity (Y2)	0.866	Valid
3	Quality of Work (Y3)	0.987	Valid
4	Team Work (Y4)	0.803	Valid
5	Pressure (Y5)	0.696	Valid

Based on Table 4, it is found that all indicators on the lecturer performance variable have a loading factor of > 0.6 so that the indicators are suitable for compiling transformational leadership variables as shown in Figure 2.

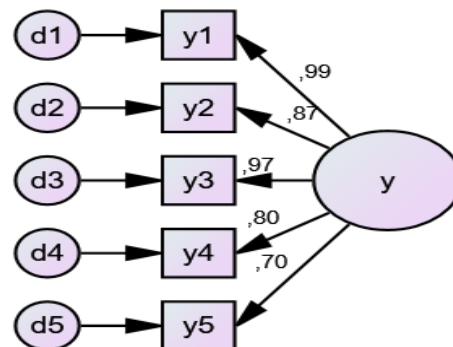


Figure 2 Factor Loading Each Indicators of Lecturer Performance

In the first step, the researcher begins the assessment with a measurement model. In this case, the researcher chooses the PLS algorithm based on considerations regarding the research design. The researcher chooses the Path weighting scheme as the PLS algorithm because it can be applied to all path models including path models with high-level models. This appraisal guarantees adequate develop legitimacy and the dependability of the estimation or model external the examination that is analyzed through substance legitimacy, merged legitimacy, and discriminant legitimacy. The accompanying areas depict build legitimacy and unwavering quality in detail.

Related with the content validity, the legitimacy of the exploration model substance is substantial if the pointer (thing)

contains a develop more noteworthy than 0.7 than the remainder of the build in the model (Hair, et al, 2014, 2017). Moreover, most of factor loadings are more prominent than 0.7 which shows the idea of the things for estimating the related idea. The outcomes from Tables 3 and 4 affirm the substance legitimacy of the exploration model. This table shows that the things stacked altogether on their separate develops with an essentially higher incentive than different builds at the <0.05 essentialness level.

Merged legitimacy is utilized to affirm that gatherings of things meet up to gauge a similar idea or build (Hair et al., 2013). Three stages were utilized to affirm the merged legitimacy of the examination model. To begin with, the high stacking factor must be at any rate more than 0.7 factor stacking and be measurably critical. Second, concurrent legitimacy ought to be estimated by the mean difference extricated (AVE) or more 0.5, considered a worthy edge esteem (hair et al, 2013). Third, merged legitimacy must be estimated through the unwavering quality of the composite which must be more prominent than 0.7 (Hair et al., 2014). Table 4 shows all qualities demonstrated adequate limit esteems and meet the focalized legitimacy prerequisites of the apparent multitude of builds of the examination model.

Discriminant legitimacy is the approval of an examination model which shows that a lot of things can recognize a variable from different factors in the model. Analysts broke down the discriminant legitimacy of the exploration model in two distinct manners. To begin with, all things are stacked more grounded on their particular develops than on different builds and separate the stacking on their individual develops.

Table 5: Testing the initial model based on the goodness of fit criteria

Criteria	Cut off value	Result
Cmin/DF	≤ 2,00	2.399
RMSEA	≤ 0,08	0.062
GFI	≥ 0,90	0.875
AGFI	≥ 0,90	0.847
TLI	≥ 0,95	0.596
CFI	≥ 0,95	0.643

Table 6: The Model Testing based on Criteria *Goodness-Of-Fit*

Kriteria	Cut off value	Result	Evaluation
χ^2 -chi square	$\leq \chi^2$ tabel (χ^2 tabel=189)	250.133	Marginal
Probability	≥ 0.05	0.000	
Cmin/DF	≤ 2.00	1.573	Good
RMSEA	≤ 0.08	0.039	Good
GFI	≥ 0.90	0.940	Good
AGFI	≥ 0.90	0.913	Good
TLI	≥ 0.95	0.866	Marginal
CFI	≥ 0.95	0.899	Marginal

Based on the evaluation the model shows the goodness of fit indicates there were four meet the criteria, based on the opinions (Hair, 2017). Table 6 shown the resulting goodness of fit test, including of 10 indicators that can be seen that the model used was acceptable since the chi-square value obtained was 250,133 with a probability value of 0.000, this result indicating that the structural equation model is quite good. Whereas for RMSE, GFI, AGFI, CMIN or DF measurement indexes are in the expected good range, while TLI and CFI measurement indexes on marginal.

Model Predictive Relevance is the prescient significance of the develops in the auxiliary model analyzed by methods for R square and Cross-Validated Redundancy (Q square). The estimation of R squared is a significant rule in assessing the basic methodology of PLS-SEM and is known as the coefficient of assurance (Hair et al., 2017). An estimation of R squared 0.10 is viewed as the base satisfactory level. Table 7 shows that 0.32% of instructor execution is clarified by groundbreaking administration. This affirms the build of groundbreaking initiative can be anticipated to comprehend the outcomes in this investigation. Moreover, the Cross Validation Redundancy esteem (Q square) was tried to guarantee the nature of the examination model. For this situation, the analyst applied the Blindfolding technique in Smart PLS with an oversight separation at 7. Stone (1974) built up a quadratic strategy to gauge prescient significance. The worth squared > 0 shows the prescient significance of the exploration model. Table 7 shows that the squared worth is 0.070 for speaker execution.

Table 7 Predictive relevance of the construct

Estimate	R -Square	Q- Square
Lecturer Performance	0.328	0.070

Structural Model (Inner Model) and Hypothesis Testing

Subsequent to checking and deciding the legitimacy and dependability of the develops, the specialist utilized PLS - SEM 3.2.7 (Ringle et al., 2015) to assess the speculations in this investigation. PLS-SEM is appropriate for managing complex models that have a multivariate intelligent and developmental build, which is the reason it is desirable over dissect the intelligent developmental examination model of this investigation (Hair et al, 2017; Henseler et al., 2014). The PLS-SEM approach gives preferable assessments over other covariance-based methodologies. This investigation followed the measurable methodology suggested by Hair et al (2017), and Sarstedt (2014) to evaluate the auxiliary model. For this situation, SmartPLS is utilized to run a bootstrap strategy with 395 examples to produce a t-esteem. The bootstrap technique is utilized to increase information recovery by copying existing informational indexes

Table 7 Result of Hypothesis Testing

Hyphotesis	Estimasi	β	t-stat	P Values	Decision
Transformational Leadership-- H >LeturerPerformance	0.456	0.043	10.492	0.000	Supported

Note: ***p<0.01

The result of hypothesis test shown that the effect of transformational leadership (TL) on lecturer performance (LP) the significance of p-value 0,000*** ($\beta = 0.127$, t-stat = 10.492, $p < 0.01$). This finding shows that the hypothesis was Supported. These results indicate that transformational leadership (TL) positive significant on the lecturer performance (LP) in private higher education. Line with Senthamil Raja &Palanichamy (2011); Brown et al (2006) and Sani et al (2017)which state that transformational leadership has positively an effect on the lecturer performance.

Discussion

The hypothesis testing found that transformational leadership has a significant impact on lecturer performance. These findings are

consistent with Jackson et al. (2013) and Muharlisiani, et al (2020) found that transformational leadership improves lecturer performance by propelling them with passionate appeal to cooperate to the greatest advantage of the association. In order to improve the performance of lecturers, the management of lecturer development in higher education becomes the foundation.

In higher education is required to improve lecturer performance and therefore development in management higher education becomes the critical. In order to overcome the low quality of human resources, education is the main spearhead. a quality learning process, outstanding graduates, quality research, can be realized if the lecturers have high performance. Judge's research reveals that a good work environment greatly affects lecturer performance (Hakim, 2015). Professional competence in implementing the tridarma of higher education has an influence on lecturer performance (Manik&Syafriana, 2018). Likewise, the transformational leadership style that affects the improvement of lecturer performance (Fauzan, 2014).

This finding gives evidence that the transformational leadership has a positive and significant correlation with the performance (Senthamil Raja & Palanichamy, 2011; Brown et al, 2006, Ali et al. 2016). Also line with Sani et al (2017; Muharsiliani et al, 2020) which state that transformational leadership has positively an effect on the lecturer performance. Therefore, the role of transformational leadership to increasing the lecturer performance have play significant effect in higher education. According to the Republic of Indonesia Law No.14 of 2005 which concern in the section of Teachers and Lecturers, article 1 paragraph (2) defines that the lecturers are professional educators and scientists which have the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Lecturer performance which measured by the lecturer workload including main activity, names is Tri Darma of Higher Education (Teaching, Research, and Community Services). Based on the discusiopn above, higher Education especially state universities in Indonesia should improve competitiveness and quality by giving priority to the capabilities of human resources, science and technological advances, as well as management without reducing the comparative advantage of the Indonesian nation. The challenge of higher education in the global era is that it must be able to compete with the development and advancement of technology science in depth to meet educational needs (Bangun et al. 2018). In the future, Indonesian universities have to take the level and quality of

higher education institutions as educational institutions that must create superior human resources in all aspects of life.

CONCLUSION

The study conducted to investigate the effect of transformational leadership on lecturer performance in state higher education. Determinant factors on transformational leadership and lecturer performance directly examined. Using some of criteria sampling for selected sample, with 395 respondents from permanent lecturer in state higher education in Surabaya East Java Province data analyzed with SEM statistics method. The result study in transformational leadership factors supporting on lecturer performance in higher education. Therefore, the main findings are found effect transformational leadership, psychological empowerment on lecturer performance through the improving the motivation.

The main contribution of this study is suggesting transformational leadership one of critical factor to support lecturer performance, especially in private higher education. If the transformational leadership style effectively works on increasing lecturer performance it would up the university or institution performance. In terms of practical implications, this study suggests that private higher education should be enhancing their lecturer performance as well as improving their university performance. Limitation of the study, the result findings would be more generalized if the study using all lecturers in the higher institutions as respondent. An important area for future research is the investigation of other variables as alternative conceptualizations for mediating or moderating factors in their relationships.

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