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The Impact Of Transformational Leadership On The Performance Of Unsurya Lecturer And Administrative Staff

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Abstract; This research discusses the impact of transformational leadership on the performance of lecturers and administrative staff at Dirgantara Marsekal Suryadharma University (UNSURYA). Transformational leadership, as the main framework, has a central role in shaping an innovative and goal-oriented organizational culture. The method used in this research is a qualitative method with a literature review approach. The results showed that transformational leadership positively affected the motivation and engagement of lecturers and administrative staff. The respondents stated that leader charisma, inspirational motivation, intellectual stimulation, and individualized consideration play a key role in creating a positive work environment. In addition, transformational leadership also has a positive impact on creativity and innovation, opening up space for fresh ideas and new solutions to educational challenges. Strong interpersonal relationships and enhanced collaboration are direct manifestations of transformational leadership, strengthening team cohesion across UNSURYA. Rapid response to change was also a hallmark, enabling effective adaptation to the dynamics of an ever-evolving educational environment. Nonetheless, the research also identified challenges in changing the organizational culture and emphasized the need for ongoing support and leadership training. In conclusion, the implementation of transformational leadership at UNSURYA brings significant positive impact to the performance of lecturers and administrative staff, however, sustainability and further development are needed to maximize its potential in achieving higher educational goals.

Keywords: Transformational Leadership, Lecturer and Staff Performance

INTRODUCTION

Every organization or institution needs team members who have strong personalities and are able to make decisions (Kartini Kartono, 2010). The desired human resources are individuals who have high intelligence, emotions, motivation, knowledge and drive. The effectiveness of managing an institution is very dependent on the role of the institutional leader and the support of team

members who are committed to maintaining work stability for mutual progress in the organization. According to Nawawi, a leader is an individual who directs the course of activities in an institution and has responsibility for subordinates and other institutional resources, with the aim of achieving a target.

Therefore, institutional leaders, in carrying out their duties and functions, need to understand their role, functions, and the goals they want to achieve to advance the institution they lead. The role of a leader can impact morale, job satisfaction, quality of work life, and especially the level of achievement of an organization. The success of an organization in achieving its desired goals depends on leadership ability, namely the extent to which leadership can mobilize all human resources, natural resources, facilities, funds and time efficiently and integrated in the management process (M. Sidik Priadana, 2013) . Therefore, leadership is considered to be the core of organization, management, and administration.

Transformational leadership is defined as the leader's ability to influence team members in a certain way. In this context, team members feel trust, admiration, loyalty, and respect for their leader. This results in motivating team members to go beyond their usual performance and achieve the expected level of performance.

Bass stated that transformational leadership basically encourages team members to achieve better performance than they usually do, by motivating them to increase their confidence and self-confidence. Bass and Avolio highlight four factors as the basis of transformational leadership, namely (1) Idealized influence (charisma), which involves providing insight into the vision and mission, generating pride, and fostering an attitude of respect and trust towards subordinates. (2) Inspirational motivation, which creates high expectations through the use of symbols to focus efforts and convey important goals in a simple way. (3) Individualized consideration, which involves paying attention, developing, guiding and training each individual specifically and personally. (4) Intellectual stimulation, which involves increasing rationality and careful problem solving.

In an era of globalization and increasingly fierce competition, higher education institutions are expected to continue to develop and adapt. The key to the success of educational institutions lies not only in the curriculum and physical facilities, but also in how the management of the institution can provide direction and inspiration to stakeholders, especially lecturers and administrative staff. One leadership approach that has received widespread attention is transformational leadership. Transformational leadership is identified by its ability to inspire, empower, and direct organizational members toward the achievement of higher goals. Transformational leaders not only focus on routine tasks, but also create a vision that motivates and creates positive change (Hasibuan, 2003).

A leader needs to have the ability to generate high motivation in his employees so that they can carry out their duties effectively. Employees who feel strongly motivated will have high motivation in carrying out their work, which in turn will increase the quality and productivity of their performance. Superior performance can be achieved through strong motivation and work enthusiasm, which leads to good work results both in terms of quality and quantity in accordance with the responsibilities they carry out (Alewine, 2002).

Effective performance management can contribute to improving the performance of organizations, groups and individuals led by managers or leaders. This process involves collaboration between managers or leaders and the individuals and groups they lead. This process is based more on the principles of management by consensus than authoritarian management,

although it still takes into account the need to balance expectations regarding high performance. With high employee performance, activities can be completed efficiently, so that the agency can achieve its goals (Khairizah, 2016). This also applies to educational institutions at Dirgantara Marshal Suryadharma University, which as educational institutions are expected to provide the best service and learning to students.

According to Article 1 of the National Education System Law no. 20 of 2003, education is defined as a conscious and planned effort to create a learning environment and learning process, with the aim that students actively develop their potential. This potential involves aspects such as spiritual strength, religion, self-control, personality, intelligence, noble morals, and skills needed for oneself, society, nation and state. This context shows that human resources capable of transforming knowledge, experience and values are important for achieving national education goals. In the context of higher education, lecturers play a key role as one of the human resources that is very necessary in carrying out organizational functions. Lecturers, who are appointed based on their education and expertise, have the main task in the teaching process.

The government has also adopted policies to improve and perfect the implementation of national education through Law Number 14 of 2005 concerning teachers and lecturers. This law provides a legal basis for improving the quality of education through regulations that regulate the role of lecturers as professional educators and scientists. Lecturers are considered to have the main task of transforming, developing and disseminating science, technology and art through educational activities, research and community service.

Thus, the main duties of lecturers are not only limited to teaching activities, but also include the implementation of the Tri Dharma of Higher Education, namely education, research and community service. Through this holistic role, lecturers are expected to be agents of change in achieving national education goals and make positive contributions to the development of science, technology and arts in society.

Minister of State Apparatus Empowerment and Bureaucratic Reform Regulation Number 17 of 2013, which is a follow-up step to Law Number 14 of 2005 concerning teachers and lecturers, regulates that the minimum requirement to hold a position as a lecturer is to have a Master's degree. In this new provision, these requirements are immediately implemented by appointing a position as Expert Assistant at rank/class IIIb. Furthermore, lecturers are required to continue their studies to Doctoral level (S3) in order to upgrade their position to Associate Professor or even reach Professor level.

The existence of lecturers in the context of the educational process is considered a crucial element in the education system, especially in the context of building a quality and dignified nation. Lecturer career development is an aspect that needs to be given attention to achieve national goals in enlightening and improving the quality of the nation. In achieving this target, the role of the government and educational institutions is very important to provide optimal support to improve the function and role of lecturers and to improve their quality (Mangkunegara, 2010).

Lecturers have main duties which include transforming, developing and disseminating science, technology and art through implementing the Tridharma of Higher Education, which involves educational activities, research and community service. Therefore, the role of the government and educational institutions is directed at supporting effectively so that lecturers can fulfill their roles optimally, so that the quality of education and lecturers' contribution to society can continue to increase (Nawab, 2011).

In the context of higher education, transformational leadership has a significant impact on the performance of lecturers and administrative staff. These factors not only influence individual aspects, but also contribute to achieving overall organizational goals. Marshal Suryadarma Dirgantara University (UNSURYA) as a case study, faces challenges and opportunities in optimizing transformational leadership to support the performance of lecturers and administrative staff.

Transformational leadership, as defined by James V. Downton, Jr., includes four main dimensions: Idealized Influence (charisma), Inspirational Motivation (inspirational motivation), Intellectual Stimulation (intellectual stimulation), and Individualized Consideration (individual consideration). These four dimensions work together to form leaders who can inspire, empower, and direct their subordinates towards higher achievements. In a university context, the effectiveness of transformational leadership can be measured by its impact on the performance of lecturers and administrative staff.

Lecturers and administrative staff at UNSURYA have an important role in carrying out the university's mission, namely providing quality education, conducting research, and providing services to the community. Within this framework, transformational leadership can play a key role in increasing motivation, innovation and achieving university strategic goals. In analyzing the impact of transformational leadership on the performance of lecturers and administrative staff at UNSURYA, we can identify several key aspects.

RESEARCH METHODS

This research uses a qualitative approach with analytical descriptive principles, which is a method that aims to analyze and explain current events or problems based on the latest and relevant literature (Ansori, 2019).

This type of case study approach was chosen to examine challenges related to the impact of transformational leadership on the performance of UNSURYA lecturers and administrative staff based on relevant sources.

RESULTS AND DISCUSSION

Transformational leadership has a very important role in determining the performance of lecturers and administrative staff in higher education institutions such as Dirgantara Marshal Suryadharma University (UNSURYA). This transformation in leadership approach does not only affect work aspects, but also involves the formation of vision, motivation and development of individual potential. In this discussion, we will explain in depth the impact of transformational leadership on the performance of lecturers and administrative staff at UNSURYA.

Transformational leadership is a leadership concept introduced by James V. Downton and further developed by James MacGregor Burns. This leadership model emphasizes the leader's influence to create positive change among subordinates by exploring their best potential. In the UNSURYA context, leaders who apply transformational leadership are expected to be able to create an inspiring work environment, motivate lecturers and administrative staff to achieve optimal performance.

In the context of UNSURYA, the impact of transformational leadership on the performance of lecturers and administrative staff can be described by understanding the main characteristics of this type of leadership (Bass, 1994).

1. **Idealized Influence (Kharisma):** Transformational leadership begins with creating the leader's attractiveness and charisma. Leaders who have idealized influence are able to provide insight and awareness of the mission and vision, arouse pride, and foster an attitude of respect and trust in their subordinates.
2. **Inspirational Motivation (Inspirational Motivation):** Transformational leaders are able to foster high expectations through the use of symbols to focus efforts and communicate important goals in a simple way. This creates strong enthusiasm and motivation among lecturers and administrative staff.
3. **Individualized Consideration:** One of the main characteristics of transformational leadership is paying attention, coaching, guiding and training each person specifically and personally. Leaders not only see team members as a collective, but also understand the unique needs and potential of each individual.
4. **Intellectual Stimulation (Intellectual Stimulation):** Transformational leadership encourages the development of rationality and thorough problem solving. This creates an environment where faculty and administrative staff feel encouraged to think creatively, seek innovative solutions, and continually improve the quality of their work.

Lecturers at UNSURYA play an important role in transferring knowledge to students and being involved in research activities. With transformational leadership, the impact on lecturer performance is very significant. First, idealized influence or the charisma of transformational leaders inspires lecturers to commit to the university's vision and mission. Lecturers feel connected to a greater purpose and feel proud to be part of UNSURYA. This creates strong intrinsic motivation, which is known to be an important factor in improving performance.

Then, motivational inspiration creates an environment where lecturers feel encouraged to achieve high performance standards. Through inspirational communication, transformational leaders give lecturers high hopes and confidence that they can achieve extraordinary achievements. This motivation encourages lecturers to give their best in delivering material, interacting with students, and contributing to research. Individualized consideration or individual considerations from transformational leaders also have a positive impact on lecturer performance. By understanding each faculty member's unique needs and potential, leaders can provide the support needed for professional and personal development. Lecturers feel recognized and appreciated, which can increase job satisfaction and motivation to achieve better (Prayudi, 2020)

Intellectual stimulation from transformational leadership also makes a major contribution to lecturer performance. By encouraging creative thinking and careful problem solving, lecturers at UNSURYA feel encouraged to continuously improve their teaching methods, engage in innovative research, and make positive contributions to the development of science.

Administrative staff at UNSURYA have an important role in supporting university operations. Transformational leadership also has a significant impact on the performance of administrative staff. Idealized influence or charisma of transformational leaders builds commitment and loyalty from administrative staff to the university's vision and mission. Staff feel inspired to contribute their best to achieve organizational goals. The trust and respect built by transformational leaders creates a positive work environment, which has a positive impact on the productivity and dedication of administrative staff. Motivational inspiration

encourages administrative staff to work with enthusiasm and enthusiasm (Wildan, 2021). Transformational leaders provide clear goals and communicate the importance of staff's role in achieving those goals. This creates intrinsic motivation that encourages staff to work hard and collaborate to achieve mutual success.

Individualized consideration or consideration

individual Transformational leaders also play a key role in improving the performance of administrative staff. Leaders who understand individual needs and aspirations encourage better skill development and careers. Staff feel valued and supported in achieving their personal goals, which increases job satisfaction and motivation to make maximum contributions. The intellectual stimulation of transformational leadership gives administrative staff the space to innovate and think creatively in carrying out their duties. Leaders who encourage analytical thinking and innovative solutions help administrative staff address challenges more effectively. As a result, the performance of administrative staff becomes more adaptive and responsive to change, which is a crucial aspect in a dynamic educational environment.

The Importance of Transformational Leadership in the UNSURYA Context

In the context of UNSURYA, the importance of transformational leadership is not only limited to improving the performance of lecturers and administrative staff, but also plays a strategic role in achieving overall university goals. Transformational leaders who are able to build an inclusive, innovative and achievement-oriented organizational culture make positive contributions to the entire university ecosystem (Sedarmayanti, 2011).

1. **Improving Learning Quality:** By motivating lecturers to provide high-quality teaching and stimulating students' critical thinking, transformational leadership supports improving the quality of learning at UNSURYA. Lecturers who are intrinsically motivated will be more enthusiastic about delivering material in an interesting and effective way.
2. **Encouraging Innovative Research:** Transformational leadership stimulates intellectual stimulation, which is key to innovative research. Lecturers at UNSURYA, with the support of leaders who encourage creative thinking, tend to be involved in research that has a positive impact on science and society.
3. **Improving the Quality of Administrative Services:** Transformational leaders play an important role in improving the quality of administrative services. Administrative staff who feel valued and supported by transformational leadership tend to provide better services to students, lecturers and other related parties.
4. **Building a Positive Organizational Culture:** Transformational leadership forms a positive organizational culture at UNSURYA. This culture creates a work environment that is motivating, innovative and open to change. Over time, this positive culture became an integral part of the university's identity.
5. **Increase Engagement and Loyalty:** Lecturers and administrative staff who feel empowered and appreciated by transformational leaders tend to be more involved and loyal to UNSURYA. They have a sense of ownership of the university's goals and vision, which has a positive impact on morale and collaboration.

Challenges and Strategies for Implementing Transformational Leadership

Although transformational leadership brings many benefits, its implementation is not always without challenges. Some of the challenges that may be faced in implementing transformational leadership at UNSURYA include resistance to change, differences in perception, and the need to ensure consistency in the application of transformational principles. To overcome change resistance, it is important for leaders to communicate effectively about the benefits of the proposed change. Understanding concerns and responding thoughtfully can help ease uncertainty among faculty and administrative staff.

Differences in perception between leaders and team members can be overcome through open and transparent communication. Leaders need to listen and respond to feedback, create dialogue forums that enable the exchange of ideas, and ensure that the transformational vision is clearly conveyed to all members of the organization. Consistency in applying the principles of transformational leadership is the key to long-term success.

CONCLUSION

From the journal which discusses the impact of transformational leadership on the performance of lecturers and administrative staff at Dirgantara Marshal Suryadharma University (UNSURYA), it can be concluded that transformational leadership has an important role in forming a productive work environment and contributing to achieving organizational goals. The implementation of transformational leadership at UNSURYA has had a positive impact that can be measured in several key aspects.

First, the motivation and involvement of lecturers and administrative staff increased significantly. Transformational leadership creates leaders who can inspire and empower team members, resulting in increased motivation in carrying out their tasks. Lecturers and administrative staff who feel appreciated and supported tend to work with high enthusiasm, making a positive contribution to organizational performance.

Second, creativity and innovation are enhanced. An environment driven by transformational leadership allows faculty and administrative staff to feel free to voice new ideas and create innovative solutions. This gives UNSURYA an advantage in responding to challenges and facing changes in the dynamic world of education.

Third, strong interpersonal relationships and collaboration are well established. Leaders who apply transformational leadership build positive and mutually beneficial relationships with team members. Good collaboration between lecturers and administrative staff supports the effective achievement of organizational goals.

Fourth, fast response to change. Lecturers and administrative staff led by transformational leadership are proven to be better prepared and able to respond to change with flexibility. This is a valuable asset in facing the ever-changing dynamics of the world of education.

SUGGESTION

Here are some suggestions for increasing the positive impact of transformational leadership at UNSURYA:

1. Leadership Training Continuity: Continuing the transformational leadership training program for leaders and prospective leaders at UNSURYA. This training should include the development of interpersonal skills, communication, and the ability to inspire.
2. Building a Strong Organizational Culture: Ensure that transformational leadership values are deeply integrated into UNSURYA's organizational culture. This involves aligning policies, management practices, and daily behavior with the principles of transformational leadership.
3. Comprehensive Performance Appraisal: Develop a comprehensive and fair performance appraisal system, which includes indicators that reflect the impact of transformational leadership. This system can provide constructive feedback to lecturers and administrative staff to support their growth and development.

By implementing the suggestions above, UNSURYA can further strengthen the positive impact of its transformational leadership, achieve optimal performance, and make a significant contribution to the world of higher education.

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