Improving Lecturer Performance through Strengthening Transformational Leadership, Work Motivation, and Job Satisfaction
Path Analysis and SITOREM Study on Lecturers at Universitas Panca Sakti Bekasi

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ABSTRACT

This research aims to find strategies, ways and optimal solutions to improve lecturer performance by analyzing the impact of transformational leadership, motivation and job satisfaction on lecturer performance. This research uses a survey method with a path analysis approach with further SITOREM analysis. This research discusses that to improve lecturer performance, we need to focus on three factors: transformational leadership, work motivation, and job satisfaction. The variable analysis indicates that transformational leadership has a direct impact on lecturer performance, by improving transformational leadership will strengthen lecturer performance. Furthermore, work motivation and job satisfaction also have a direct impact on lecturer performance. Transformational leadership and work motivation also have an impact on job satisfaction, which then affects lecturer performance indirectly. Therefore, strengthening these aspects can help improve lecturer performance through increased job satisfaction. The results of the SITOREM analysis indicate that there are 11 things that need to be improved, such as salary/wages, supervision, Tridharma Perguruan Tinggi, delegation of authority, opportunities for achievement, desire to work, work goals, good work environment, quality and quantity of work, and efficiency. On the other hand, there are 6 other things that can be improved, such as promotion opportunities, support from coworkers, encouraging motivation, intellectual stimulation, appreciation from the environment, and work effectiveness.

Keywords: *Job Satisfaction, Lecturer Performance, Transformational Leadership, Work Motivation*

INTRODUCTION

Teaching duties in higher education in Indonesia are regulated by Law No. 12/2012 on Higher Education. The law explains that universities must do three aspects called *Tri Dharma* (three pillars of higher education), which are providing education, conducting research, and contributing to society (Fathurrahman & Muhtarom, 2019). Although it is not directly mentioned in the law about the duties of lecturers in higher education, but generally, the performance of lecturers refers to these three main aspects. There are many steps that can be made to achieve this purpose, one of them is improving the performance of lecturers. Lecturers' performance is very important in higher education because they contribute significantly to students' learning experience, scientific growth and the educational institution.

Transformational leadership contributes in inspiring and motivating lecturers to achieve higher goals. If transformational leadership is weak, the lecturers' performance will also be weak. Therefore, transformational leadership can positively affect lecturers to work. Lecturers' work motivation can have a direct impact on the quality of their teaching, research and contribution to the development of educational institutions. Motivated lecturers will tend to be more enthusiastic in conveying learning materials (Muhayyang et al., 2023). They seek innovative teaching methods, use different approaches, and strive to improve interaction with students. Then, job satisfaction can increase individual motivation to do their job better. Someone who is satisfied with their job tends to be more motivated to complete tasks effectively and efficiently so it can be expected that higher job satisfaction will encourage lecturer performance.

Research on lecturer performance is a current topic and worthy of research. These are several researches that have conducted by researchers in previous times. The research conducted by Adi et al (2022) aims to determine the performance of lecturers in implementing online learning from 3 aspects, such as learning planning, learning implementation, and learning evaluation. This research uses a qualitative technical approach with 30 lecturers of Technical and Vocational Education and Training (TVET) as the sample. The overall research results indicate that 80.12% of lecturers' performance in implementing online learning is in the good category. Then, the research conducted by Hafni et al (2020), aims to find out how workplace spirituality, leadership spirituality, and intelligence spirituality affect job satisfaction and performance of lecturers in private universities in Riau. The participants in this research were 111 lecturers. The variables studied include spirituality in the workplace, leadership spirituality, and spirituality of intelligence as influence variables. Meanwhile, job satisfaction and lecturer performance are the final variables. Path analysis using PLS-SEM was used to analyze the data. The results indicated that only spirituality of intelligence and spirituality of leadership significantly affected job satisfaction, but the results

were different for spirituality in the workplace. On the other hand, spirituality at work has a significant impact on lecturer performance, while spirituality of intelligence and spirituality of leadership have no significant impact. This research suggests universities to be aware of the workplace environment and spirituality. University leaders are also advised to be more concerned about the mental state of their teaching staff and be truthful and avoid lying. The last, research conducted by Royani et al (2022), this research aims to find out the ways in which job training and motivation affect lecturers' performance, both separately and together. We used a quantitative approach in this research, with 66 respondents from a total of 262 lecturers at Zainul Hasan Genggong University, Probolinggo, East Java. We analyzed the data using multiple linear regression techniques. The results indicated that job training and motivation have a positive impact separately and jointly. This is indicated by the t-count value of 6.888 for training and 2.66 for work motivation, both of which have positive values. In addition, there is a significant impact on lecturer performance, indicated by the coefficient of determination of 0.680. This means there is an influence of other variables of 0.320. Thus, the better education, training, and work motivation received by lecturers, the higher the performance they show in higher education.

According to previous background of this research, this research is conducted to find strategies, ways and optimal solutions to improve lecturer performance by examining the impact of transformational leadership, work motivation, and job satisfaction on lecturer performance. The strategies, ways and optimal solutions found are used as recommendations to related parties, including lecturers and the Ministry of Education and Culture, Research and Technology.

LITERATURE REVIEW

Transformational Leadership

Transformational leadership is when a leader can inspire his team to unite around a primary purpose by making their work meaningful. He also becomes an example for them to grow and solve problems in new ways (Colquitt et al., 2018). Transformational leadership has a positive and significant impact on organizational performance. Indicators that affect transformational leadership are organizational performance, organizational learning, and innovation (Doghri et al., 2022). In addition, transformational leadership motivates teachers by providing individual attention, intellectual stimulation and encouragement to achieve goals. The indicators are leadership training and development; innovative work behavior; satisfaction of basic psychological needs. Messmann et al (2022) also argue that transformational leadership is a leader who is positively related to the satisfaction of teachers' needs for autonomy and competence. According to Prestiadi et al (2020), transformational leadership is supported by the basis of transformational leadership, previous studies supported by evidence, issues regarding actual work in the educational field. Based on these theories, we can

conclude that transformational leadership is a leadership action to develop a good relationship with subordinates, motivate, increase commitment, change personal values, and set expectations for the organization through empathy. The indicators of transformational leadership are divided into 4 types, which are delegating authority, inspiring motivation, intellectual stimulation, and opportunities for achievement.

Work Motivation

Andriani (2018) argued that work motivation is an impulse for teachers to do work or anything they want through work in order to fulfill their needs. There are several indicators that determine the occurrence of work motivation including the following (1) a sense of security and a decent livelihood; (2) pleasant working conditions; (3) a sense of comfort; (4) a fair and reasonable sense of belonging; (5) a sense of ability; (6) recognition and respect; (7) participating in the formulation of school policies; (8) opportunities for development; and (9) self-esteem. Then, according to Colquitt, Jason A., Jeffery A Lepine (2019), work motivation is the enthusiasm that makes someone want to start and stay in their job. It can come from within or from outside, such as support from others. Motivation helps people set goals, determine how hard they work, and how persistently they complete their tasks. Motivation is very important because good performance usually requires high levels of motivation. When people are motivated, they tend to perform better and be more committed to their job and company.

Loredana et al (2021) state that work motivation is a multidimensional concept that includes intrinsic and extrinsic factors that affect employee behavior and performance. Intrinsic factors that affect work motivation include the desire to work and the purpose of working. In addition, extrinsic factors that affect work motivation include appreciation from the surrounding environment and a conducive work environment.

Job Satisfaction

According to Belias et al (2015), job satisfaction is a pleasant feeling which is obtained from a person's perception from their job that they have fulfilled important work values. They also assumed that job satisfaction is affected by coworker acceptance, salary satisfaction, work environment. Meanwhile, according to Chong* & Kee (2019) suggest that job satisfaction is an employee's feeling about how well their job provides things that are important. There are five factors that can provide job satisfaction for employees/lecturers who work, such as salary, promotion, supervision, coworkers and work.

Based on some of the theories above, a job satisfaction can be defined as a person's feelings towards his job which are expressed through pleasant and unpleasant attitudes as a result of the difference between expectations and reality or the difference between the rewards received and those that should be received.

The indicators of job satisfaction include salary or wages; opportunities for promotion; supervision; *Tridharma Perguruan Tinggi*; and coworker support.

RESEARCH METHODOLOGY

This research was conducted at *Universitas Pancasakti Bekasi* from July 2021 to December 2023. The research method used is a survey method with path analysis and SITOREM. According to Setyaningsih (2020), path analysis is the relationship between independent, intermediate and dependent variables which is usually shown in diagram form. The population of this research is lecturers at Universitas Panca Sakti Bekasi in 2020/2021, totaling 247 lecturers. The population is too large so it is impossible for researchers to analyze all populations due to limited funds, energy and time, therefore researchers use samples collected from this population. The sampling technique was conducted using proportional random sampling technique using the Cochran formula and found 150 respondents lecturers. The Cochran formula is a statistical formula used to determine the sample size required for a survey or experiment. The formula calculates the population size, desired confidence level, and acceptable margin of error to calculate the appropriate sample size for a particular study (Cochran, 1977). This formula is often used in market research, social sciences, and other fields where sampling is required to make inferences about a larger population. Data collection techniques in this research were obtained through non-test techniques, that is, by using a questionnaire that was made from the elaboration of the indicators of the variables. In addition, researchers also develop questions adapted to the conditions in the research site and existing or related theories.

RESULT AND DISCUSSION

The Effect of Transformational Leadership on Lecturer Performance

Transformational leadership has a significant positive impact in improving lecturer performance. It is proven on the results of hypothesis testing that showed transformational leadership has a real impact on lecturer performance based on the calculation of the regression analysis of the path coefficient value with $\rho x1 = 0.342$ while the t_{count} value = 8.830 while the t_{table} at the significance level $\alpha = 0.01$ = 2.35, for dk = 148, and the value of $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that transformational leadership (X_1) has a direct effect on performance (Y). This direct effect indicates that transformational leadership conducted by superiors to subordinates well will have implications for improving lecturer performance.

Based on SITOREM analysis, improving lecturer performance can be achieved through strengthening transformational leadership. Lecturer performance improvement is conducted by improving indicators that are still weak, such as work quality (28.81) (3.34), quantity of task completion (25.42%) (3.51), work

efficiency (21.19%) (3.89), and maintaining or developing indicators of work effectiveness (28.81%) (4.34). While the development of transformational leadership is conducted by improving indicators that are still weak, such as delegating authority (27.50) (3.04), achievement opportunities (25.00%) (3.54), and maintaining or developing indicators of inspiring motivation (23.33%) (4.47) and intellectual stimulation (24.17%) (4.03). Based on expert statement, it can be concluded that delegating authority and achievement opportunities have the most important role in increasing the impact of transformational leadership on lecturer performance. Based on this statement, it can be concluded that the results of this research support previous findings on the direct impact of transformational leadership on lecturer performance. Therefore, if you want to improve the lecturers' performance, you first need to strengthen transformational leadership.

The Effect of Motivation on Lecturer Performance

The results of hypothesis testing indicate that motivation has a positive impact on lecturer performance. This positive impact indicates that good motivation will have implications for improving lecturer performance. The results of the regression analysis calculation obtained the path coefficient value ($\rho x2$) = 0.126. while the t_{count} value = 2.451, while the t_{table} at the significance level α = 0.01=2.35, for dk = 148, and the value of $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that motivation (X_2) has a direct positive impact on performance (Y). If a leader wants optimal performance, then the implementation of managing an organization must have transformational values. These values will motivate and create awareness to achieve the desired results.

Based on SITOREM analysis, improving lecturer performance can be done through strengthening work motivation. Improving lecturer performance can be achieved by improving indicators that are still weak, which are work quality (28.81) (3.34), task completion quantity (25.42%) (3.51), work efficiency (21.19%) (3.89), and maintaining or developing work effectiveness indicators (28.81%) (4.34). While strengthening work motivation is conducted by improving indicators that are still weak, these are: desire to work (27.56%) (3.25), work goals (23.62%) (3.69), and a conducive environment (26.77%) (3.47), and maintaining or developing indicators of appreciation from surroundings (22.05%) (4.33). Based on expert statement, it can be concluded that the desire to work and conducive environment have the most important role in increasing the impact of work motivation on lecturers' performance. Based on this statement, it can be concluded that the results of this research support previous findings on the direct impact of work motivation on lecturer performance. Therefore, if you want to improve the performance of lecturers, you first need to strengthen work motivation.

The Effect of Job Satisfaction on Lecturer Performance

The results of hypothesis testing indicate that job satisfaction has a direct impact on lecturer performance. This direct impact indicates that high job satisfaction will have implications for improving lecturer performance. The calculation results obtained the path coefficient value ($\rho z3$) = 0.352 while the t_{count} value = 7.715 while the t_{table} at the significance level α = 0.01 = 2.35 for dk = 148, and proven $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that job satisfaction has a direct effect on performance.

Based on SITOREM analysis, improving lecturer performance can be accomplished through strengthening job satisfaction. Improving lecturer performance can be done by improving indicators that are still weak, such as work quality (28.81) (3.34), quantity of task completion (25.42%) (3.51), work efficiency (21.19%) (3.89), and maintaining or developing indicators of work effectiveness (28.81%) (4.34). While strengthening job satisfaction is made by improving indicators that are still weak, such as salary/wages (23.78) (3.95), supervision (19.58%) (3.75), *Tridharma Perguruan Tinggi* (16.08%) (3.51), and maintaining or developing indicators of opportunities for promotion (18.18%) (4.55) and coworker support (22.29%) (4.31). Based on expert statement, it can be concluded that salary or wages and coworker support have the most important role in increasing the impact of job satisfaction on lecturer performance. Based on this statement, it can be concluded that the results of this research support previous findings on the direct impact of job satisfaction on lecturer performance. Therefore, if you want to improve the performance of lecturers, it is first need to strengthen job satisfaction.

The Direct Effect of Transformational Leadership on Job Satisfaction

This research indicates the finding that transformational leadership has a positive impact on job satisfaction. This positive impact indicates that high job satisfaction will have implications for increasing transformational leadership. The calculation results obtained the path coefficient value ($\rho y11$) = 0.229, while the t_{count} value = 3.749 while the t_{table} at the significance level α = 0.01 = 2.35, and it is proven that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that transformational leadership has a direct positive impact on job satisfaction.

Based on SITOREM analysis, strengthening job satisfaction is conducted by improving indicators that are still weak, which are salary/wages (23.78) (3.95), supervision (19.58%) (3.75), *Tridharma Perguruan Tinggi* (16.08%) (3.51), and maintaining or developing indicators of opportunities for promotion (18.18%) (4.55), and support from coworkers (22.29%) (4.31). While the development of transformational leadership is conducted by improving indicators that are still weak, including delegating authority (27.50) (3.04), opportunities for achievement (25.00%) (3.54), and maintaining or developing indicators of inspiring motivation

(23.33%) (4.47) and intellectual stimulation (24.17%) (4.03). Based on expert statement, it indicates that delegating authority and achievement opportunities have an important role in increasing job satisfaction. Based on this statement, it can be concluded that the results of this research support previous findings on the direct impact of transformational leadership on job satisfaction. Thus, if you want to increase job satisfaction, you first need to strengthen transformational leadership.

The Effect of Motivation on Job Satisfaction

The results of hypothesis testing indicated that motivation has a positive impact on job satisfaction. This positive impact indicates that good motivation will have implications for increasing the job satisfaction of a lecturer. The calculation results obtained path coefficient value ($\rho y12$) = 0.448, t_{count} value = 7.330, t_{table} at the significance level $\alpha = 0.01 = 2.35$ and proven $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that motivation has a direct positive impact on job satisfaction. This positive impact indicates that the high and low motivation of a leader to a lecturer will have implications for increasing the job satisfaction of a lecturer.

Based on SITOREM analysis, strengthening job satisfaction is done by improving indicators that are still weak, which are salary/wages (23.78) (3.95), supervision (19.58%) (3.75), *Tridharma Perguruan Tinggi* (16.08%) (3.51), and maintaining or developing indicators of opportunities for promotion (18.18%) (4.55), and support from coworkers (22.29%) (4.31). Meanwhile, the development of work motivation is conducted by improving indicators that are still weak, including desire to work (27.56%) (3.25), work goals (23.62%) (3.69), and a conducive environment (26.77%) (3.47), and maintaining or developing indicators of appreciation from the environment (22.05%) (4.33). This indicates that the desire to work and a conducive environment have an important role in increasing job satisfaction. Based on this statement, it can be concluded that the results of this research support previous findings on the direct impact of work motivation on job satisfaction. Thus, if you want to increase job satisfaction, it is necessary to strengthen work motivation first.

The Indirect Effect of Transformational Leadership on Performance through Job Satisfaction

The results of hypothesis testing show that transformational leadership has an indirect impact on performance through job satisfaction. The calculation results obtained the path coefficient value ($\rho zy1x1$) = 0.080. While the calculated z value = 4.18, while the z table at the significance level $\alpha = 0.01 = 1.96$, and it is proven that z count > z table, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that there is an indirect impact of transformational leadership on lecturer performance through job satisfaction.

In order for employees to be energized and perform well, it is important that they feel satisfied in their jobs. However, job satisfaction is not enough to improve performance. Motivation is also needed to encourage willingness and cooperation at work, which will improve performance. Motivation would typically come from basic needs such as food, health insurance, security, a sense of social equality, rewards such as bonuses or praise, and the freedom to express opinions. All of these will encourage employees to be more enthusiastic and improve their performance. Based on this statement, it can be concluded that the results of this research support previous findings on the indirect impact of transformational leadership on performance through job satisfaction.

The Indirect Effect of Motivation on Performance through Job Satisfaction

The results of hypothesis testing show that motivation has an indirect effect on performance through job satisfaction. The calculation results obtained the path coefficient value ($\rho zy1x2$)=0.157. While the calculated z value = 5.78, while the z table at the significance level $\alpha = 0.01 = 1.96$, and it is proven that z count > z table, then H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that there is an indirect effect of motivation on lecturer performance through job satisfaction.

Optimal Solutions for Lecturer Performance

Based on path analysis, it proves that the strategy to improve lecturer performance can be done through strengthening transformational leadership, work motivation, and job satisfaction. Based on SITOREM analysis, it was found that the way to improve lecturer performance is to improve the indicators that are still weak, these are quality of work (28.81) (3.34), quantity of task completion (25.42%) (3.51), work efficiency (21.19%) (3.89), delegating authority (27. 50) (3.04), achievement opportunities (25.00%) (3.54), desire to work (27.56%) (3.25), work goals (23.62%) (3.69), conducive environment (26.77%) (3.47), salary/wages (23.78) (3.95), supervision (19.58%) (3.75), and *Tridharma Perguruan Tinggi* (16.08%) (3.51). Furthermore, indicators that have a score value > 4.00 can be maintained or developed, namely job effectiveness (28.81%) (4.34), inspiring motivation (23.33%) (4.47), intellectual stimulation (24.17%) (4.03), appreciation from the environment (22.05%) (4.33), opportunities for promotion (18.18%) (4.55) and coworker support (22.29%) (4.31).

Sitorem's analysis allows us to develop the best solution based on expert statement. The priority of solutions is based on cost, benefit, urgency and importance as resources are limited. The best solution is to improve the following indicators: salary/wages, supervision, *Tridharma Perguruan Tinggi*, delegation of authority, achievement opportunities, work motivation, work goals, work environment, work quality, quantity of task completion, and work efficiency.

CONCLUSION AND SUGGESTION

Conclusion

This research has discovered that improving the performance of lecturers at Universitas Pancasakti Bekasi is important to strengthen the variables of transformational leadership, motivation, and job satisfaction. The analysis indicated that transformational leadership, motivation, and job satisfaction directly affect lecturer performance. In addition, there is an indirect impact of transformational leadership and motivation on lecturer performance through increased job satisfaction. Measures to strengthen these variables include improving weak indicators and maintaining good indicators, such as improving indicators of idealized influence and individual attention for transformational leadership, and improving intrinsic and extrinsic indicators for motivation.

SITOREM analysis offers an optimal solution that prioritizes the indicators that need to be improved, focusing on aspects such as salary/wages, supervision and monitoring, and the *Tridharma Perguruan Tinggi* (Three Pillars of Higher Education). Meanwhile, indicators that need to be maintained or developed include opportunities for promotion, support from coworkers, inspiring motivation, intellectual stimulation, appreciation from the environment, and job effectiveness.

Suggestion

Strengthening transformational leadership in higher education through several approaches: full delegation to lecturers, competency building through training, provision of work facilities, improving communication, and providing flexibility to lecturers. The implementation of these approaches supports transformational leadership in higher education. The results of the research and expert statement suggest the following priorities for indicator improvement: (1) the head of the college must actively realize the vision and mission by running the education system cycle continuously; (2) the rector needs to provide full support to his subordinates to optimize their potential; (3) the head of the college must continue to direct lecturers to create a harmonious and enthusiastic work environment; (4) the head of the college must be responsive to lecturers' problems and make fair decisions to provide the best solution. Based on expert analysis and assessment, the improvement priorities for lecturers consist of (1) working in teams for better quality results; (2) having creative ideas and enthusiasm in achieving achievements; (3) finding solutions to every problem; (4) improving work effectiveness and fixing deficiencies in the learning process; and (5) taking responsibility for work on time.

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