

The Effect of Transformational Leaders, Academic Culture on the Lecturer of University Performances in the Corona Virus Era

Ika Kartika

Islamic Education, Institut Agama Islam Nasional Laa Roiba Bogor, Indonesia.
ORCID: 0000-0002-2340-6287

Saepudin

Islamic Education, Universitas Islam Al-Ihya Kuningan, Indonesia.
ORCID: 0000-0003-3174-9076

Uyu Wahyudin

Technical Information, Universitas Islam Al-Ihya Kuningan, Indonesia.
ORCID: 0000-0002-9179-6942

Junaedi

Management, Universitas Mercu Buana Jakarta, Indonesia.
ORCID: 0000-0003-4717-7500

Yanti Hasbian Setiawati

Educational Management, Institut Agama Islam Nasional Laa Roiba Bogor, Indonesia.
ORCID: 0000-0001-8788-1530

Abdul Karim

Educational Management, Universitas Muhammadiyah Cirebon, Indonesia.
ORCID: 0000-0003-3402-3828

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Abstract

The research plans to find out and investigate the impact of transformational leader and academic culture on the performance of Indonesian university lecturers amid the Corona Virus (COVID-19) time. This research utilizes a quantitative exploration strategy with a survey procedure to give response to the hypotheses of test planned. The respondents consist of 150 lecturers employing cluster random sampling technique. The product-moment correlation validated the instruments for lecturers' performance, academic lecture, and transformational leader, the Alpha Cronbach estimated the reliability, and testing the hypothesis used path analysis. The path analysis results uncovered that (1) there was an impact of transformational leader on the performance of lecturers, (2) there was a direct impact of academic culture on the performance of lecturers, and (3) there was a direct impact

of transformational leader on the academic culture of lecturers. This research implies for efforts to enhance the performance of lecturers, the effectiveness of transformational leaders, and the effectiveness of academic culture.

Keywords

Transformational Leaders, Academic Culture, Lecturers Performance.

Introduction

The impact of the outbreak of the coronavirus (Covid-19) has been felt by the world of education. This has been acknowledged by the United Nations Educational, Scientific and Cultural Organization (UNESCO), that the coronavirus outbreak has had an impact on the education sector (Zaharah & Kirilova, 2020).

Several schools and universities have temporarily suspended their educational activities (Murphy, 2020). One of the campuses in Malaysia, for example, the International Islamic University Malaysia (IIUM) decided to postpone college entry time in anticipation of preventing the blowout of the virus. Meanwhile, in China, the Chinese Ministry of Education extended the Lunar New Year holidays for schools and campuses. Teaching and learning activities for the new school year which were supposed to start after January 30 or early February were postponed until an undetermined time. Likewise in South Korea also extends college holidays (Talidong & Toquero, 2020).

In Indonesia itself, the world of education has also felt the impact. Various kinds of comparative study program activities abroad (overseas) had to be cancelled. Among them, Tazkia IIBS Malang had to cancel several important activities abroad, such as the Arabic debate competition in Singapore which was supposed to be held in mid-February, cancelled by local authorities. This was done after the level of the spread of the coronavirus in Singapore rose from the yellow level to the orange level. Another activity is an overseas comparative study to Japan which was supposed to depart in early March to be cancelled lecturers are proficient educators and researchers whose primary assignment is to transform, create, and spread knowledge, innovation, and art through education, investigate, and community administrations (Analytica Oxford, n.d.). But the Lecturers performance of private university lecturers is still low, education and teaching have not been implemented professionally, lecturers' research products are considered to not meet expectations, transformational leaders, intellectual intelligence and social intelligence of lecturers are still low.

The lecturer's job as the educational primary agent in higher education (HE) functionally is the principal applier in the HE management, which is vital to its prosperity (Jyoti, 2016). Instructors are needed to effectively make leap forwards and advancements in dealing with the three principles' execution (Terry, 1977) of HE (*tri dharma*), to be specific, community service, activities of teaching and education, and research and development (Alonderiene & Majauskaite, 2014).

Moreover, lecturers are needed to execute their workload in accordance with higher education's *tri dharma* stated above (Saad, 2018). However, in satisfying the workloads, it can put forth low performance of the lecturers. It is on the grounds that there is a void between the job demands and the capacity to fulfill the job demands; it is combined with funds and facilities that are not yet in accordance with their necessity levels in meeting responsibilities under the university *tri dharma* standards (James, 2017).

As Collquitt (2019) puts forward, "work performance is characterized in a formal manner as the worth of the arrangement of worker practices that play a role both negatively and positively in objective achievement in an organization. It owns three parts: 1) performance of task, or the change of assets into services and products, 2) behavior of citizenship or willful worker activities that put down to an organization, and 3) behavior that is counterproductive." Performance is also divided into three dimensions: civic behavior, task performance, and incapable behavior (Owens & Hekman, 2016).

Performance alludes to the degree of accomplishment in doing jobs as well as the capacity to accomplish foreordained objectives. It is proclaimed acceptable and fruitful if the ideal objectives can be accomplished appropriately. According to Ivancevish (2008) "Performance is a bunch of worker business related to practices intended to achieve objectives in an organization". The performance is a set of employee work-related behavior in accomplishing organizational goals (Ivancevish, 2008). As Alimo-metcalf et al. (2002) asserted, performance is an approach to guarantee that laborers or groups realize what is generally anticipated of them and stay concentrated on viable execution by focusing on objectives, measurements, as well as appraisals.

As Gomes (2000) stated, for employee performance, the measurements that can be utilized as indicators include: (1) work quantity: the quantity of job completed in a predefined time. (2) Work quality is quality of job accomplished dependent on terms readiness and suitability. (3) Knowledge of job: the degree of information about the work and its abilities. (4) Creativeness is the thoughts' authenticity that emerge from activities to take care of issues that emerge. (5) Cooperation is enthusiasm to help out others (peer

colleagues in the association). (6) Dependability is the reliability as well as awareness regarding participation and finishing work on schedule. (7) Initiative is the excitement to complete new errands in amplifying its obligations. (8) Personal characteristics is concerning character, individual honesty, leadership, as well as friendliness.

On the other hand, Yukl (2004) expressed that transformational leadership is an authority design that can cultivate motivation, propel, and have the option to change conduct in accordance with the organization's vision development. Its application endeavors to be a fruitful pioneer by developing the responsibility of its adherents by building values of organization, vision of organization, making transformations, as well as looking for forward leaps to improve the innovativeness, advancement, and autonomy of their subordinates. For transformational leader, the best benchmarks are to have the option to develop their supporters' consciousness in expanding innovativeness, creating commitment in organization, consciousness of being answerable for keeping up with the organizational necessities and life (Wuradji, 2008).

Furthermore, academic culture is impacted by transformational leadership. A university's accomplishment can be estimated by what extent it has carried out tri dharma, covering community service, teaching and educating activities, as well as research and development. It is exceptionally identified with the degree to which scholastics encourage the academic culture advancement in executing higher education's tri dharma (Bass, 1990). The five problems determining higher education development of higher learning activities, namely the quality of faculties, available facilities, curriculum, the quality of teaching and learning processes, and academic culture.

HE has a certain culture which is the basis and actions or behavior of lecturers. Culture is one of the variables that decide the victory of education as revealed by Weiner & Holder (2018) stating that cultural differences can be a problem in the success of an institution. The alignment of education and culture in HE is directed at academic culture. The real form of academic culture is to carry out the three of *dharma* of HE.

The role of the lecturer as the main executor of education in HE operationally is the foremost implementer in the management of HE that is crucial to its success (James, 2017). Lecturers are required to actively make breakthroughs and innovations in managing the application of the Three Principles of HE, specifically education and teaching activities, research and development, and community service (Alonderiene & Majauskaite, 2014).

In fulfilling the lecturer workload, lecturers are required to implement it by the three of *Dharma* of HE namely education and teaching, research and development, and community service. But in fulfilling the workload of lecturers can give birth to Lecturers performance. This is because there is a gap between the demands of work and the ability to meet the demands of work coupled with facilities and budget funds that are not yet in line with the level of lecturers' needs in fulfilling workloads following the standards of tri dharma universities.

Literature Review

Lecturer Performance

As Collquitt (2019) put forward, “work performance is characterized in a formal manner as the worth of the arrangement of worker practices that play a role both negatively and positively in objective achievement in an organization. It owns three parts: 1) performance of task, or the change of assets into services and products, 2) behavior of citizenship or willful worker activities that put down to an organization, and 3) behavior that is counterproductive.”

Performance is the value of a series of employee behaviors that contribute either positively or negatively to the achievement of organizational goals. Performance has three dimensions, namely task performance, civic behavior, and incapable behavior.

Performance alludes to the degree of accomplishment in doing jobs as well as the capacity to accomplish foreordained objectives. It is proclaimed acceptable and fruitful if the ideal objectives can be accomplished appropriately. As Ivancevish (2008) "Performance is a set of employee work-related behaviors designed to accomplish organizational goals The performance is a set of employee work-related behavior in accomplishing organizational goals” According to Blazar (2016), performance is a way to ensure that individual workers or teams know what is expected of them and remain focused on effective performance by paying attention to goals, measures, and assessments.

As Gomes (2000) stated, for employee performance, the measurements that can be utilized as indicators include: (1) work quantity: the quantity of job completed in a predefined time. (2) Work quality is quality of job accomplished dependent on terms readiness and suitability. (3) Knowledge of job: the degree of information about the work and its abilities. (4) Creativeness is the thoughts' authenticity that emerge from activities to take care of issues that emerge. (5) Cooperation is enthusiasm to help out others (peer colleagues in the association). (6) Dependability is the reliability as well as awareness

regarding participation and finishing work on schedule. (7) Initiative is the excitement to complete new errands in amplifying its obligations. (8) Personal characteristics is concerning character, individual honesty, leadership, as well as friendliness.

Transformational Leaders

The styles of leadership are managerial, charismatic leadership, ethical, spiritual, ethnically leadership, interpersonal managerial, and self-leadership, and transformational leadership. Transformational leadership is a style of leadership that can change the form of thinking into real action. Transformational leadership is a leadership style that can change the form of thinking into real action (Karim, Faiz, et al., 2020). Yukl (2004) stated that transformational leadership is a pattern of leadership that can foster inspiration, can motivate, and be able to change behavior in line with the development of organizational vision. The implementation of transformational leadership strives to be a successful leader by raising the commitment of its followers by building organizational values, organizational vision, making changes, and seeking breakthroughs to enhance the creativity, innovation, and independence of their subordinates. The ideal criteria for transformational leaders are to be able to build awareness of their followers in increasing creativity, developing organizational commitment, awareness of being responsible for maintaining the needs and life of the organization (Wuradji, 2008).

Transformational leadership that influences performance is academic culture. The success of a college can be measured by how far the tertiary institution has implemented its tri dharma, specifically education and teaching, research, and community provision. This is very related to the extent to which academics foster the development of academic culture in the application of the three of dharma of HE. Wuradji (2008) stated that five issues determine the development of higher learning activities, namely the quality of faculties, available facilities, curriculum, the quality of teaching and learning processes, and academic culture.

Higher education has a certain culture which is the basis and actions or behavior of lecturers. Culture is one of the variables that decide the victory of education as revealed by Weiner & Holder (2018) stating that cultural differences can be a problem in the success of an institution. The alignment of education and culture in higher education is directed at academic culture. The real form of academic culture is to carry out the tri dharma of higher education. In innovative daily life is the process of exploring the brain into forms of ideas. An innovative attitude encourages the possibility of a person to develop (Moorhead & Ricky, 2005). One's innovative level will describe abilities,

motivations, opportunities, and art in creating something both verbal and nonverbal. Robbins argues, that an innovative level is a product of several components that synergize with the creation of motives in carrying out an act. Michael A. West categorizes innovativeness into seven things based on creative thinking. This becomes a basic concept in the process of building and exploring one's innovativeness. The seven things are: (1) innovating in the workplace, (2) having confidence in creation, (3) being an inventor (innovator), (4) having a vision in the workplace (5) the field of innovation in the organization, (6) being able managing innovation, (7) able to strengthen innovation (Evans, 2004).

Evans (2004) stated, that an innovative attitude is a person's ability to respond to something that is seen and felt or experienced through various efforts in overcoming problems. The ability of transformational leaders to generate innovation for their followers requires good collaboration skills. Required to have a good way of thinking, articulating the right words, being able to simplify problems, and be able to determine how to look at the problem correctly and correctly.

Based on the portrayal above, it can be expressed that transformational leadership is a process of leadership that requires its subordinates to strive for glory, togetherness, and humanity. With indicators, leadership is capable of building motivation, creativity, innovation, and independent institutions.

Transformational leadership is a frame of leadership that is based on the interaction between leadership behavior, organizational structure, outside strengths, and values, demeanors, and beliefs (Trautman, 2010). Five aspects of synergistic leadership theory make it unique: (1) women leaders are involved in their progress, (2) women leaders can be swayed by outside strengths, organizational structures, or values, attitudes, and beliefs in ways that man leaders do not and conversely, (3) women's leadership behavior can cooperate with the variables of synergistic leadership theory in a different way than male leadership behavior, (4) leaders in various positions or levels can be influenced by these factors in different ways. 5) The four factors are interactive (Trautman, 2010). From the description above, the synthesis of synergistic transformational leadership is a form of leadership that can influence and stimulate subordinates to raise awareness to achieve maximum results and develop leadership capacity with indicators, (1) hard work, capable of cooperation, discipline, and encouragement to go forward. (2) the initiative, confidence, desire to know, and take risks. (3) Be creative, sensitive, and creative at work. (4) beliefs and values, (5) leadership behavior, (6) external factors, and (7) organizational structure.

Academic Culture

Academic culture as one of the subsystems of HE plays a vital part in endeavors to construct and create the culture and civilization of society and the nation that involves itself in academic activities. Academic culture is a lifestyle that is enshrined in three things, namely: (1) efforts to develop new knowledge continuously (2) efforts to find the truth that is done continuously, (3) efforts to maintain the existing repertoire of knowledge from various types of forgery (Buchari, 1995).

According to Kurniawan (2014), academic culture could be a framework of HE that plays a vital part in endeavours to construct and create the culture and civilization of people and the nation as an entirety, where indicators of the quality of HE are decided by the quality of the academic community in creating and building its academic culture.

Academic culture is a system of shared values and beliefs held by members of the college (Alvi, 2016). According to Djalante et al. (2020), "Academic culture is an academic activity outside academic norms which is often a requirement in the learning process. Seminars, discussions, and scientific publications are examples of academic culture.

Academic culture should be cultivated and preserved. Alvi (2016) defines culture as an arrange of knowledge of encounters of convictions, values, states of mind, implications, pecking orders, religions, time, parts, spatial connections, concepts of the universe, fabric objects, and belonging gotten by a huge gather of individuals from era to era through person and bunch endeavors.

Academic culture is a universal culture meaning that it is claimed by everyone who locks in academic exercises. Bowen (2001) describes academic culture as an art of education and is progressive. This intellectual freedom of thought has implications for intellectual risk in the form of critical thinking, debate, and often contrary to authority is commonplace. Unlike the political culture which tends not to be progressive, but tends to the provisions, orders, and regulations.

Based on the opinions above, it can be synthesized academic culture is the habit of academic activities in the form of a set of values, beliefs, and norms united by members of the academic community as guidelines in carrying out activities or actions and problem-solving, with indicators providing quality, ideal behavior, networking scientific collaboration, sharing scientific information, observing the provisions that apply to the use of facilities, and mutual respect in scientific meetings, also scientific skills (Rinto et al., 2020).

The dimensions of academic culture are the habits of academic activities in the form of a set of values, beliefs, and norms that are shared with participants of the academic community as a guide in carrying out activities or actions and solving problems with indicators (Nuryasman & Suryaman, 2020), are: (1) responsibility and support (2) A set of academic tradition values with indicators: Value system and Norm (3). Academic tradition with indicators: division of labor, rewards and penalties, expectations and adjustments.

Research Method

The method recycled in this research is quantitative research methods (Ersanilli et al., 2011). This research was conducted at Jakarta, Indonesia. The population and sample in this study were Jakarta, Indonesia as many as 175 respondents. The sampling technique used was the purposive random sampling technique, which is a sampling on the basis of purpose by choosing research sample as many as 175 respondents.

In this study, the data research technique used was a questionnaire, disseminated to society of Jakarta Region involved in study (Paterson et al., 2016). The questionnaire was filled aligning with the items of statement to get the necessary information utilizing a Likert scale with five option answers. The model utilized in this review was Structural Equation Modeling (SEM), gauged utilizing the assistance of software SmartPLS (Smart Partial Least Square) (MacLean & Gray., 1998).

The structural equation modeling and analysis of data utilizing Smart PLS programming had several phases as follows: a. examining the indicators' validity, b. converting the path diagram into formula system, c. doing construct reliability test, d. testing hypothesis, e. inner model equations, and f. evaluation of structural model (Garson, 2016). For indicators of transformational leader (TL), academic cultural (AC), and lecturer performance (OP) variables, the scale for measurement comprised strongly disagree (STS=1), disagree (TS=2), less agree (KS=3), agree (S=4), as well as strongly agree (SS=5).

The related indicators to acquire information and data from the research variable lecturer performance (OP) (Paterson et al., 2016) consist of learning program designing capacity, the capacity to complete/deal with the process of learning activity, as well as the capacity to evaluate the process of learning (Yukl, 2004).

Moreover, within a school, transformational leader (LP) indicators comprise of the leader's capacity to coordinate the HR associated with the association, can propel and

activate HR engaged with activities of organization, oversee and control the association, and can evaluate and work on all activities and projects (Bass, 1990). Meanwhile, the academic culture (AC) variable has the accompanying indicators, such as (a) value system, (b) belief, and (c) interesting standards shared by individuals from the school association shaped by the leader, (d) the effect between members of the organization, and (e) the organizational structure is seen from teacher perceptions or assessments (Hoover et al., 2014; Howard, 2000).

Results and Discussion

Descriptive Statistic Analysis of Research Variabel

The results of descriptive statistical analysis on Lecturer Performance (OP) Transformational Leaders (TL) Akademic Cultutre variable (AC), with 14 indicators can be seen in Table 1 below:

Table 1 Tabulation of Descriptive Statistical Analysis of Lecturer Performance Variable (OP) Transformational Leaders Variable (TL) AkademicCultutre Variable (AC)

Indicator	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis
OP1	4.147	4.000	1.000	5.000	0.687	5.167
OP2	4.333	4.000	1.000	5.000	0.692	6.369
OP3	4.019	4.000	1.000	5.000	0.880	0.862
OP4	4.385	4.000	1.000	5.000	0.729	5.326
OP5	4.135	4.000	1.000	5.000	0.760	3.632
OP6	4.212	4.000	1.000	5.000	0.817	2.120
TL1	3.731	4.000	1.000	5.000	0.803	0.556
TL2	3.962	4.000	2.000	5.000	0.767	-0.029
TL3	3.904	4.000	2.000	5.000	0.791	0.252
TL4	3.814	4.000	1.000	5.000	0.838	0.768
AC1	3.821	4.000	1.000	5.000	0.866	1.264
AC2	4.026	4.000	1.000	5.000	0.742	2.896
AC3	4.167	4.000	1.000	5.000	0.799	2.255
AC4	4.212	4.000	1.000	5.000	0.817	2.120

Source: authors

Based on the results of Descriptive Statistical Analysis of Lecturer Performance Variable, OP1 the mean is 4,147, the median is 4,000, the minimum is 1.000, the maximum is 5,000, the standard deviation is 0.687, the excess kurtosis is 0.516, OP2 the mean is 4,333, the median is 4,000, the minimum is 1.000, the maximum is 5,000, the standard deviation is 0.692, the excess kurtosis is 0.639, OP3 the mean is 4,019, the median is 4,000, the minimum is 1.000, the maximum is 5,000, the standard deviation is 0.880, the excess kurtosis is 0.862, OP4 scores obtained the mean of 4.386, the median of 4.000, the

standard deviation of 0.880, the excess kurtosis of 0.862, the minimum of 1.000, and the maximum of 5.000. For OP5 scores, the minimum was 1.000, the maximum was 5.000, the excess kurtosis was 5.526, the mean was 4.135, the median was 4.000, and the standard deviation was 0.729. Next, OP6 scores attained the mean of 4.212, the median of 4.000, the standard deviation of 0.760, the minimum of 1.000, the maximum of 5.000, and the excess kurtosis of 0.632. Besides, for OP7, the minimum was 1.000, the maximum was 5.000, the standard deviation was 0.817, the excess kurtosis was 2.120,

Descriptive Statistical Analysis of Transformational Leaders Variable

Based on the descriptive statistical analysis results for teacher transformational leaders, for TL1, the minimum was 1.000, the maximum was 5,000, the mean was 3.731, the median was 4.000, the standard deviation was 0.803, and the excess kurtosis was 0.556. For TL2, the minimum was 1.000, the maximum was 5,000, the standard deviation was 0.767, the mean was 3.962, the median was 4.000, and the excess kurtosis was -0.029. In addition, TL3 obtained the minimum of 1.000, the maximum of 5.000, the standard deviation of 0.791, the mean of 3.904, the median of 4.000, and the excess kurtosis was 0.768. Besides, TL4 attained the minimum of 1.000, the maximum of 5.000, the mean of 3.814, the median of 4.000, the standard deviation of 0.383, and the excess kurtosis of 0.768.

Descriptive Statistical Analysis of Academic Cultural Variable

The descriptive statistical analysis results for academic culture disclosed that for AC1, the minimum was 1.000, the maximum was 5.000, the mean was 3.821, the median was 4.000, the standard deviation was 0.866, and the excess kurtosis was 1.264. AC2 revealed the minimum of 1.000, the maximum of 5.000, the mean of 4.026, the median of 4.000, the excess kurtosis of 2.896, and the standard deviation of 0.742. Meanwhile, for AC3, the minimum was 1.000, the maximum was 5.000, the mean was 4.167, the median was 4.000, the standard deviation was 0.799, and the excess kurtosis was 2.255. Besides, AC4 had the minimum of 1.000, the maximum of 5.000, the mean of 4.212, the median of 4.000, the excess kurtosis of 2.120, and the standard deviation of 0.817.

Testing the Validity Indicator

According to Garson (2016), validity testing can be done using convergent validity and discriminant validity (p. 16). A convergent validity test is an evaluation of each construct indicator. Convergent validity evaluation is done by looking at the loading factor value of each indicator to be built. It is expected that the loading factor value on the construct is

greater than 0.50. If the value of the loading factor indicator in the construct is below 0.50 then the indicator must be removed from the model (Garson, 2016). The loading factor is the correlation between the indicator and the construct. The higher the correlation, the higher the level of validity, while the discriminant validity is a test that is carried out by looking at the value of the cross-loading value results. This is done to find out whether each indicator that measures its construct is highly correlated with its one construct compared to other constructs (Garson, 2016).

From the convergent validity testing results, with indicators OP1, OP2, OP3, OP4, OP5, and OP6, lecturer performance loading factors are estimated to represent the transformational leader latent variables with TL1, TL2, TL3, and TL4 indicators. In addition, with indicators AC1, AC 2, AC 3, and AC 4, academic culture (AC) as a latent representation had a loading factor less than 0.50. It signifies that the indicators were valid to represent the latent variable, as depicted in the following Figure 1.

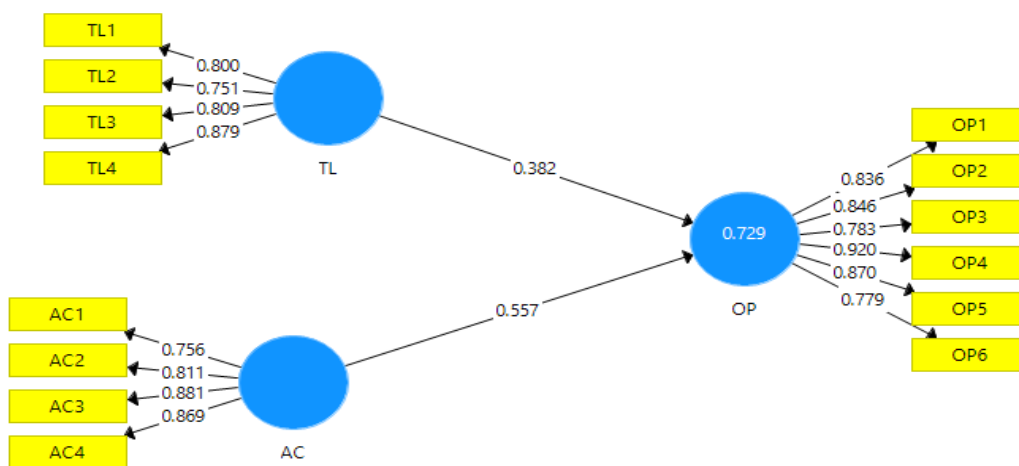


Figure 1 Path Diagram

Phase 1 Source: Authors

Figure 1 above displays all 3 variable indicators, comprising lecturer performance (OP) transformational leader (TL), and academic culture (AC) variables, had a loading factor of more than 0.50. It denotes that all variable indicators were said to be valid.

In addition, the discriminant validity test employed each indicator cross-loading value compared to other latent variables' cross-loading indicator value. If the cross-loading indicator value is greater than other latent variables' cross-loading value, an indicator is declared to have a high and good capability to represent its latent variable. The discriminant validity test results for each indicator are presented in Table 2 below.

Table 2 Discriminant Validity Test Results with Cross Loading

Indicator	Academic Culture	Lecturers performance	Transformational Leaders
AC1	0,756	0,531	0,460
AC2	0,811	0,609	0,463
AC3	0,881	0,705	0,598
AC4	0,869	0,779	0,582
OP1	0,635	0,836	0,585
OP2	0,616	0,846	0,714
OP3	0,518	0,783	0,539
OP4	0,715	0,920	0,653
OP5	0,620	0,870	0,635
OP6	0,869	0,779	0,582
TL1	0,512	0,553	0,800
TL2	0,585	0,639	0,751
TL3	0,445	0,568	0,809
TL4	0,519	0,622	0,879

Source: Authors

The results in the table above reveals that the transformational leader (TL) and academic culture (AC) indicators were valid for explaining the lecturer performance (OP) latent variable, which had a higher cross-loading on the other two latent variables.

Accordingly, OP1, OP2, OP3, OP4, OP5, and OP6 indicators were declared valid for the lecturer performance variable. The cross-loading value is greater than the latent variables' cross-loading values of transformational leader and academic culture with indicators TL1, TL2, TL3, TL4, AC1, AC2, AC3, and AC 4. It proves that these indicators were valid indicators to represent lecturer performance latent variable.

Convert Path Diagram to Equation System

After obtaining valid indicators both discriminant as well as convergent for each latent variable, a path diagram conversion based on Figure 1 was attained into a system of equations to describe the effect of each indicator on its latent variables (Outer Equation Model). Outer model equations for latent variable lecturer performance:

$$OP_1 = 0,800; OP_2 = 0,751; OP_3 = 0,809; OP_4 = 0,879$$

The largest score for the lecturer performance indicator was on the OP4 indicator, which was 0.876, namely spiritual health indicator. Thus, to improve the lecturer performance of the people in the Jakarta area in Indonesia, it can be enhanced in the aspect of the

community spirituality through self-approach to God, specifically in Sa'aban month, the month of forgiveness.

Meanwhile, the lowest value for the lecturer performance indicator was the OP1 indicator, namely the social health indicator with the score of 0.800. Therefore, it is necessary to improve social health through understanding and awareness of the social life importance in developing a mentally healthy society to enhance public health in Jakarta, Indonesia.

Outer Model Equations for Transformational Leader Latent Variable

$$TL_1 = 0.800tl; TL_2 = 0.751TL; TL_3 = 0,809TL; TL_4 = 0,879ETL;$$

Moreover, the highest score of transformational leader indicator was on the TL4 indicator, which was the fourth indicator, which was equal to 0.879. Subsequently, keeping up with sympathy should be possible, to be specific an individual's capacity to acclimate to others with sensations of loving and effectively tolerating companions with an end goal to increment emotional intelligence. Meanwhile, the lowest score for transformational leader was on the TL2 indicator, motivation indicator of 0.751. Thus, expanding emotional intelligence should be possible by expanding one's inspiration by expanding endeavors to accomplish initiative, responsibility, and idealism.

Outer Model equations for Latent Variable Academic Culture

$$AC_1 = 0,756AC; AC_2 = 0,811AC; AC_3 = 0.881AC; AC_4 = 0.869AC$$

The highest indicator score for the academic culture was on the AC3 indicator, the search for meaning indicator, which was 0.881. Consequently, with an end goal to increment transformational leaders, it tends to be finished by expanding consciousness of the significance of discovering importance in accomplishing a happy life in the world and the hereafter in individuals in the Jakarta region in Indonesia. Meanwhile, the lowest score for the academic culture variable was on the AC1 indicator, the belief in God indicator with score of 0.756. Accordingly, endeavors to expand it tends to be finished by further developing the transformational leaders, which builds individuals' faith about the significance of religion to make a happy life in the world and the hereafter.

Construction Reliability Testing

To determine whether the construct is reliable, a test carried out on each construct is called the construct reliability test. The criteria for a construct are that if the construct's

composite reliability value is higher than 0.70, it is said to be reliable(Garson, 2016). The construct reliability test results for each construct are exhibited in Table 3.

Table 3 Testing results on each variable construct reliability

Variables	Composite Reliability
Transformational Leaders	0,899
Academic Culture	0,935
Lecturers performance	0,885

Source: Authors

From Table 3 above, the composite reliability scores for transformational leader (TL), academic culture (AC), and lecturer performance (OP) were higher than 0.70. Hence, it can be said that all constructs in this study met the requirements to be reliable. These results imply that all latent variables employed in the research could be error-free or without bias and consistently used the same indicators all the time(Garson, 2016).

Hypothesis Test

Hypothesis testing is to decide the strength of the impact between constructs, to be specific between exogenous latent and endogenous latent variables. Testing is carried out by seeing path coefficient and the t-test values. If the p-value is less than 0.05, the impact between construct is measurably critical, implying that H1 is acknowledged and H0 is dismissed. In contrast, if the p-value is more prominent than 0.05, the impact between constructs is not genuinely huge, signifying that H0 can be acknowledged and H1 is dismissed (Garson, 2016). The path coefficient test results are displayed in Table 4 below:

Table 4 Path Coefficient Test Results

Constructs	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
TL>>OP	0,382	0,378	0,059	7.888	0.000
AC>>OP	0,557	0,558	0,062	8,978	0,000

Source: Authors

From Table 7, between the latent variables transformational leaders (TL) and lecturer performance (OP), a statistically significant effect happened. It can answer the assumptions expressed in hypothesis 1, where it is predicted that there is a positive effect between the academic cultural and lecturer performance. It was evidenced by the lecturer performance’s coefficient value signed a positive (+), with p-values less than 0.05.

Meanwhile, the effect of transformational leader on lecturer performance was statistically significant at a 90% confidence level, with a positive direction (+). It is under hypothesis

2, in which there was a positive effect between academic culture and lecturer performance.

Inner Model Equation

It is utilized to discover the impact of exogenous latent variable on the endogenous latent variable. In light of Table 4 on the path coefficient testing results with smartPLS 3.2.6 program, it may be clarified the transformational leader coefficient (TL) of 0.261 and the academic culture (AC) coefficient of 0.557. Along these lines, the equation model is acquired:

$$OP = 0.382TL + 0.557AC$$

The equation above has a meaning that lecturer performance of 38.20% can be explained by the latent variable transformational leader (TL), and 55.70 percent described the latent variable academic culture (AC). This result provides implication for a company policy enhance the lecturer performance as the most important aspect. This result also implies that improving the lecturer performance of the Jakarta people are the needs of efforts to continue to be developed through coaching, education, and training focusing on the material on increasing the community's spiritual and emotional awareness.

Inner Model Evaluation. Inner model assessment can be conducted in three ways: by observing F-Square, R-Square, and fit model values.

F-Square Test. F-Square test is carried out to find out the power at the structural level of exogenous latent variables toward endogenous latent variables. If the value is 0.02, the ability of the exogenous latent variable in explaining the endogenous latent variable will be weak. On the other hand, if the value is 0.15, it is said to be of moderate capacity. Meanwhile if the value is 0.35, in explaining endogenous latent variables, the exogenous latent variable has strong capabilities (Garson, 2016). Here are the F-Square test results:

Table 5 F Square Test Results

Constructs	F-Square
TL >>OP	0,677
AC>>OP	0,319

Source: Authors

From table F-Square above, the transformational leader's (TL) power on lecturer performance (OP) was 0.677, greater than 0.35. Thus, it can be said that transformational leader (TL) had a strong ability to explain lecturer performance at a structural level.

Meanwhile, the academic culture's (AC) power on lecturer performance (OP) was 0.319. It signifies that in explaining lecturer performance at the structural level, the ability of variable latent academic culture (AC) was moderate.

R-Square Adjusted Test. R-Square Adjusted Test is performed to find out the amount of endogenous variable variations that can be explained by exogenous variable variations (Garson, 2016); (Yamin, S, & Kurniawan, 2011). R-Square Adjusted values can be seen in the following Table 6:

Table 6 R-Square Adjusted Test Result

	R-Square Adjusted
EQ	0.572

Source: Authors

Table 6 above exhibits that the magnitude of R-Square Adjusted was 0.572. It denotes that 57.20% endogenous variable variation of lecturer performance (LP) could be explained by exogenous variables of transformational leader (EQ) and transformational leader (EQ). Meanwhile, the rest of 57.20% were explained by the variable change variations not included in this model.

Test Fit Model

The fit model test is carried out by seeing at the NFI values in the model. Normed Fit Index (NFI) is a measure of the model's conformity with a comparative basis against Base Line or zero. The NFI value varies from 0 (no fit at all) to 1.0. Based on the statistical table presented by (Bentler, 1990), a good value of NFI conformance for research samples of approximately 50 is above 0.921. Therefore, it can be said that the model was in accordance with the comparative basis and the Base Line. Here are the fit model test results.

Table 7 Fit Model Test Results with NFI

	Saturated Model	Estimated Model
NFI	0.823	0.823

Source: Authors

The above table reveals that the Normed Fit Index (NFI) value was below 0.921. Accordingly, it can be declared that the model was less fit. It indicates that the model could not reflect the real data yet. In other words, this model had relatively low ability to explain the data.

The Effect of Transformational Leadership on Lecturers Performance

On the basis of Table 5, the path coefficient test results displayed the original sample value of transformational leader on lecturer performance of 0.261 or 26.10%, and the p-value was below 5%. Thus, it can be said that transformational leader had positive and statistically significant to lecturer performance. It is as asserted by Jyoti (2016) that transformational leadership in higher education had a direct positive effect on organizational performance in higher education management; therefore, to improve organizational performance in university management, it can be done through the application of transformational leadership styles. In this regard, Judge et al. (2006) state that transformation had a significant direct or indirect influence through the quality of life on the extra-role behavior of lecturers. Therefore, efforts to improve performance can be carried out through the application of an effective transformational leadership style.

According to Saad (2018), organizational culture has a direct effect on organizational performance so that enhancing organizational performance can be conducted through performance improvement first. In line with the view above, Asmoro, B. et al. (2020), in his article entitled *“The influence of work culture and professional competence on the organizational performance of PT. Nindya Karya (Persero),* affirmed that professional competence had a direct positive effect on organizational performance, so improving organizational performance can be done through increasing professional competence.

The Impact of Academic Culture on Lecturer Performance

From table 7 above, the original sample value from academic culture on lecturer performance was 0.548 or 54.80%, and the p-value was above 5%. Therefore, it can be said that transformational leader had positive but statistically insignificant effect in determining lecturer performance. It is as proposed by James (2017) in his title *“The Impact of Academic Culture on Organizational Performance of Educational Institutions* with the results that academic culture had a direct impact on organizational performance in higher education institutions. Hence, enhancing organizational performance is necessary to improve academic culture first (p.15). Also, according to Nuryasman & Suryaman (2020), academic culture had a positive direct and indirect effect on organizational performance so that the effectiveness of academic culture needs to be increased to improve academic culture (p. 25). In line with this view, Magd & Henry (2020), in their article entitled *“Organizational Performance and Sustainability in Manufacturing and Service through TQM Implementation,”* revealed that sustainable organizational performance could be carried out through the growth of the manufacturing

and industrial services sectors. The TQM concept has become an vital pillar for sustainable improvement and development. Fabricating and service organizations have similitudes and differences in the way operations are carried out by them. That organizational brilliance can be accomplished if there is superior management of TQM practices in fabricating and service organizations. Current TQM practices/factors affecting organizational performance, greatness, and creating TQM usage model paths for manufacturers and organizations impact on organizational performance on an progressing basis (p. 35).

Conclusion and Suggestion

From the results of the study, it can be concluded that transformational leaders have a positive and statistically significant effect on the lecturers performance and academic culture have a positive and statistically significant effect on the lecturers performance in Indonesia. Based on the conclusion, it is stated that transformational leaders have a positive, so that in an effort to improve the performance of lecturers it is necessary to improve transformational leadership first, especially improving the initiative, confidence, desire to know, and take risks. From the conclusion, it is stated that a statistically significant effect on the lecturers performance and academic culture has a positive and statistically significant effect on the lecturers performance in Indonesia. So that in an effort to improve the performance of lecturers, it is necessary to improve the cademic culture, especially to improve responsibility and support as the weakest indicator.

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