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TRANSFORMATIONAL LEADERSHIP IN IMPROVING LECTURER PERFORMANCE AT MUHAMMADIYAH HIGHER EDUCATION

by
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Article Info	ABSTRACT
	The transformational leadership style in higher education has four indicators carried out by the rector. These indicators include exemplary attitudes, inspiring motivation, intellectual stimulation and the rector's consideration for lecturers. Practically, the purpose of this article is to find out how the rector provides examples, inspires motivation and individual considerations in improving the performance of lecturers at Muhammadiyah universities. The operational research method uses a qualitative approach with a phenomenological case study design. Data collection activities were carried out by means of observation, interviews with informants, and extracting information from documents. To ensure the validity of the research data, several methods are used, namely credibility, transferability, dependability and confirmability. The results of the study explain that transformative leadership in Muhammadiyah universities objectively has provided an example with several things that are applied in attitudes, ideas, behavior and performance. While motivation is carried out by the Chancellor of the lecturers in several ways, namely through behavior, technical ability, supervision and policy. In stimulating the intellectuals of lecturers in several ways, namely to think modern and relevant, think forward and continue to make changes as well as productive, innovative, creative in carrying out tasks and performance. In individual consideration, the Chancellor is more humane towards lecturers, both in the work environment and in the community. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

In the era of disruption 4.0, higher education in Indonesia is undergoing a variety of fairly basic changes, with the aim of solving various educational problems faced. Education experiencing these problems ranges from elementary to tertiary level education. The problems faced by universities are very diverse, ranging from conventional problems to innovation problems in higher education. These changes are expected to create a higher education climate that is conducive, quality, relevant according to the times and grows and develops in a sustainable manner (Muwahid, 2012). So that in the management of higher education, superior and quality human resources are needed.

Human resources, also called human resources, are a very important element in the sustainability of a public organization (Sinambela, 2019) as well as in the business world (Gerry, 2000). Human resources are the main element in carrying out performance and programs to achieve the vision and mission of the institution. Regarding human resources, Sinambela (2019) explains that there are four basic principles of human resources, namely: 1) human resources are capital, 2) organizational policies are closely related to human resources, 3) culture and values.

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organizational values can have an influence on performance, and 4) Human resource management is integrated to all lines of the organization in achieving goals. Based on the sixth part of the Government Regulation of the Republic of Indonesia concerning the Law on Higher Education Number 69 of 2012 that included in the Human Resources of higher education institutions are lecturers and education staff. The two types of higher education human resources are integrated components which form a unified team working in realizing the goals of higher education.

In the context of higher education, according to Wahyumijo, lecturer performance is an important element that must be improved in supporting the development of higher education. The performance of lecturers is summarized in detail in the decision of the Director General of Higher Education in the Guidelines for Lecturer workload and evaluation of the implementation of the Tridharma of Higher Education in 2010, consisting of the performance of education, research, community service and support. According to Soewarto (2012) the low performance of lecturers is influenced by internal and external factors including 1) lack of attention from stakeholders (leaders), 2) disharmonious working relationships, 3) low welfare, 4) low motivation, and 5) low satisfaction lecturer work.

Based on the explanation of Soewarto (2012) leadership is a very strategic element, because leadership has a role to encourage change in an organization. Leadership in higher education, of course, the chancellor leads at the university level, the dean in the faculty and the head of study programs at the study program level. The leader is an element that plays a role in determining the performance of higher education organizations. The Chancellor as a leader in higher education institutions is one element that plays an important role in moving the performance of human resources. So the chancellor needs to improve his performance both qualitatively and quantitatively. It is hoped that when the performance is good, it can help the Chancellor in carrying out his role to realize the goals of a good university. Another view is that high lecturers' work performance can be realized through their performance, which is the result of the application of individual motivation and the impact of the rector's leadership style as a leader. With the high work performance of lecturers, it shows that the function of lecturers as educators is going well and the implementation of the tridharma of higher education in an institution. Seeing the context of the importance of leadership during the disruption period, the Chancellor is expected to be able to direct, mobilize, motivate, inspire and be able to mobilize all human resources to play an active role and work together in realizing the goals of the institution. This effort is practically in accordance with the theory initiated by Bass and Avolio (1992), that transformational leadership is a model or style used by leaders to make changes by empowering their resources. There are four important elements in transformational leadership, namely idealized influence, individualized consideration, intellectual stimulation and inspirational motivation.

Based on this theory and based on observations, phenomena that occur empirically in Muhammadiyah universities. In fact, there are efforts by the Chancellor in providing an example through attitudes and actions towards lecturers. In addition, the chancellor's efforts in improving the performance of lecturers. The Chancellor is highly respected and imitated by his lecturers and subordinates. In addition, there are other efforts such as the rector actively providing motivation, inspiration, consideration and intellectual stimulation to stimulate the ideas and ideas of lecturers, to implement and improve performance.

Based on these theories and phenomena, the researchers will explain and dig deeper into the rector's efforts to improve the performance of lecturers at Muhammadiyah universities. The focus of the research in this article includes 4 things, namely how the chancellor provides an example, inspires motivation, stimulates intellectuality and the relationship between the rector and lecturers individually.

3. RESEACH METHOD

This study uses a qualitative method with a case study approach. This is done to dig up information in the field in order to get credible information and data (Djunaidi, 2017). Researchers as research instruments are actively present at the research location with informants. Data mining was carried out by researchers through interviews with the rector, vice chancellor, faculty and unit leaders using the snow ball sampling technique (Burhan, 2017). The context of the interview includes the rector's way of setting an example, the rector's efforts in improving the performance of lecturers, how the rector provides motivation, stimulation and consideration for lecturers. Meanwhile, the researchers observed the chancellor in communicating, socializing and carrying out work in improving lecturer performance. Researchers use documentation from the field to clarify data and reveal research findings (Bogdan & Biklen, 1992).

Furthermore, the researchers used data obtained from the field, both primary and secondary (Sugiono, 2012). Data analysis was carried out by researchers using a spiral model by conducting data management, reading data and coding, data reduction, describing data findings, analyzing data and presenting and drawing conclusions on research findings (Creswell, 2012). To maintain the validity of the data, the researchers did several things, including credibility, transferability, dependability and confirmability (Yusuf, 2019).

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4. RESULT AND ANALYSIS

1. The Chancellor's Example in Improving Lecturer Performance

The indicator of transformational leadership style, which is done by the leader is to set a good example. Leaders in setting an example for their subordinates can be done directly or indirectly. Direct examples can be in the form of attitudes, principles or work. While indirect examples can be in the form of discipline, good morals, sincerity in doing work, carrying out chess dharma (research, teaching, devotion and practice of Islamic kemuhammadiyahan), being active in organizational organizational activities and carrying out worship diligently.

The findings of the data above are certainly in accordance with the argument of Yukl (2015) which explains implicitly the influence of a leader can encourage his subordinates to realize common goals. This is reflected in the rector's efforts to set an example in work discipline. Discipline shows a person's commitment to carrying out tasks properly and on time. The Chancellor as a leader can influence his followers, through his attitude and charisma (Yoshi Tania, 2017). The reality is as done by the Chancellor in providing an example from several aspects, namely attitudes, motivation, high performance and commitment. The hope of a leader is of course that subordinates, both lecturers and employees, can imitate and imitate their leaders. This is according to Masrifatin (2016)'s opinion that transformational leadership does not only build a physical body but also builds mental, motivational and ethical human resources in an educational institution. These efforts have practically been carried out by the Chancellor by actively organizing, carrying out worship diligently, having good character and working sincerely. The rector's example can practically be illustrated in the chart below:
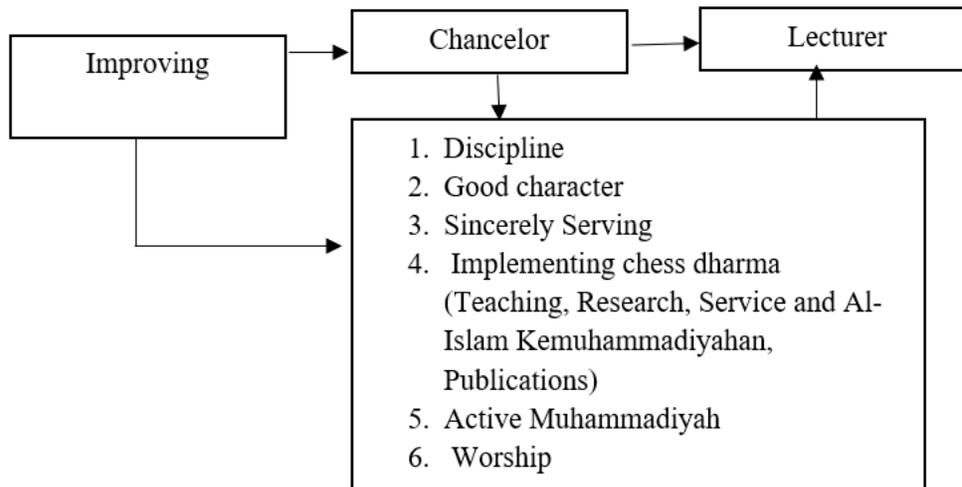

**Chart 1: The Chancellor's Example in Improving Lecturer Performance**

2. Chancellor's Inspirational Motivation Towards Lecturers

Improving the performance of lecturers, the chancellor actively provides motivation incidentally to adjust the conditions and contexts needed. Based on the motivation theory proposed by Herzberg (1966) motivation efforts include several stages, namely technical supervision, interpersonal supervision and policy administration as explained below:

  a. *Supervision Technique*

The motivational technique in improving the performance of lecturers at UM Jember can practically be done with several techniques, namely through oral and written. The method can be done directly or with communication media such as the WhatsApp application, short messages, pictures, videos and articles. Functionally, supervision activities are carried out by leaders with the aim of showing, supervising and evaluating the achievement of performance (Baharudin, 2020). This the supervision technique can be carried out by the rector in providing motivation to lecturers to carry out their duties and obligations well. The Chancellor provides explanations and shows the performance that must be achieved by lecturers in order to provide benefits to individuals and institutions. Technically, supervision can be done by communicating directly or indirectly, both verbally and in writing. But more importantly, supervision is carried out to provide instructions to lecturers, provide job information, explain methods, and create humane communication (Susanti, 2019). So that the relationship between leaders and subordinates can be created harmonization. This will create effective communication if the rector and lecturers are humanely established. The context of motivation with a supervision approach can be described in the following chart:

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Chart 2: Chancellor in Motivating Lecturers
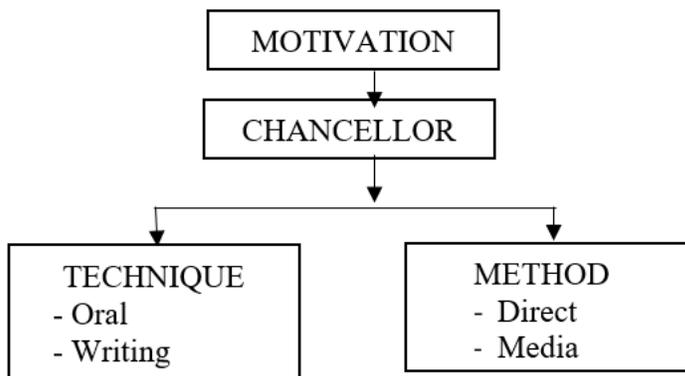
Source: Researcher Modification From Research Findings

Based on the chart, it is explained that the rector's motivation is given to lecturers with a batton-up system with procedures and bureaucracy. The techniques and methods can be carried out simultaneously because they are a series of activities that have synergies and are interrelated between one component and another. In this position, the Chancellor can choose certain techniques and methods according to conditions and needs. This is as explained by Susanti's research (2019) that supervision activities can be carried out in a structured or systematic way. Supervision is carried out by the rector on lecturers individually, in groups and clinically.

b. Interpersonal Supervision

In an organization, of course, a good relationship between leaders and subordinates must be well established. Leaders are the driving force for the subordinates they lead and are role models for subordinates to achieve common goals. In the context of higher education, leadership is human resources, namely lecturers or education staff who occupy certain positions from the unit, study program, faculty and university senate levels. With regard to university level leaders, of course, the Chancellor is the pioneer for lecturers to work well. In carrying out this role, of course, the Chancellor must be able to communicate well with his subordinates, namely lecturers, in realizing the goals of the institution together.

The Chancellor in carrying out his leadership is humanist, the Chancellor does not limit himself in communicating with his subordinates, such as lecturers and education staff. The Chancellor is more friendly in interacting and does not always maintain the image as a top leader to always keep the distance between the leadership and the lecturers. Besides that, the chancellor is also more inclined to put himself as an unpretentious leader. The Chancellor prioritizes a friendly, tolerant, professional attitude and integrity in communication. In establishing relationships with lecturers and employees, the rector is more of a button up and top down depending on certain situations and conditions. However, in communication relations within the rector's institution, the relationship is more bureaucratic.

c. Administration Policy

In improving the performance of lecturers, of course, many efforts have been made by the Chancellor. The efforts made by the Chancellor in motivating lecturers are to provide a policy through decrees or circulars that can clarify a motivation. Policy is an action taken by the rector in order to regulate the smooth performance of lecturers. So that lecturer performance increases and lecturer motivation is high, it needs to be supported by several policies and administrative arrangements. In terms of administrative policies, it is very supportive of smooth performance and improving performance. The policy steps in improving lecturer performance include several things, namely education, research and community service, Al-Islam and Muhammadiyah, scientific publications, scientific activities (seminars, conferences, workshops, workshops), doctoral education assistance and lecturer career management. From these policies, there are several things that regulate and support the performance of lecturers. In general, the purpose of a policy is to regulate, manage, support a work program so that it can run and be achieved optimally (Suhelayanti, 2019). In tertiary institutions, the policies taken by the Chancellor are always to facilitate implementation, regulation, explaining objectives and measuring the achievement of lecturers' performance in the field of chess, dharma, higher education and the goals of the institution.

3. Chancellor Stimulates Lecturer Intellectuals

Stimulation is an activity carried out by someone in providing a stimulus to carry out something without having to be ordered but with full awareness and voluntarily (Hardika, 2018). While intelligence is the ability to think someone

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who is poured in an idea or ideas to do something for solving potential problems (Purwanto, 2010). However, intellectually stimulation is an activity or effort made by someone in increasing intelligence, thinking ability, rational attitude and skills in dealing with problems. Likewise, in the context of universities, the role of leaders who carry out transformation is certainly carried out through several efforts. Indicators of intellectual stimulation activities carried out by a leader according to Bass and Avolio (1966) include three elements. Practically the Chancellor as a leader can carry out these elements in his leadership as described below:

 a. Generating lecturers' creativity in completing work

Stimulating creativity can certainly be done by the leader, namely the rector in the university environment. The Chancellor has a strategic role in advancing universities and managing human resources in them (Handayani, 2020). The steps taken by the Chancellor in stimulating the creativity of lecturers through several ways, namely by giving a responsibility and a challenge. In addition, stimulation can be done by confronting the lecturer with an important problem or job (Bahtiar, 2019). Because with the given responsibility someone will carry out the work with all efforts to achieve it. In completing a task, a person will use reason to think, analyze, imagine and make decisions (Dwijayanti, 2010). With these activities, of course, it will generate effort, find methods, arrange implementation steps and provide hypotheses of achievement. This step can of course be accounted for because procedurally in a university environment giving responsibility to someone must go through administrative procedures.

From the description above, to stimulate the intellectuals of lecturers, higher education leaders can do it through inspiring policies. In addition, government policies have a big role to give simultaneously to lecturers to always learn and increase their potential for both individual and institutional interests. Because in terms of performance, the institution really needs the role of lecturers through their performance. Because the institution cannot grow and develop without the support of the lecturers' performance. So that the ability of lecturers in their intellectual fields for the development of science and technology is very much needed.

The results of the overall performance of lecturers will have a positive and significant impact on the progress of the institution. Because in terms of university performance indicators, one of the important points is the performance produced by the lecturers. So that with various methods and efforts, the leaders always provide stimulation to lecturers so that intellectual abilities and skills can continue to develop. Based on the description above, it can be described procedurally how the chancellor in providing stimulation to the intellectual abilities of lecturers in general. Substantially, the researcher is described in the following chart:

Chart 3: Rector's Efforts to Stimulate Lecturers' Intellectuals
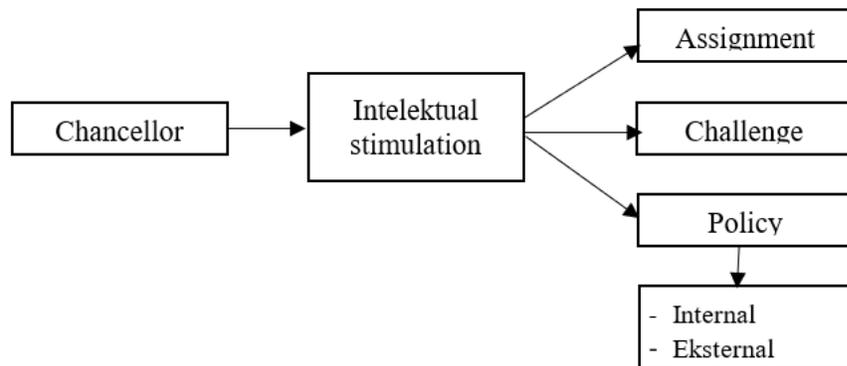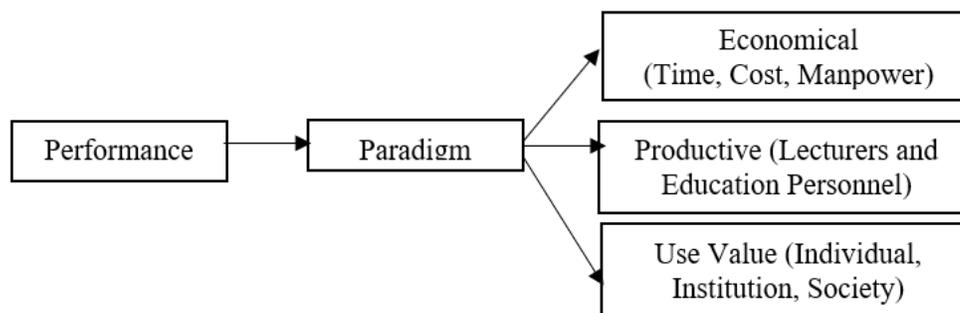

Source: Research Findings

 b.   Encouraging lecturers to find new approaches to performance

In doing a job, of course, it can be done correctly and produces maximum performance. In the management theory, the new approach proposed by Sukarso, in completing work, has an economical, productive approach and gains added value. Performance is an important element in an organization or institution. Organizational performance according to Amitai Eztioni (2008) is an illustration of the extent to which the organization can realize organizational goals. It is similarly conveyed by Gibson (2012) that organizational performance is the result that has been achieved by members of the organization. But in simple terms Barney explains that organizational performance is an outcome to be achieved by the organization in general.

Meanwhile, in the paradigm concept developed is the concept of empowerment and renewal. This concept can certainly be done by organizations that are profit and non-profit. Stimulation to find a new approach can be done with several principles, namely economical, productive and provide benefits or use value. Lecturer performance can be

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done with an economical, productive and value-based paradigm. If in the context of lecturer performance, in carrying out the tridharma, it must always be economical in terms of time, cost and effort. Meanwhile, in productivity, performance is oriented to the role of lecturers and education staff in carrying out maximum performance. The results of the tridharma must have benefits for individuals, lecturers and institutions both in improving institutional performance and for the wider community. The results of a performance can be used in the development of science and technology as well as on an appropriate basis. Individual performance is an important element in organizational performance. High individual performance can improve the performance of organizations or institutions either directly or indirectly. According to Murty (2012), high performance of individuals can be influenced by several things, namely 1) an increase in efficiency, 2) effectiveness, 3) quality and 4) the completion of tasks that have been achieved by individuals. The principle can be described based on the chart below:

Chart 4: The Work Concept Paradigm

Source: Research Findings

c. Encouraging Lecturers to Think Comprehensively

Relevant thinking certainly needs to be conveyed to the lecturers so that the understanding and insight that is built is based on relevance. An understanding of relevance can be built through stimulating understanding of current situations and conditions. Being critical of the situation is a stimulus to comprehensive analysis. Stimulation for contemporary thinking based on the progress of the times can certainly inspire lecturers to think, reflect, analyze, seek information, learn and explore data objectively. This attitude will emerge from the impact of relevant intellectual stimulation. This is in accordance with what was explained by Wardani (2003) that to improve thinking comprehensively, a person can be trained to think logically, problem-based, critically and solve problems.

Relevant thinking can be done by lecturers by studying individually by reading or by participating in scientific forums, both seminars and conferences. By participating in scientific forums, of course, it will provide information about the development of science and technology, developments in educational policies, as well as global issues in the world of education. Discussions Together with experts, policy makers, education leaders are needed in anticipating global issues. In responding to the development of higher education, of course, leaders must have an open paradigm, be wise to a change both in the education system, curriculum, policy, learning model and in higher education governance.

The Chancellor's efforts in stimulating comprehensive thinking were carried out in several ways, namely providing an understanding of the importance of a change. Directly or indirectly, changes will experience resistance and support both internally and externally. Resistance will have an impact on a resistance to change in an institution. While support will provide support for a change. This will certainly provide a challenge for a leader to embrace and harmonize all elements of the organization. The diversity of differences in terms of principles, views and character of the rector must be able to be a protector. From this context, it is necessary to provide stimulation to lecturers and employees to have insights that lead to progress, relevance and change.

In addition to this context, lecturers' innovation in work must always be stimulated. Innovation is an effort made by someone in carrying out a performance in various ways, both technical and method. According to Knight (1967) innovation includes three aspects, namely for more efficiency, effectiveness and service improvement. Likewise, the performance of lecturers at Muhammadiyah universities is always improved with innovations both in terms of learning, research, publications and community service.

4. Rector's Consideration of Lecturers

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Consideration is a communication and socialization relationship between the rector and lecturers. In communication, the Chancellor is more humane towards the lecturers without any specific indication. Humanist communication is reflected in socialization activities that occur in the campus environment. The Chancellor is more open to anyone in terms of communication and socialization. This situation, as reflected in the rector's attitude, always understands the wishes and aspirations of the lecturers, education staff and the leadership under him. The Chancellor always opens a room for discussion, absorbs aspirations and accepts criticism and suggestions. This is in accordance with Indah Komsiyah's (2016) explanation that consideration is the attitude of a leader who listens and absorbs the aspirations of lecturers and employees to achieve organizational goals. In addition, the Chancellor understands the condition of the lecturers and other elements under his leadership.

In addition, the Chancellor, in individual considerations, uses two-way communication, which is batton up and top down. In official matters, the Chancellor uses more bureaucratic communication. Communication is carried out based on the prevailing structure and procedures. Meanwhile, non-formal communication is carried out in a humanistic and open manner. This context is reflected in the rector's behavior that is easy to get along with fellow lecturers, education staff and the community. In addition, the Chancellor listens and responds to problems that occur to lecturers in work matters. The Chancellor always provides solutions to problems that occur in the form of suggestions, ideas and consultative counseling.

4. CONCLUTION

Transformative leadership in Muhammadiyah universities objectively, the Chancellor has set an example with several things, which are applied in attitudes, ideas, behavior. While the way to actualize by using spoken and written language. While motivation is carried out by the rector on lecturers in several ways, namely through behavior, technical ability, supervision and policy. The policy issued aims to regulate, explain the mechanism and determine performance achievement targets. Another element that supports transformative leadership is the rector's efforts to stimulate the intellectuals of lecturers in several ways, namely to think modern and relevant, think forward and continue to make changes as well as productive, innovative, creative in carrying out tasks and performance. This effort was carried out by the Chancellor by encouraging lecturers to think logically, problem-based, critical of the environment and solve problems. In individual consideration, the Chancellor is more humane towards lecturers, both in the work environment and in the community. This is reflected in the socialization and communication that occurs between the rector and lecturers. The Chancellor is always open and accepts suggestions, ideas, ideas and critiques from lecturers. Likewise, the Chancellor tries to understand the wishes and expectations of the lecturers in improving performance based on chess dharma.

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