

The Influence of Transformational Leadership on the Performance of Lecturers and Educators with Learning Organization as an Intervening Variable Midwifery Academy Kharisma Husada Binjai

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Abstract

The purpose of this study was to determine and analyze the effect of Transformational Leadership on Lecturer Performance through Learning Organizations. The location of this research was conducted at the Kharisma Husada Binjai Midwifery Academy. The population is 70 employees, and the sampling technique is a saturated sample. The research model used is path analysis and measuring tools using Smart PLS version 3.3.3. The results of this study are that Transformational Leadership has a positive and significant effect on Lecturer Performance. Transformational leadership has a positive and significant effect on organizational learning. Organizational learning has a positive and significant effect on lecturer performance. Transformational leadership has a positive and significant effect on lecturer performance through organizational learning.

Keywords: Transformational Leadership, Learning Organization, Lecturer Performance.

INTRODUCTION

One important component in an education system in higher education is the lecturer. Lecturers have very urgent responsibilities, roles and tasks in achieving national education goals, namely increasing intelligence in the nation, developing the performance of lecturers in Indonesia. This includes piety/faith, good character, skills in science, arts and technology, as well as creating human resources that are just, developed, prosperous and educated. As mandated in RI Law Number 14 of 2005 concerning Teachers and Lecturers (Article 1 paragraph 2) and Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 17 of 2013 concerning Lecturer Functional Positions and Credit Scores (Article 1 paragraph 2), states that lecturers are scientists or professional educators with the main task of developing, creating change, disseminating science, art and technology through the implementation of higher education tridarma. In this regard, efforts to improve the quality, communication and work motivation of lecturers are by evaluating the performance, capacity and expertise of lecturers. As professional educators and scientists, they should take advantage of their role to have a vision and mission to achieve the implementation of teaching and learning activities that are in harmony with the principles of professionalism.

Leadership is a person's ability to lead and know other people to be able to follow according to the wishes of the leader (Duha, 2016). Leadership is described in several terms based on the characteristics and actions taken, starting from charismatic leadership, transactional leadership, to the most recent term that has

been widely used is transformational leadership, which is now widely applied by several organizational leaders including business organizations in running their business. The transformational leadership model is a relatively new model in leadership studies. Learning Organization (learning organization) can be interpreted as a process to form knowledge optimally in the face of a change. Organizational learning is defined as a process to improve the competence of employees to think and behave well and maximize their skills. Thus, employees or employees are expected to be able to deal with any changes that may occur at any time in an organization and be able to deal with changes optimally. The focus of organizational learning is more on storing organizational knowledge that will be used by its members.

Lecturer performance is something that is produced by lecturers in achieving responsible and quality performance (Suryaman and Hamdan, 2016). According to Rachmawati & Daryanto (2013) the existence of lecturers in carrying out their duties and obligations cannot be separated from the influence of internal factors and external factors which have an impact on changes in lecturer performance.

LITERATURE REVIEW

Transformational leadership

According to Rafferty (2017) Transformational leadership is able to unite all of its subordinates and is able to change the beliefs, attitudes, and personal goals of each subordinate in order to achieve goals. Meanwhile, according to Mulyono (2018) which states that Transformational Leadership Style on Job Satisfaction. The main leadership styles are transformational and transactional, different leadership style factors have an impact on employee satisfaction components.

Transformational Leadership Style Indicator

According to Rafferty (2017), namely formulating four indicators that are owned by a leader so that they have transformational qualities, including:

1. The leader has charisma that is recognized by his followers (charisma)
2. Leaders can provide inspiration or be a source of inspiration for their subordinates (inspirational)
3. Behavior and attention to subordinates that are individual in nature (individualized consideration)
4. Leaders can stimulate thoughts or ideas from their subordinates (intellectual stimulation).

Learning Organization

According to Nurhayani (2018), "Learning Organization is an organization that creates a supportive atmosphere and provides the widest possible opportunity for individuals in it to study individually and in groups and then apply their learning

outcomes to organizational processes and activities." According to Nurhayani (2018) emphasized that "there are two different learning processes carried out by the organization". The first learning process is known as a single loop (first-order) and the second process is known as a double loop.

Learning Organization indicator

The Learning Organization indicators according to Nurhayani (2018), are:

1. System Thinking (system thinking) Learning disciplines that "show a conceptual framework, and are used to make work patterns clearer, and help when" will change these patterns effectively.
2. Mental Models (mental models) Learning disciplines that show deep assumptions, generalizations and images that influence how to understand the world around and how to take the next step.
3. Personal Mastery (personal expertise) Discipline of learning that "shows superior skills in a particular field. "Here it involves someone to become a lifelong learner, in order to manifest specific" expertise so that it can be enjoyed by the organization.
4. Team Learning (group learning) Learning discipline that shows the process of "partnership development and team capacity building to realize learning and performance" desired by its members.
5. Shared Vision (Building a shared vision) Learning discipline that includes "skills to understand a picture of the future, to encourage the emergence of commitment and full participation and avoid" surrender of organizational members.

Lecturer Performance

Mitchel, TR and Larson (2013) suggest that performance is the result of the interaction between motivation and ability. While performance appraisal according to Sastrohadiwiryono is an activity carried out by appraiser management to assess workforce performance by comparing performance on performance with job descriptions/descriptions in a certain period, usually at the end of each year. Furthermore, what is meant by the performance of the lecturer is the ability to carry out the work or tasks that the lecturer has in completing a job (Meflinda, 2011).

Lecturer Performance Dimensions and Indicators

To see the extent to which the quality of lecturer performance requires an explanation of the dimensions and indicators that state lecturer performance. Lecturer performance dimensions were developed and modified from the thoughts of Mitchel TR and Larson, 2013 namely:

1. Quality of work:

- a. Student satisfaction
 - b. Student understanding
 - c. Student achievement
2. Capabilities:
 - a. Material Mastery
 - b. Mastery of Teaching Methods
 3. Initiatives:
 - a. Better Positive Thinking
 - b. Realizing Creativity
 - c. Achievement Achievement
 4. Communication:
 - a. Quality of material services
 - b. Mastery Into Class
 5. Timeliness:
 - a. Arrival time
 - b. Time to go home.

METHOD

The type of research that will be used is quantitative associative, namely research that aims to determine the relationship between two or more variables (Sugiyono, 2017). This research was conducted at the Kharisma Husada Binjai Midwifery Academy.

According to Sugiyono (2017) population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then the conclusion is drawn that the population used is 70 employees.

The sampling technique used is a saturated sample, which involves all respondents to become a sample, meaning that the sample to be used is 70 employees. Data analysis in this study used Partial Least Square (PLS) based Structural Equation Modeling (SEM) using SmartPLS 3.3.3 software.

Measurement Model (Outer Model)

The procedure for testing the measurement model consists of a validity test and a reliability test.

1. Validity Test

The validity test is used to assess whether or not a questionnaire is valid. A questionnaire is said to be valid if the questionnaire questions are able to reveal something that is measured by the questionnaire. Validity testing is applied to all question items in each variable. There are several stages of testing that will be carried out, namely through convergent validity and discriminant validity tests.

a. Convergent Validity

At this stage, it will be seen how big the correlation is between the indicators and their latent constructs. So that it produces a loading factor value. The loading factor value is said to be high if the component or indicator correlates more than 0.70 with the construct you want to measure. However, for research at the early stages of development, a loading factor of 0.5 to 0.6 is considered sufficient (Ghozali, 2012). In addition, at this stage it is seen how much value each variable has. So that it produces an AVE (Average Variance Extracted) value. The AVE value is said to be high if it has a value of more than 0.5. If there is an AVE value of less than 0.5, then there is still an invalid indicator. (Ghozali, 2012).

b. Discriminant Validity

This validity test explains whether the two variables are sufficiently different from one another. The discriminant validity test can be fulfilled if the correlation value of the variable to the variable itself is greater than the correlation value of all other variables. This value is called Fornell Lacker. Besides that, another way to fulfill the discriminant validity test can be seen in the cross loading value (how much is the correlation value between indicators that measure variables). The cross loading value is acceptable if the cross loading value of each variable statement item to the variable itself is greater than the correlation value of the statement item to other variables (Ghozali, 2012).

2. Reliability Test

In general, reliability is defined as a series of tests to assess the reliability of statement items. The reliability test is used to measure the consistency of measuring instruments in measuring a concept or measuring the consistency of respondents in answering statement items in questionnaires or research instruments. To measure the level of reliability of research variables in PLS, you can use the value of the alpha coefficient or Cronbach's alpha and composite reliability). Cronbach's alpha value is suggested to be greater than 0.7 and composite reliability is also suggested to be greater than 0.7. (Now, 2014)

Structural Model (Inner Model)

This test was conducted to determine the relationship between exogenous and endogenous constructs which has become a hypothesis in this study (Hair et al., 2017). To produce inner model test values, steps in SmartPLS are carried out using the bootstrapping method. The structural model is evaluated using the R-square for the dependent variable, the Stone-Geisser Q-square test for predictive elevation and the t test and the significance of the structural path parameter coefficients with the following explanation:

1) Coefficient of Determination / R Square (R²)

In assessing the model with PLS begins by looking at the R-square for each dependent latent variable. The interpretation is the same as the interpretation of regression. Changes in the R-square value can be used to assess the effect of certain independent latent variables on the dependent latent variable whether it has a substantive effect (Ghozali, 2012). The value of R² is generally between 0 and 1.

2) Predictive Relevance (Q²)

This test is used to measure how well the observed values are generated by the model and also the parameter estimates. If the Q² value is greater than 0, it indicates that the model has predictive relevance, which means it has a good observation value, whereas if the value is less than 0, it indicates that the model does not have predictive relevance (Ghozali, 2014).

3) t-Statistics

at this stage it is used for hypothesis testing, namely, to determine the significance of the relationship between variables in research using the bootstrapping method. In the full Structural Equation Modeling model besides confirming the theory, it also explains whether or not there is a relationship between latent variables (Ghozali, 2012). The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Latan and Ghozali, 2012) the criterion value of t table is 1.96 with a significance level of 5%

4) Path Coefficient (Path Coefficient)

This test is used to determine the direction of the relationship between variables (positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative.

5) Model Fit

This test is used to determine the level of suitability (fit) of the research model with the ideal model for this study, by looking at the NFI value in the program. If the value is closer to 1, the better (good fit).

RESULTS AND DISCUSSION

Outer Model Analysis

Testing the measurement model (outer model) is used to determine the specification of the relationship between latent variables and their manifest variables. This test includes convergent validity, discriminant validity and reliability.

1. Convergent Validity

Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between the score of the item/indicator and the

score of the construct. An indicator that has an individual correlation value greater than 0.7 is considered valid but at the research development stage. Indicator values of 0.5 and 0.6 are still acceptable. Based on the results for outer loading, it shows that there is an indicator that has a loading below 0.60 and is not significant. The structural model in this study is shown in the following figure

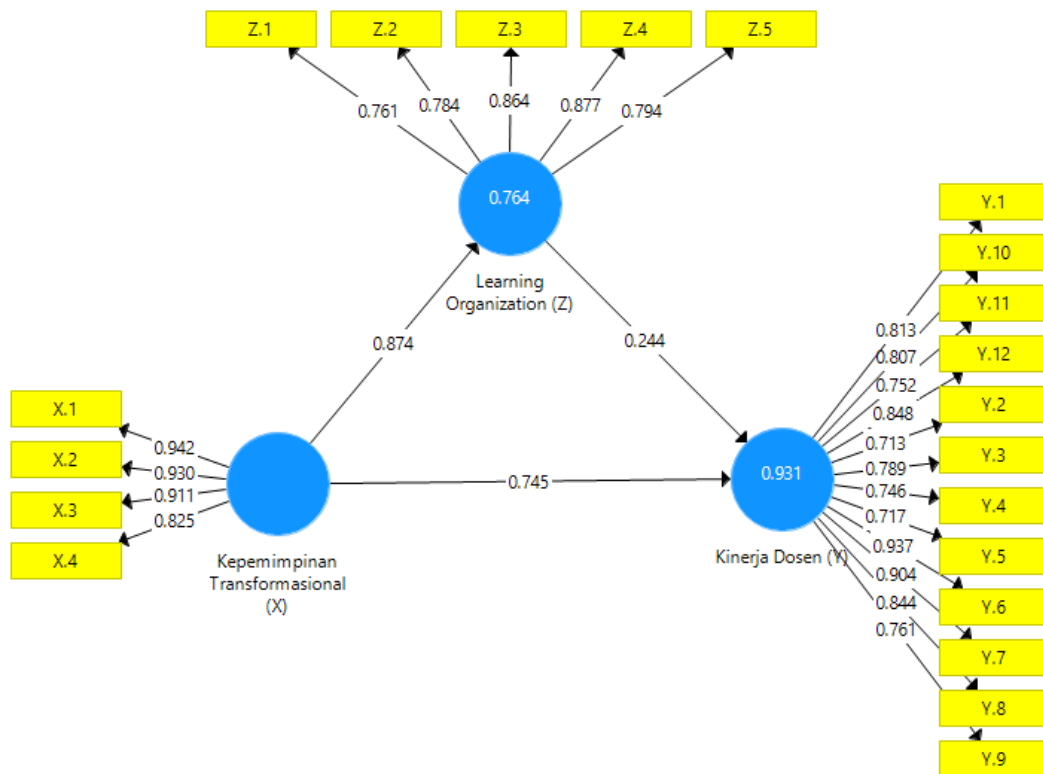


Figure 1. Outer Model
 Source: Smart PLS 3.3.3

In this study there are equations, and the equation consists of two substructures for substructure 1

$$Z = b1X + e1$$

$$Z = 0.874 + e1$$

For substructure 2

$$Y = b2X + b3Z + e2$$

$$Y = 0.745 + 0.244 + e2$$

The Smart PLS output for the loading factor gives the results in the following table:

Table 1. Outer Loadings

	Transformational Leadership (X)	Lecturer Performance (Y)	Learning Organization (Z)
X.1	0.942		
X.2	0.930		
X.3	0.911		
X.4	0.825		
Y. 1		0.813	
Y.10		0.807	
Y.11		0.752	
Y. 12		0.848	
Y.2		0.713	
Y.3		0.789	
Y.4		0.746	
Y.5		0.717	
Y.6		0.937	
Y.7		0.904	
Y. 8		0.844	
Y.9		0.761	
Z. 1			0.761
Z. 2			0.784
Z. 3			0.864
Z. 4			0.877
Z. 5			0.794

Source: Smart PLS 3.3.3

It can be seen in table 1 above that the validity of a loading factor is when the indicator value is greater than 0.7. With this explanation, it can be seen that all indicators are greater than 0.7 so that all construct indicators can be stated as valid and can proceed to further research.

Table 2. Discriminant Validity

	Transformational Leadership (X)	Lecturer Performance (Y)	Learning Organization (Z)
X.1	0.942	0.937	0.884
X.2	0.930	0.904	0.805
X.3	0.911	0.844	0.794

X.4	0.825	0.761	0.654
Y. 1	0.803	0.813	0.674
Y.10	0.739	0.807	0.648
Y.11	0.675	0.752	0.784
Y. 12	0.772	0.848	0.864
Y.2	0.664	0.713	0.660
Y.3	0.687	0.789	0.652
Y.4	0.600	0.746	0.614
Y.5	0.559	0.717	0.516
Y.6	0.942	0.937	0.884
Y.7	0.930	0.904	0.805
Y. 8	0.911	0.844	0.794
Y.9	0.825	0.761	0.654
Z. 1	0.657	0.627	0.761
Z. 2	0.675	0.752	0.784
Z. 3	0.772	0.848	0.864
Z. 4	0.751	0.733	0.877
Z. 5	0.709	0.675	0.794

Source: Smart PLS 3.3.3

Table 2 above shows that the cross loading of the transformational leadership variable has a greater value than the cross loading of other latent variables, for the cross loading of the Lecturer Performance variable the cross loading value is greater than the cross loading of other latent variables, for the cross loading of the Learning Organization variable the cross loading value is higher the size of the cross loading of other latent variables means that the data is discriminantly valid.

3. Composite reliability

The next test determines the reliable value with the composite reliability of the indicator block that measures the construct. A construct value is said to be reliable if the composite reliability value is above 0.60. In addition to looking at the composite reliability value, the reliable value can be seen in the value of the construct variable with cronbachs alpha from the indicator block that measures the construct. A construct is declared reliable if the Cronbachs alpha value is above 0.7. The following is a table of loading values for the research variable construct resulting from running the Smart PLS program in the following table:

Table 3. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Transformational Leadership (X)	0.924	0.946	0.816
Lecturer Performance (Y)	0.950	0.957	0.649
Learning Organization (Z)	0.875	0.909	0.668

Source: Smart PLS 3.3.3

It can be seen in table 3 above that the Cronbachs alpha calculation is considered reliable because the construct value is greater than 0.7 for each variable. In the composite reliability calculation, there is a construct value greater than 0.6. This is also considered reliable, meaning that all construct variables are considered reliable at composite reliability column. Another method for testing discriminant validity is by looking at the AVE value and the square root of the AVE, provided that each construct has a greater correlation than the correlation between other constructs. Before looking at the correlation, the AVE value is said to be valid if it is greater than 0.7.

Inner Model Analysis

Evaluation of the structural model (inner model) is carried out to ensure that the structural model built is robust and accurate. The stages of analysis carried out in the evaluation of the structural model are seen from several indicators, namely:

1. Coefficient of Determination (R²)

Based on the data processing that has been done using the SmartPLS 3.0 program, the R Square value is obtained as follows:

Table 4. Results of R Square

	R Square	Adjusted R Square
Lecturer Performance (Y)	0.931	0.929
Learning Organization (Z)	0.764	0.760

Based on table 4 above, there is an R square value for the Lecturer Performance variable which has a value of 0.931 if it is percentaged at 93.1% for the Lecturer Performance variable so that it can be explained the effect of the

Transformational Leadership and Learning Organization variables on Lecturer Performance of 93.1% and the remaining 06.9% in other variables. The R square value for the Learning Organization variable is 0.764 if it is percentaged at 76.4% so that it can be interpreted that the effect of the Transformational Leadership variable on Organizational Learning is 76.4%, the remaining 23.6% is in other variables.

2. Assessment of Goodness of Fit (GoF)

The goodness of fit model test can be seen from the NFI value ≥ 0.697 which is declared fit. Based on the data processing that has been done using the SmartPLS 3.3 program, the Fit Model values are obtained as follows:

Table 5. Model Fit

	Saturated Model	Estimation Models
SRMR	0.091	0.091
d_ULS	1,904	1,904
d_G	1,091	1,091
Chi-Square	113,613	113,613
NFIs	0.881	0.881

Source: Smart PLS 3.3.3

The results of the goodness of fit test for the PLS model are in table 5. The following shows that the NFI value of 0.881 means FIT. Thus, from these results it can be concluded that the model in this study already has a high goodness of fit and is suitable for testing the research hypothesis.

3. Hypothesis Testing

After assessing the inner model, the next thing is to evaluate the relationship between latent constructs as hypothesized in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics and P-Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and the P-Values are < 0.05 . The following are the results of the Path Coefficients of direct influence:

Table 6. Path Coefficients (Direct Effects)

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Results
Transformational Leadership (X) -> Lecturer Performance (Y)	0.745	11,511	0.000	Accepted
Transformational Leadership (X) -> Learning Organization (Z)	0.874	32,538	0.000	Accepted

Learning Organization (Z) -> Lecturer Performance (Y)	0.244	3,700	0.000	Accepted
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Source: Smart PLS 3.3.3

Based on table 6 above, there is a positive and significant effect of Transformational Leadership on Lecturer Performance with an original sample value of 0.745 and P values of 0.000 <0.05 meaning that if transformational leadership improves well, lecturer performance will increase well; if it decreases, lecturer performance will decrease. Transformational leadership has a positive and significant effect on learning organization with an original sample value of 0.874 and a P value of 0.000 <0.05 meaning that if transformational leadership increases well then learning organization will increase, if it decreases then learning organization will decrease significantly. Learning Organization has a positive and significant effect on Lecturer Performance with an original sample value of 0.244 and P values of 0.000 <0.

Table 7. Path Coefficients (Indirect Effects)

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Results
Transformational Leadership (X) -> Learning Organization (Z) -> Lecturer Performance (Y)	0.213	3,491	0.001	Accepted

Source: Smart PLS 3.3.3

The results in the table above show that Transformational Leadership has a positive and significant effect on Lecturer Performance through Learning Organization with an original sample value of 0.213 and a P value of 0.001 meaning that Learning Organization is an intervening variable so that it can indirectly influence Transformational Leadership and Lecturer Performance. With changing leadership, lecturers are able to learn more about each one set by the leader so as to make lecturers' performance better in teaching and learning.

Conclusion

Based on the explanation of the hypothesis above, the researcher concludes as follows:

1. Transformational Leadership has a positive and significant effect on Lecturer Performance at the Kharisma Husada Binjai Midwifery Academy
2. Transformational leadership has a positive and significant effect on organizational learning at the Kharisma Husada Binjai Midwifery Academy
3. Organizational learning has a positive and significant effect on lecturer performance at the Kharisma Husada Binjai Midwifery Academy

4. Transformational leadership has a positive and significant effect on lecturer performance through organizational learning at the Kharisma Husada Binjai Midwifery Academy

Suggestion

After explaining the conclusions above, the researcher will include suggestions for the future progress of the organization as follows:

1. When leaders use transformational leadership, employees should be informed and prepared to face all possibilities that occur and are changed by leaders.
2. Organizations must implement a learning organization to provide further learning for lecturers so that lecturers' knowledge increases so as to make good progress for the organization.
3. Lecturers must be demanded to improve their performance as a sign that the lecturer is committed to the organization.

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