

Transformational Leadership in Improving Lecturer Performance in Higher Education

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Abstract

This research is motivated by the low performance of lecturers, both in the fields of teaching, research and community service in universities. The general objective of this research is to examine transformational leadership in improving the performance of lecturers in higher education. Meanwhile, the specific objective is to identify and analyze transformational leadership in improving the performance of lecturers in higher education through 1) Individualized Consideration. 2) Intellectual Stimulation. 3) Inspirational Motivation. 4) Idealized Influence. 5) Factors inhibiting lecturer performance. 6) Solutions to overcome obstacles. and 7) lecturers' performance in higher education. This research is based on transformational leadership theory from Bernard M Bass and performance theory from Michael Armstrong. This research uses a qualitative approach with descriptive methods and research techniques of observation, interviews and documentation. The results showed that the leaders at the two universities studied had implemented transformational leadership through; 1) individualized consideration by giving tolerance, being fair, empowering subordinates, being democratic, participatory and giving awards. 2) Intellectual Stimulation by innovating, being professional, conducting self-evaluation, leading with a collegial collective system and high creativity. 3) Inspirational Motivation by conducting effective communication, providing motivation and being an inspiration for subordinates. 4) Idealized Influence by being a role model for subordinates, being honest, authoritative, having high spirits, giving reasonable compliments and being able to accept differences of opinion while still using lively facial expressions. 5) Identification of factors inhibiting lecturer performance including a) low competence of lecturers, b) inadequate tridharma facilities and infrastructure and c) tridharma budget that has not been optimal. 6) Solutions in dealing with obstacles that occur through a) holding seminars, workshops and training activities, b) improving tridharma facilities and infrastructure, and c) preparing periodic annual budget plans. 7) Lecturer performance after the implementation of transformational leadership in higher education, education sector is 90%, research field is 82% and community service is 84%.

Keywords: Transformational Leadership, Lecturer Performance.

INTRODUCTION

Education is a very important process to improve intelligence, skills, enhance character, strengthen personality, and strengthen the spirit of togetherness so that we can build ourselves and together build the nation. (Suparno, 2017). Education plays an important role in increasing human potential, namely having the quality of knowledge and faith in God Almighty. This is in accordance with the National Education System Law No. 20 of 2003 which is guided by the 1945 Constitution of the Republic of Indonesia, states that "National Education functions to increase capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In Indonesia, all residents are required to follow the compulsory education program for basic education for nine years, six years in elementary school and

three years in junior high school. Currently, education in Indonesia is regulated through Law Number 23 of 2003 concerning the National Education System. Education in Indonesia is divided into three main lines, namely formal, non-formal and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high. and become democratic and responsible citizens.” In Indonesia, all residents are required to follow the compulsory education program for basic education for nine years, six years in elementary school and three years in junior high school. Currently, education in Indonesia is regulated through Law Number 23 of 2003 concerning the National Education System. Education in Indonesia is divided into three main lines, namely formal, non-formal and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high. and become democratic and responsible citizens.” In Indonesia, all residents are required to follow the compulsory education program for basic education for nine years, six years in elementary school and three years in junior high school. Currently, education in Indonesia is regulated through Law Number 23 of 2003 concerning the National Education System. Education in Indonesia is divided into three main lines, namely formal, non-formal and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high. Currently, education in Indonesia is regulated through Law Number 23 of 2003 concerning the National Education System. Education in Indonesia is divided into three main lines, namely formal, non-formal and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high. Currently, education in Indonesia is regulated through Law Number 23 of 2003 concerning the National Education System. Education in Indonesia is divided into three main lines, namely formal, non-formal and informal. Education is also divided into four levels, namely early childhood, elementary, middle, and high.

Higher education management is very much determined by the managers, especially the leaders, from the Rectorate, Dean, Study Programs, and Campus Management Unit Heads. Leadership is a process of controlling, regulating to create a vision, influencing attitudes, behavior, opinions, values, norms, and so on from followers to realize the vision. In this regard, leadership is a process, not something that happens instantly. So that leadership is the result of a process based on inputs to achieve outputs.

The process is “the interaction between leaders and followers that influence each other to realize the vision. While the output is the result of leadership. In this case, the essence of leadership is influencing and followers are the keywords of leadership. (Wirawan, 2003: 19)

The leadership process required by the leader is the presence of leaders, followers, vision, power, influencing techniques, situations and other resources. (Wirawan, 2003: 19) The ideal type of leadership style that can change and bring about changes in the institution in accordance with the vision and mission through the programs and activities of the organization is the transformational leadership style.

Transformational leadership in its application leads human resources that are led towards the growth of sensitivity in organizational development and development, joint vision development, distribution of leadership authority, and building an educational organizational culture that should be included in the institutional restructuring scheme. This is as stated by Sudarman in Lethwood et al. Stating that: “transformational leadership is seen to be sensitive to organization building developing shared vision, distributing and building school culture necessary to current restructuring efforts in schools.” (Danim, 2005: 53)

Transformational leadership is a leadership style that involves change within the organization (as opposed to leadership designed to maintain the status quo). Transformational leadership style is a leadership style that requires motivating subordinates to be willing to work for "high-level" goals that are considered to be beyond their personal interests at the time. (Locke, EA, 2007, 62). Transformational leadership consists of four main

characteristics, namely individualized consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence.

Leaders who have a transformational leadership style with individualized consideration can be seen from the ability to tolerate deviations made by subordinates. In addition, it is able to provide a sense of fairness to all subordinates and is able to empower the resources they have in achieving organizational goals. Furthermore, leaders who have a transformational leadership style have a democratic nature and involve their subordinates in making decisions by asking for advice or input on what they will do. So that subordinates feel responsible for the decisions taken by the leader.

Meanwhile, leaders who have a transformational leadership style Intellectual Stimulation are reflected in the innovations made in leading an organization. In his leadership, the leader invites subordinates to do something new in order to improve the institution in a better direction and foster the sensitivity of subordinates to innovate and can be implemented. Furthermore, have a professional spirit. A leader can be said to be professional if he is able to do his job with special skills and quality and is responsible. In this aspect of professionalism, the leader always does his job with special skills according to needs, while producing quality products in accordance with the expectations to be achieved.

In addition, they also have a great sense of responsibility in carrying out their duties so that the targets to be achieved can be realized properly. Along with this sense of responsibility, the leader will carry out the process of carrying out the responsibilities he carries in a very systematic manner in accordance with the predetermined path so that its achievement can be measured. From the professionalism he applies, a leader must be able to do a self-assessment (self-evaluation). In this case, a leader always takes corrective actions for what has been done, the policies implemented, to the products produced. This self-evaluation act is intended so that improvements can be made in the future if there are deficiencies or not achieving the expected goals. In another sense,

Then moving on from the self-assessment that has been done, the development of new ideas should be done by a leader. Apart from being a realization of the innovative aspect, the development of new ideas is one aspect of transformational leadership that must be possessed. The development of this new idea has the hope that it can improve the organization in a better direction and has a characteristic within the organization. The implementation of this new idea is to convey it to his subordinates so that they can be implemented in the field according to the directions given. The correlation that occurs in the development of this new idea is the aspect of collective leadership.

In collective leadership, a leader who has a transformational leadership style must be able to involve subordinates from planning to decision making in an organization. From this involvement, a leader can be seen clearly that the leader can be used as a role model by his subordinates because he does not run the organization with the principle of one man show but is collective. In addition, in collective leadership, task assignments do not only involve certain people, but also involve all members of the organization in an effort to achieve the expected goals. From the involvement of all members of the organization to carry out the tasks that have been given, then automatically a leader is required to be able to encourage all its members to be able to increase their creativity in an effort to carry out the tasks they receive. With this encouragement, members of the organization will vigorously generate creative ideas that have never been done before.

The leader who has a transformational leadership style Inspirational Motivation (Inspirational Motivation) can be seen from the attitude of a leader who always creates a challenge for his subordinates, can realize high expectations, then can strengthen enthusiasm as well as motivation for subordinates. In addition, the leader can increase the morale of subordinates by always providing enthusiasm and optimism for the assigned task will achieve

the expected goals, and be able to increase motivation and enthusiasm as well as increase the confidence of subordinates for the task being carried out.

In the case of leaders who have a transformational leadership style Idealized Influence (Idealized Influence), also known as charismatic, can be realized with leader behavior that can result in high standardization of behavior so that it can provide broadening of insight and awareness of the organization's vision. In addition, it can also direct subordinates' beliefs about the achievements to be achieved, generate respect between individuals, so that they can provide examples that will be followed by their subordinates with regard to ethical moral behavior. In another sense, a leader who has a high charismatic attitude can strengthen subordinates' trust in their superiors, become a role model for their subordinates, inspire them to accept values, norms, principles of togetherness,

Transformational leadership is a type of leadership that is suitable to be applied to superior educational institutions, because superior educational institutions require it to be managed based on an effective management pattern with a leadership pattern approach that is able to manage the institution to produce creative, innovative and independent outputs. This is in accordance with Law No. 12, 2012 concerning higher education, it is stated that higher education functions to improve the academic community who are innovative, responsive, creative, skilled, competitive and cooperative through the implementation of the tri dharma and improving science and technology by taking into account and apply humanities values. In order to achieve the goals of higher education, it is necessary to have reliable educators/lecturers and education personnel.

Lecturers are human resources that require special attention from institutions, not only in terms of quantity but also in terms of quality. This is because lecturers play a vital role as implementers of the educational process in higher education. In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service".

The competence of educators, especially lecturers, is defined as a set of knowledge, skills and behaviors that must be possessed, internalized, mastered and realized by lecturers in carrying out their professional duties. These competencies include pedagogic competence, personality competence, social competence and professional competence. The main task of the lecturer is to carry out the tridharma of higher education with a workload of at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester.

One of the most influential factors for the success of a university in carrying out its vision and mission is the performance of the lecturers. Lecturer performance is the driving force for the success of the goals to be achieved by higher education institutions, both public and private.

Mangkunegara (2004:67) provides an understanding of performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him.

In carrying out its duties and functions, the performance of a lecturer is influenced by other factors, both internal and external factors of the lecturer himself. The internal factors that affect the performance of lecturers include; job satisfaction, work motivation, competence, and experience. Meanwhile, external factors that affect the performance of lecturers include; institutional leadership style, work environment, facilities and infrastructure, compensation, and others.

In line with what was stated above, Arikunto paid attention to the performance of the lecturers. Arikunto (2003:43) explains that: "Lecturer performance is influenced by two factors, namely internal factors and external factors. Internal factors consist of attitudes,

interest in intelligence, motivation, and personality while external factors consist of facilities and infrastructure, incentives or salaries, work atmosphere, and work environment.

In order to produce quality, creative, innovative and professional graduates, the application of the transformational leadership style is the right alternative in private Islamic higher education institutions (PTKIS), but in practice there are many problems. The main problem of Private Islamic Higher Education (PTKIS) in general is the lack of success in achieving the two main goals of higher education, namely the problem of the quality of graduates it produces and the low contribution of PTKIS to the development of knowledge. (Directorate General of Islamic Institutions, 2012:14).

Furthermore, Darmawati in her writing entitled "The Influence of Transformational Leadership and Job Stress on Job Satisfaction of FKIP UNSU Lecturers", stated in her conclusion that transformational leadership affects the quality of work of FKIP UNSU lecturers. Therefore, in an effort to improve the quality of work that is productive, it is necessary to improve the pattern of transformational leadership. (Darmawati, 2017).

From the research above, it is relevant to this research problem related to the implementation of transformational leadership that has a direct effect on lecturer job satisfaction, so that the better the application of transformational leadership that can generate motivation, innovation, creativity and independence, the lecturers are satisfied with the applied style.

The description above shows that the implementation of transformational leadership in managing universities is a key factor in improving lecturer performance as an effort to realize the quality of college management in improving the quality of management and the quality of graduates.

Universities in the West Java region consist of universities under LLDIKTI Region 4, and universities in Kopertais Region II West Java. Data on Islamic religious universities under Kopertais Region II include 1) 9 universities with the type of Institute, 2) 122 universities with the type of High School and 3) the Faculty of Islamic Religion at PTU (Kopertais II West Java, 2020). Meanwhile, data on higher education institutions under LLDIKTI Region 4 West Java consists of 89 universities, 14 institutes, 214 high schools, 91 academies, 41 polytechnics, and 5 community academies.

Based on these data, the locus in this research is one university under Kopertais Region II West Java, namely the Islamic Institute of Islamic Religion Bunga Bangsa Cirebon, and one university under LLDIKTI Region IV, namely Al-Ihya Kuningan University.

Ibrahim (2016:10) The performance of university lecturers so far shows that it is still low, this is due to the reality of the condition of universities in Indonesia, where the salaries of professors or lecturers are still very low so that they require additional income from various sources and other activities take up time as college educators. still operate very ineffectively and inefficiently, such as low lecturer attendance, the curriculum is not responsive to the needs of the job market, then the cost of education is getting more expensive and the drop out rate is still high, as well as the implementation of the teaching and learning process is still not in accordance with quality and credibility standards , so that from this, universities have not been able to satisfy stakeholders or the general public (Dirjen Dikti, 2005)

Lecturer performance can be seen from the indicators of the tridharma of higher education, namely education, research and community service. In the aspect of education or teaching, almost all lecturers can carry out their duties and functions, but in the other two aspects, namely research and community service, their obligations have not been fulfilled on average. This was revealed by Alli Madinsyah and Wahyudi (2017) who in their research entitled "The Effect of Compensation, Work Discipline, and Work Environment on the Performance of Private University Lecturers in the Kopertis IV Region of Banten Province"

stated that lecturer performance was still low. The low performance of lecturers is because there are still teaching staff or lecturers whose qualifications are still below the standard, it is known that lecturers with a Diploma III education level are 86 (2%), Strata 1 (S1) are 1,307 (26%), Strata 2 (S2) amounted to 3,186 (64%) and lecturers with a strata 3 (S3) education level were 405 (8%). This condition is very concerning, in this contemporary century there are still teaching staff in universities that are below standard, so it is not surprising that the quality of education as one that represents the quality of life of a region in this case Banten Province is very lagging behind other provinces.

Furthermore, Alli Madinsyah and Wahyudi (2017) explained that it is undeniable that one of the strong suspicions of the birth of the problem was caused by the low performance of the teaching staff (lecturers). If an education is representative of the progress of a nation, then the second person after the government who is responsible for the quality and quality of human resources is the teaching staff, in this case lecturers. Therefore, lecturers must consciously understand their role and function as agents of change, namely through maximum education, conducting research in an effort to solve public problems and serving the community in order to educate the nation's life. In addition, the role of higher education institutions as an external factor is very important in an effort to encourage the improvement of lecturer performance,

The low performance of lecturers was also expressed by Retnowati et al. (2018) in his research entitled "Lecturer Performance in the Field of Research and Scientific Publications". Which discusses the results of his research in the field of research and scientific publications at Yogyakarta State University. Respondents in his research were 92 UNY lecturers from seven faculties, namely the Faculty of Engineering (FT), Faculty of Mathematics and Natural Sciences (FMIPA), Faculty of Economics (FE), Faculty of Social Sciences (FIS), Faculty of Literature and Arts (FBS). . The lecturers who are the research respondents of each faculty consist of Expert Assistants, Lectors, Head Lectors and Professors.

If we look closely, it turns out that the performance score of lecturers in the field of research and scientific publications is still low, only reaching a score of 40 and 45 out of a maximum score of 80. The performance of lecturers in the field of research and scientific publications still needs improvement, and one way that can be done is to motivate and facilitate lecturers. The results of the study (Rohmah et al., 2016) show that strategies that can be taken to improve the performance of lecturers in the field of research and scientific publications are: (1) conducting training, (2) allocating funds to conduct research and scientific publications, (3) facilitating journals, (4) providing incentives for lecturers who succeed in writing in indexed international journals, and (5) establishing a Lecturer Scientific Forum.

The results of a preliminary study at Al-Ihya Kuningan Islamic University and the Islamic Institute of Islamic Religion Bunga Bangsa Cirebon, lecturers' performance still looks low. The low performance of the lecturers is due to several factors, both internal and external factors. The low job satisfaction of lecturers is due to the facilities and infrastructure prepared for lecturers that have not met the expectations of the lecturers. In addition, the compensation given for the tasks completed by the lecturers is felt to be not optimal, so that the lecturers are not satisfied with what is given by the institution.

From the problems above, a new problem arises, namely the low work motivation of lecturers. This is a domino effect of the phenomena that occur in this situation. By being dissatisfied with the job satisfaction of lecturers, it reduces the work motivation of lecturers. The other problem in the low performance of lecturers is due to the competence of lecturers who are not yet qualified enough to carry out a task. Lecturer competence is one of the most important aspects in completing assignments. Without good competence, the tasks assigned by the leadership will be completed in a long time and with low quality.

The low performance of lecturers is also caused by the application of an inappropriate leadership style, the leadership of the institution applies a leadership style that tends to be

authoritarian, with this leadership style it is certain that it cannot improve the performance of lecturers to the maximum. This leadership style only causes discomfort and unrest among lecturers. Just like the low job satisfaction of lecturers due to low compensation, an inappropriate leadership style will also have the effect of creating an unfavorable work environment. This is the reason why the researchers conducted research at the two universities.

Based on the explanation above, the researcher is interested in conducting a study on transformational leadership in improving the performance of lecturers in higher education. By taking the focus of research on two universities, namely the Islamic University of Al-Ihya Kuningan and the Islamic Institute of Islamic Religion Bunga Bangsa Cirebon.

RESEARCH METHODS

Research Approach

This study uses a qualitative approach. The qualitative approach is an empirical research in which data are collected and presented not in the form of numbers, but in the form of a narrative. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed. (Robert C. Bogdan and Taylor. KB 1992, 21)

The reason for using this approach is because the problem under study is within the scope of behavioral science, namely transformational leadership and lecturer performance. This research is directed to obtain a scientific, comprehensive, and complete description of transformational leadership in improving the performance of lecturers at the Islamic University of Al Ihya Kuningan, and the Islamic Institute of Islamic Religion Bunga Bangsa Cirebon.

Research procedure

The method used in this dissertation research is descriptive analytical. This study describes and focuses on the role of transformational leadership at Al-Ihya Kuningan University and the Islamic Institute of Religion Bunga Bangsa Cirebon in improving lecturer performance.

The steps in the research are as follows: 1), select and determine the research location; 2), the researcher tries to enter the field by first establishing formal and informal relationships with the parties concerned; 3) identify informants; and 4) recorded everything that happened at the research site based on documents, observations and interviews.

Data collection technique

Data collection techniques carried out in this study used several instruments including; observation, interview and documentation study.

1. Observation

In this study, observations were used to collect data on transformational leadership and lecturer performance at the Islamic University of Al Ihya Kuningan and the Islamic Institute of Religion Bunga Bangsa Cirebon. In this observation activity, researchers used observation sheets to support activities in the field. Through the observation sheet, the researcher recorded the things observed in the field in detail.

2. Interview

Interviews were used to collect data about the words or expressions of the informants. In this interview activity, the researcher used interview guidelines that had been prepared previously, so that the questions asked in interviews with informants did not come out of the research theme.

3. Documentation Study

Documentation studynamely data or information that is already available at the research location. To help make it easier for researchers to collect data through interviews and to avoid unrecorded data, to support this, a recording device is used as long as it does not interfere with the atmosphere of interviews and observations in the field.

RESEARCH DISCUSSION

The implementation of transformational leadership in the two universities studied has been running according to the corridor. This is evidenced by changes in the organization, and actions to motivate subordinates to work in accordance with the goals set. This is in line with what was expressed by Locke, EA (2007, 62) "Transformational leadership is defined as leadership that involves change within the organization (as opposed to leadership designed to maintain the status quo). This leadership is also defined as leadership that requires the act of motivating subordinates to be willing to work for "high-level" goals that are considered to be beyond their personal interests at the time. The leaders of the two universities made changes through individualized considerations, intellectual stimulation, inspirational motivation, and idealized influence.

The above is in line with what was stated by Bass (2008) which states that to produce transformational leadership productivity has been defined as the "Four I's" - individualized consideration, intellectual stimulation, inspirational motivation, Idealized influence.

1. Individual Considerations

In this approach, both campuses have tolerance for mistakes made by their subordinates as long as the mistakes do not result in great losses. This tolerance is felt very clearly both by lecturers and by education staff. In terms of mistakes made, the leadership always provides a fairly good tolerance. However, within the tolerance given, the leader always provides clear direction and understanding to subordinates so that mistakes do not happen again in the future.

Meanwhile, in the aspect of justice, the leader always tries to act fairly in all matters to the subordinates so that there is no jealousy among the subordinates. All considerations are made in deciding something so that it can be accepted by subordinates and does not cause an internal conflict over the decisions made. This aspect of justice is also used in terms of empowering subordinates in every activity carried out. Every lecturer and employee who is under the auspices of his institution must be actively involved in every activity, both on campus and off campus.

In an effort to provide a sense of comfort in improving the performance of lecturers, the leadership always involves lecturers in making policies, so that the policies taken can be implemented and implemented properly. The democratic side of the leadership is highly emphasized in the involvement of lecturers to take policies that will be determined. As for awarding awards for outstanding lecturers, the leadership has set guidelines for awarding awards for lecturers who have achievements. In giving this award, certain criteria have been outlined, so that the awarding of this award will be carried out through a rigorous and credible selection. Meanwhile, until now, the awarding process for outstanding lecturers is felt to have met the expectations of the lecturers.

The above is in line with Bass (1985: 29) who said that transformational leadership is willing to listen attentively to the inputs of subordinates/followers and specifically wants to pay attention to the needs of subordinates/followers for career development. Every transformational leader will pay attention to individual factors as they cannot be generalized because of differences, interests, and different self-development. The behavior of individual consideration is: (a) Tolerance; (b) Fair; (c) Empowerment; (d) Democratic; (e) Participatory; and (f) Awards.

In terms of theory, the leaders at these two universities in implementing the principles of individualized consideration have not been fully implemented, of the six leadership principles, it turns out that only two can be implemented properly. In fact, it is not enough for a leader to only carry out a transformational leadership style, it is also better if noble Islamic values can be applied, for example in carrying out such leadership the theological principles should be applied. As it is written in the Qur'an in chapter 38 (Shod) verse 26 which means Allah says:

"O David, indeed we have made you a caliph or leader on earth, so judge (case) between people fairly and do not follow your lust because it will lead you astray from the way of Allah. Indeed, those who stray from the way of Allah will have a severe punishment because they are the day of reckoning."

From this fragment of the verse, we can understand that in a leadership it is required to behave fairly, it is not allowed to act arbitrarily for the benefit of the people. In addition, it can be said that if in carrying out his duties he follows his passions, it will result in a mismatch of expectations with the existing reality.

This is in line with what was conveyed by Sanusi (2012) which states that being a leader must pay attention to theological values or divine values which are manifested by servitude to Him through firmness of Attitudes, Talents, Interests, Individual abilities in carrying out a work process activity. It is also manifested by sincerity in doing pious deeds in interacting with others (hablum minannas), namely doing the best and quality which is reflected among others in the belief in the One and Only God, the Pillars of Faith, the Pillars of Islam, monotheism worship, ihsan, istigfar, prayer, sincerity, repentance, ijtilah, khusyu, istiqomah and jihad fi sabilillah.

2. Intellectual Stimulation

In the Implementation of Intellectual Stimulation of Transformational Leadership, the leadership carries out various innovations in accordance with the development of science and technology, as well as the needs of the community. The resulting innovation is felt by both lecturers and education staff. This is because the innovations produced are not only in terms of institutional development, but also innovations in terms of human resource management. Basically, this innovation arises because the vision and mission of the institution have been established which are the milestones of the goals to be achieved.

Moving on from the resulting innovation, the leader will always show his professional side. Leaders will always assign subordinates in accordance with the areas of expertise they have. It is intended that the individual who is given the task does not feel confused or lose his direction in carrying out his duties. In addition, the placement of human resources in accordance with their fields of expertise will make it easier for institutions to classify the areas of expertise possessed by each human resource under the auspices of their respective institutions. As a logical consequence of work professionalism, especially for lecturers, namely placing lecturers according to their fields of expertise, the leadership simultaneously builds new ideas that must be developed by lecturers. These new ideas must be developed by the lecturers as well as a way to find out the real competence of the lecturers, so that the leadership can find out which resources have reliable competencies and which do not. The basis of the new ideas developed is referring to the needs of the community, the goals outlined in the vision and mission, as well as looking at the situation that occurs within the institution.

New ideas that emerge and are developed by lecturers will be set out in a policy. In setting a policy, the leaders of the two universities studied always involve other

leadership elements. The leadership elements come from the academic senate, institutional leaders, bureau leaders and leaders of faculties and study programs. This is done so that there is an agreement on the policies to be established, so that the implementation of these policies in the field will not create confusion and can be implemented properly.

The above is in line with Bass (2008) who revealed that Transformational leaders in this dimension support members' efforts to more innovatively and creatively ask assumptions, recast existing problems using new methods or means. In this dimension creativity is needed. The purpose of this statement is that transformational leaders on this dimension support the efforts of members to be more innovative and creative in asking assumptions, rearranging existing problems using new methods or ways. In this dimension, creativity is needed.

Apart from the transformational leadership style on the intellectual stimulation dimension, the leader should also apply the six value systems presented by Sanusi (2012). Within the six value systems, there are physical/physiological values that clearly manifest its elements, functions, dimensions, strengths, changes, locations, origins, and consequences by maximizing the gifts of birth that He has given through positivism programs or activities to build professional cooperation in improving performance clearly, and has a definite function.

3. Inspirational Motivation

In this dimension, effective communication with lecturers is something that is very well built by the leadership. In this effective communication, both of them can interact between leaders and lecturers so that information is conveyed in its entirety. In addition, effective communication will clarify the duties and functions of lecturers so that they can carry out their duties properly. In addition, in this dimension, the leadership always motivates lecturers to complete their tasks according to the targets that have been set on time. Motivation for subordinates carried out by the leader can be in the form of verbal praise, or with awards given by the institution to lecturers who have carried out their duties in accordance with the goals set. From the form of motivation given by the leadership,

In the aspect of lecturer satisfaction in carrying out their duties, from the data obtained, it can be seen that the lecturers are very satisfied. This is because the lecturer carries out the assigned tasks along with the competencies they have. This is a realization of the leadership's attitude that places lecturers according to their fields of expertise.

The explanation above is in line with what was stated by Humphreys (2002) and Rafferty and Griffin (2004) that inspirational motivation has a close correlation with idealized influence. Another explanation also said that transformational leaders inspire subordinates to focus on common goals and forget about personal interests. Inspiration can be interpreted as an action or power to move the emotions and thoughts of others (Rafferty & Griffin, 2004).

In addition, related to being an inspiration for subordinates, the leaders have done so. This is in line with the opinion of Wahjosumijo (1991: 154) Leaders are essentially a source of enthusiasm for subordinates. Therefore, the leader must always inspire and be confident in his subordinates, so that they receive and understand the goals of the institution enthusiastically, work responsibly towards achieving the goals of the institution.

However, it is not only the dimension of inspirational motivation that must be carried out by leaders in leading, but must also be done regarding aesthetic value which is realized by emphasizing that all efforts made should display beauty, harmony, and

reflect love, manifested in the work environment in building identity and character and appearance among the people. All components always strive so that anyone who is connected / intertwined and accepts it can feel a pleasant or happy value (Sanusi, 20012).

4. Idealized Influence

Idealized influence is behavior that results in high standards of behavior, provides insight and awareness of the vision, demonstrates confidence, generates respect, pride and trust, fosters commitment and performance beyond expectations, and enforces ethical moral behavior.

At the two universities that became the locus of this research, the leader has set a good example for his subordinates. All behavior carried out by the leader becomes an example for all subordinates, especially in discipline in attendance and completion of tasks. In addition, the leader can always act calmly in overcoming the problems encountered. This is done so that solutions to these problems can be thought out with a cool head and find the best solution. With this exemplary attitude, the leader becomes an example for his subordinates. In addition to calm in dealing with problems, leaders always act honestly with their subordinates. This honesty is one of the most influential aspects for improving the performance of lecturers.

With honesty carried out by the leader, the leader has a lot of authority in front of his subordinates. With the authority that is formed, it causes the reluctance of subordinates to their superiors and subordinates will always complete and follow the directions of the tasks given to them.

In the implementation of transformational leadership, the leaders of each institution also have high enthusiasm in their role in leading the organization. With a high leadership spirit, it has a positive impact on lecturers in improving their performance in the implementation of the tri dharma of higher education. In addition to high morale, the leadership always gives praise to lecturers who have carried out their duties well and have met the specified targets. In delivering the praise, the leadership also always uses expressions that can be accepted by all lecturers.

Leaders who have an idealization of influence will show behaviors including: developing subordinates' trust in superiors, making subordinates try to imitate behavior and identify with their leaders, inspiring subordinates to accept shared values, norms and principles, developing a shared vision, inspiring subordinates to consistently manifest standards of behavior, develop organizational culture and ideology that are in line with society in general, and demonstrate a true sense of social responsibility and service spirit.

This is also in line with what was expressed by Dubrin (2005:44) which states that charisma is a personal charm and personal attraction that is used to lead others. According to Dubrin, the behavioral dimensions are optimistic, honest, lively facial expressions, reasoned praise, a dashing appearance and being assertive, actions and movements have a purpose. In connection with this research, charisma is an idealized influence.

5. Inhibiting factors for improving lecturer performance

The low competence of lecturers is due to the lecturer recruitment process that is not in accordance with the needs, besides the lack of education and training that can stimulate the knowledge of lecturers is also the cause of the low competence of lecturers. This is not in accordance with the performance of Michael Armstrong who explains that "Performance is often defined simply in output terms the achievement of quantified objectives. But performance is a matter not only of what people achieve but how they achieve it". In Armstrong's opinion (2010: 17) performance is not only concerned with the end result but also how a person achieves that goal. The concept of performance

according to Armstrong leads to a conclusion that in managing individual and group performance it is necessary to consider a number of factors in the form of inputs and outputs.

Facilities and infrastructure that are not yet optimal are one of the inhibiting factors for improving lecturer performance, and the lack of budget is also an obstacle to lecturer performance. Facilities and infrastructure supporting education, research and community service in the management of higher education must be in accordance with SN DIKTI. If it is not appropriate, it will become an obstacle in the performance of the lecturer, because the lecturer is not optimal in carrying out his duties and responsibilities.

6. Solutions in the face of obstacles

Both universities have carried out 1) workshops, training and seminars according to the needs of the lecturers, 2) planning to improve facilities and infrastructure to support education, research and community service. This is in line with what was stated by Syaodih (2009: 49) which states that learning facilities are all that is needed in the teaching and learning process both mobile and immobile in order to achieve educational goals that run smoothly, regularly, effectively and efficiently. Furthermore, according to Barnawi and Mohammad Arifin "internal factors of teacher performance are factors that come from within the teacher, for example, abilities, skills, personality, perception, motivation to become a teacher, field experience, and family background. External factors of teacher performance are factors that come from outside the teacher that can affect their performance, for example, salaries, facilities and infrastructure, physical work environment; and, leadership."

7. Performance lecturer

The performance of the lecturers at the two universities in the field of education has met the expected target, but in the field of research and community service, the target has not yet been achieved. So it is necessary to take action that can improve the performance of lecturers in the field of research and community service.

According to Alberch in Ibrahim (2016: 83) states that performance is an achievement achieved by a member of the organization. If members of the organization have high skills and motivation, of course, they will contribute optimal results for the organization. On the other hand, if members of the organization do not have adequate skills and motivation, they will undoubtedly contribute work results that are not optimal as well. Lecturer performance is one of the most influential factors for the success of a university in carrying out its vision and mission. Lecturer performance is also a driving force for the success of the goals to be achieved by higher education institutions, both public and private.

In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service". Furthermore, based on the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform of the Republic of Indonesia Number 17 of 2013 concerning Functional Positions of Lecturers and Credit Scores Article 3 states that the Academic Position of Lecturer is domiciled as functional technical implementer in the fields of education, research, and community service.

Based on the explanation above, it can be concluded that the performance of lecturers at the two universities studied in the field of education was in line with expectations, but in the field of research and service it was not as expected. It is the responsibility of the leaders of institutions, faculties and study programs to be able to

improve the performance of lecturers in accordance with predetermined expectations or targets.

Starting from the data above, it can be concluded that the implementation of transformational leadership can improve the performance of lecturers at the Al Ihya Kuningan Islamic University and the Bunga Bangsa Islamic Institute of Cirebon. The results of these data are in line with the words of Bernard M. Bass (1985), who extends the work of Burns (1978) by explaining the psychological mechanisms underlying transformation and transactional leadership; Bass also uses the term "transformational" instead of "transform." Bass adds to Burns's (1978) initial concept to help explain how transformational leadership can be measured, as well as how it affects followers' motivation and performance. Bass, B. M, (1985).

CONCLUSION, IMPLICATION AND RECOMMENDATION

Conclusion

The implementation of transformational leadership at the Islamic University of Al-Ihya Kuningan and the Islamic Institute of Religion Bunga Bangsa Cirebon is carried out through several dimensions including individualized consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence. The four dimensions of transformational leadership can improve the performance of lecturers at the Al-Ihya Kuningan Islamic University and the Bunga Bangsa Islamic Institute of Cirebon.

Research Implication

1. Transformational Leadership Individualized Consideration
Leaders pay special attention to the development of lecturers' work performance. This shows that the leader tries to be a good listener, paying attention to every need and desire of subordinates to improve their performance. In certain situations, leaders can act as leaders, parents, and friends for the development of their subordinates' achievements.
2. Intellectual Stimulation of Transformational Leadership
Leaders must actively seek to find new ideas and ways to do a better job. This includes creating a conducive work climate, among others, by maintaining the feelings of subordinates by not correcting mistakes in public and also criticizing those that are destructive.
3. Transformational Leadership Inspirational Motivation
Leaders build a spirit of enthusiasm and optimism. In addition, leaders must be able to create new challenges for their subordinates, they must also be able to demonstrate good ways of working so that subordinates are able to carry out work to realize the vision and goals of the organization. Inspirational motivation also helps in the formation of lecturers who have character because lecturers participate and play a role in achieving the vision, mission, goals and objectives of the institution.
4. Transformational Leadership Idealization of Influence
Effect of Idealization Influence is the attitude, behavior and commitment displayed by the leader that produces an attitude of respect and confidence or confidence from his subordinates. In this case, the leader behaves as an example. In another sense, that the leader gives full attention to subordinates, bears joint risks, does not use power for personal gain, prioritizes moral and ethical aspects.

Recommendation

Researchers put forward several recommendations including:

1. For higher education leaders to help find ways to implement transformational leadership in an effort to improve lecturer performance

2. For all stakeholders and the Ministry of Research and Technology of Higher Education, the results of this research can be used as a reference or recommendation to be able to manage universities in accordance with the needs of the industrial world.
3. Researchers can gain experience to sharpen the analytical power needed in the future, especially in implementing higher education management through the most appropriate and effective leadership style approach at this time as an effort to improve lecturer performance.
4. For other researchers as a source of information and reference in developing research related to the performance of lecturers either through transformational leadership variables or other variables with other methods and approaches.

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Decree of the Director General of Higher Education of the Ministry of Education and Culture No. 12/E/KPT/2021 concerning PO BKD 2021. From the several regulations above, it shows that lecturer performance is an important variable in realizing quality management, in order to produce quality graduates.

Law Number 14 of 2005 concerning Teachers and Lecturers.