

The Effect of Transformational Leaders, Academic Culture on The Work Stress of University Lecturer in Indonesia

Ahmad Hidayat*, Burhanuddin Tola, Slamet Sutanto

Human Resources Management
Universitas Negeri Jakarta
Jakarta, Indonesia

*ahmadhidayat_im16s3@mahasiswa.unj.ac.id

Abstract—The study aims to determine and analyse the effect of transformational leaders, academic culture on the work stress of University Lecturers in Indonesia. This study uses quantitative research method with survey technique to respond the test hypotheses that have been formulated. The respondents are 150 lecturers, the sampling technique used was cluster random sampling technique. The instrument of transformational leader, academic lecture and work stress were validated with the product moment correlation, while reliability was measured by the Alpha Cronbach. Hypothesis testing using path analysis. The results of data analysis using path analysis, showed that, (1) there is the effect of direct transformational leaders on the lecturers work stress, (2) there is the effect of direct academic culture on the lecturers work stress, and (3) there is the effect of direct transformational leaders on the lecturers academic culture. Implications of research efforts to bring down the lecturer's work stress, the effectiveness of transformational leaders must be increased, the improve the effectivity of academic culture.

Keywords—*transformational leaders; academic culture on the work stress*

I. INTRODUCTION

The modernization of higher education in meeting the demands of the global market in the face of the era of the Industrial Revolution 4.0 is a must. According to Parakhina that modernization of higher education is carried out to achieve success in integrating into the global education environment [1]. However, in general the contemporary management model applied by the university is considered to have a low level of efficiency. This is according to Parakhina, because of the lack of strategic flexibility of university competitiveness [1]. The low management of the university due to a conflict of interest at the structural level results in a management crisis affecting the university's education system as a whole.

Lecturers are professional educators and scientists whose main task is to transform, develop, and disseminate knowledge, technology and art through education, research and community services. But, in fact, the work stress of private university lecturers is still low, education and teaching have not been implemented professionally, lecturers' research products are considered to not meet expectations, spiritual intelligence,

intellectual intelligence and social intelligence of lecturers are still low [2].

The role of the lecturer as the main executor of education in Higher Education operationally is the foremost implementer in the management of higher education that is crucial to its success. Lecturers are required to actively make breakthroughs and innovations in managing the implementation of the Three Principles of Higher Education, namely education and teaching activities, research and development, and community service.

In fulfilling the Lecturer Workload, lecturers are required to implement it in accordance with the Tri Dharma of Higher Education namely education and teaching, research and development and community service. But in fulfilling the workload of lecturers it can give birth to work stress. This is because there is a gap between the demands of work and the ability to meet the demands of work coupled with facilities and budget funds that are not yet in line with the level of lecturers' needs in fulfilling workloads in accordance with the standards of tri dharma universities.

Stress can arise because workers must work with other workers who are 'rude', people who do not pay attention to feelings and sensitivity in social interactions, and people who are 'cold'. On the other hand, they are usually achievement-oriented people, always working hard and smart. If he is a boss, he causes great stress on his subordinates. Likewise, lecturer work stress can be caused by many factors, such as too much lecturer workload, ineffective leadership in the university environment, and an unfavourable academic culture.

Transformational leadership is a leadership style that can change the form of thinking into real action [3]. Yukl stated that transformational leadership is a leadership pattern that can foster inspiration, can motivate and be able to change behaviour in line with the development of organizational vision [4]. The implementation of transformational leadership strives to be a successful leader by raising the commitment of its followers by building organizational values, organizational vision, making changes, and seeking new breakthroughs to enhance creativity, innovation and independence of their subordinates. The ideal criteria for transformational leaders are to be able to build awareness of their followers in increasing

creativity, developing organizational commitment, awareness of being responsible for maintaining the needs and life of the organization [5].

Transformational leadership that influences stress is academic culture. The success of a college can be measured by how far the tertiary institution has implemented its tridharmas, namely education and teaching, research and community service. This is very related to the extent to which academics foster the development of an academic culture in the implementation of the tridharma of higher education [6]. Santana stated that there are five issues that determine the development of higher learning activities, namely the quality of faculties, available facilities, curriculum, the quality of teaching and learning processes and academic culture [7].

Higher education has a certain culture which is the basis and actions or behaviour of lecturers. Culture is one of the factors that determine the success of an education that cultural differences can be a problem in the success of an institution. The alignment of education and culture in higher education is directed at academic culture. The real form of academic culture is to carry out the tridharma of higher education.

II. THEORETICAL FRAMEWORK

In carrying out activities in each group, humans can experience stress. Stress is a universal phenomenon that occurs in everyday life. Research on stress is based on the assumption that stress, originating from physiological, behavioural, psychological and somatic symptoms and signs, is the result of the lack of compatibility between people and their environment, which results in their inability to effectively deal with various demands on him. Stress is a change in a person's physical or mental state in response to a workplace that raises challenges or threats that are assessed for the employee.

The higher the motivation for achievement, the higher the stress level and the higher productivity and efficiency. A certain amount of stress can lead to innovative ideas and constructive output. Until a certain point of work with deadline pressure can be a stimulating creative process. A person who works at an optimal level shows enthusiasm, high enthusiasm, clarity in thinking (mental clarity) and good judgment. A stress factor can produce various physical ailments, on the contrary a stressful outcome, such as high blood pressure, can be caused by a variety of stress factors. Stress has an impact on mood, musculoskeletal muscles and organs in the body. Factors that can cause stress can be grouped into five broad categories, namely intrinsic factors in work, roles in the organization, career development, relationships in work, and organizational structure and climate.

Excessive task demands are the main source of stress for workers. Another category of workload, namely a combination of quantitative and qualitative overload. This category is usually found in management positions, at all levels of the sales industry and in entrepreneurial endeavours. According to Sewell comes from sourced employee behaviour, less pleasant work atmosphere, poor relations with staff, and time pressures. This situation makes a worker suffer in carrying out his duties.

Work stress on lecturers in working as teachers in institutions, comes from injustices in receiving wages. The compensation he received was very low, resulting in the lecturer suffering, because he was unable to meet his needs. This will result in physical stress and mental stress.

Based on the description above, it can be stated that work stress is a psychological condition of a person due to the pressure of work, in the form of demands for work beyond ability, less in the organization, hampered career development, less harmonious relations in work, incompatibility with the work environment.

The dimensions of work stress include: work environment, workload, role in organization, career development, and relationships in work. Indicators of work stress include: work environment, physical demands, task demands, workload, role conflict, role uncertainty, job certainty, status limitation, employee relations.

A. Transformational Leader

The term transformational leadership consists of two syllables, namely leadership (leadership) and transformational [3]. In terms of transformational leader terminology is a style of leader that can change the form of thinking into real action [3]. It can be said to implement a transformational leader style if it is able to instil trust, obedience, admiration, loyalty and respect for the lecturers, and employees of the institution. The followers of transformational leaders are always motivated to do better things to achieve organizational goals. In relation to Lethwood, as quoted by Sudarman, it is stated that transformational leadership is a leadership pattern that can foster inspiration, can motivate and be able to change behaviour in line with the development of the organization's vision [4].

The implementation of transformational leader strives to be a successful leader by raising the commitment of his followers by building organizational values, developing the vision of the organization, making changes, and seeking new breakthroughs to enhance creativity, innovation and independence of his subordinates. The ideal criteria for transformational leader are to be able to build awareness of their followers in increasing creativity, developing organizational commitment, awareness of responsibility for maintaining the needs and life of the organization [5].

The ability of a transformational leader to be able to provide inspiration and motivation requires collaboration of good abilities. Leaders must have a good way of thinking, articulation of the right words, being able to simplify problems [8]. The characteristics of transformational leaders are capable of arousing the enthusiasm and motivation of their followers to work hard, being able to develop a spirit of togetherness, discipline and motivation to advance, able to build followers' organizational awareness by developing a sense of belonging, responsibility, and building the highest achievement [5]. Transformational leaders are known as people who are good at generating creativity in their followers [8]. In arousing the creativity of his subordinates, transformational leaders have a clear vision, clarity of vision greatly determines the power of influence of a leader, from this clarity of vision leaders can

emerge as leaders can create creative change [9]. Transformational leaders must trust vision [8]. Another way to communicate a new vision is to give a consistent example and be able to coordinate that vision well and correctly with followers [10].

In innovative daily life is the process of exploring the brain into forms of ideas. Innovative attitude encourages the possibility of a person to develop [11]. One's innovative level will describe abilities, motivations, opportunities, and art in creating something both verbal and nonverbal. Robbins argues, that an innovative level is a product of several components that synergize with the creation of motives in carrying out an act [12]. Michael A. West categorizes innovativeness into seven things based on creativity thinking. This becomes a basic concept in the process of building and exploring one's innovativeness. The seven things are: (1) innovating in the workplace, (2) having confidence in creation, (3) being an inventor (innovator), (4) having a vision in the workplace (5) the field of innovation in the organization, (6) being able managing innovation, (7) able to strengthen innovation [13]. James R. Evans stated, that innovative attitude is a person's ability to provide a response to something that is seen and felt or experienced through various efforts in overcoming problems [13].

The ability of transformational leaders to generate innovation for their followers requires good collaboration skills. required to have a good way of thinking, articulating the right words, being able to simplify problems and be able to determine how to look at the problem correctly and correctly [8].

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

B. Academic Culture

Academic culture as one of the subsystems of higher education plays an important role in efforts to build and develop the culture and civilization of society and the nation that involves itself in academic activities. Academic culture is a lifestyle that is enshrined in three things, namely: (1) efforts to develop new knowledge continuously (2) efforts to find truth that is done continuously, (3) efforts to maintain the existing repertoire of knowledge from various types of forgery [14].

According to Kurniawan, academic culture is a system of higher education that plays an important role in efforts to build and develop culture and civilization of humans and the nation as a whole, where indicators of the quality of higher education are determined by the quality of the academic community in developing and building its academic culture.

Academic culture is a system of shared values and beliefs held by members of the college [15]. According to Mahfud, "Academic culture is an academic activity outside academic norms which is often a requirement in the learning process. Seminars, discussions and scientific publications are examples of academic culture.

Academic culture should be cultivated and preserved. Mulyana defines culture as an order of knowledge of experiences of beliefs, values, attitudes, meanings, hierarchies, religions, time, roles, spatial relationships, concepts of the universe, material objects and possessions obtained by a large group of people from generation to generation through individual and group efforts [16].

Academic culture is actually a universal culture meaning that it is owned by everyone who engages in academic activities. Paltzian describes academic culture as an art of education and is progressive. This intellectual freedom of thought has implications for intellectual risk in the form of critical thinking, debate and often contrary to authority is commonplace. Unlike the political culture which tends not to be progressive, but tends to the provisions, orders and regulations [17].

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

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

III. RESEARCH METHODOLOGY

The method used in this study is to use the survey method that is conducting research directly into the field. The data collection tool used is a questionnaire. With the data collection tool, data can be obtained in accordance with the research theme. Research data was captured using questionnaires developed by researchers and given to samples from the population. The research respondents were 150 people. The sample is determined using cluster random sampling technique. The instruments of transformational leader, academic culture and work stress are validated by product moment correlation, while reliability is measured by Alpha Cronbach. Data is analysed using path analysis techniques.

IV. RESEARCH RESULTS

Based on the path analysis test above, we can explain the following hypothesis testing:

A. Transformational Leader (X_1) Has a Positive Direct Effect on Work Stress (X_3)

To find out the direct effect of transformational leadership (X_1) on work stress (X_3) a path analysis was performed using the SPSS 22 computer program for Windows:

TABLE I. ANOVA X_1 ON Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4812.636	1	4812.636	143.385	.000 ^b
	Residual	4967.524	148	33.564		
	Total	9780.160	149			

^a a. Dependent Variable: work stress
^b b. Predictors: (Constant), Transformational leader

Coefficients^c

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.318	3.443		7.353	.000
	Transformational leader	.642	.054	.701	11.974	.000

^c c. Dependent Variable: work stress

From the results of the path analysis of the influence of transformational leadership (X_1) on work stress (Y) the path coefficient ρ_{y_1} is 0.666 with $t_{count} = 10.860$, while the value of $t_{table} = 1.91$ ($\alpha = 0.05$; $df = 146$). Because $t_{count} > t_{table}$, then H_0 is rejected, H_1 is accepted. Thus, it can be concluded that transformational leader has a positive direct effect on work stress.

B. Academic Culture (X_2) has a Direct Positive Effect on Work Stress (X_3)

To find out the direct effect of academic culture (X_2) on work stress (X_3) a path analysis was performed using the SPSS 22 computer program for Windows:

TABLE II. ANOVA X_2 ON X_3

ANOVA ^d						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	110.117	1	110.117	1.685	.196 ^e
	Residual	9670.043	148	65.338		
	Total	9780.160	149			

^d d. Dependent Variable: work stress
^e e. Predictors: (Constant), transformational leader

Coefficients^f

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.217	4.625		13.019	.000
	Academic culture	.096	.074	.106	1.298	.196

^f f. Dependent Variable: work stress

The results of the analysis of the influence of academic culture (X_2) on work stress (X_3) the ρ^2 path coefficient is 0, 261 with $t_{count} = 3.289$ while the value of $t_{table} = 1.91$ ($\alpha = 0.05$; $df = 146$). Because $t_{count} > t_{table}$, then, then H_0 is rejected, H_1 is accepted. Thus, it can be concluded that academic culture has a positive direct effect on work stress.

Transformational leader (X_1) has a positive direct effect on academic culture (X_2)

C. Transformational Leader (X_1) has a Positive Direct Effect on Academic Culture (X_2)

To find out the direct effect of transformational leader (X_1) on academic culture (X_2) a path analysis was performed using the SPSS 22 computer program for Windows:

TABLE III. DIRECT EFFECT OF TRANSFORMATIONAL LEADER (X_1) ON ACADEMIC CULTURE (X_2)

ANOVA ^g						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.996	1	14.996	.188	.665 ^h
	Residual	11816.797	148	79.843		
	Total	11831.793	149			

^g g. Dependent Variable: Academic Culture
^h h. Predictors: (Constant), Transformational Leader

Coefficientsⁱ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.887	5.311		12.029	.000
	Transformational Leader	-.036	.083	-.036	-.433	.665

ⁱ i. Dependent Variable: Academic Culture

The results of the path analysis the effect of transformational leadership (X_1) on academic culture (X_2) the ρ_{12} path coefficient is 0, 261 with $t_{count} = 3.289$ while the $t_{table} = 1.91$ ($\alpha = 0.05$; $df = 146$). Because $t_{count} > t_{table}$, then, then H_0 is rejected, H_1 is accepted. Thus, it can be concluded that transformational leadership (X_1) has a positive direct effect on academic culture (X_2).

V. DISCUSSION

A. Transformational Leader (X_1) has a Direct Effect on Work Stress (X_3)

The results of hypothesis testing, there is the effect of transformational leadership that has a positive direct effect on work stress. The more positive transformational leadership, work stress tends to increase.

Transformational leader is one of the variables that constantly and stably contributes to work stress. From the results of hypothesis testing can be interpreted that efforts to improve work stress can be initiated by improving transformational leadership first.

B. Academic Culture (X_2) has a Positive Direct Effect on Work Stress (Y) and Indirect Effect through Work Stress

The results of hypothesis testing indicate that academic culture has a direct and indirect positive effect on work stress. The more academic culture, the better the work stress of lecturer lecturers.

C. Transformational Leader (X_1) Has a Positive Direct Effect on Academic Culture (X_2)

The results of hypothesis tested indicate that transformational leader has a positive direct effect on academic culture. The more effective transformational leadership, the more positive the academic culture of lecturers.

Variants of academic culture can be explained by transformational leadership. Transformational leadership is one of the main variables that constantly and stably contributes to academic culture. From these results it can also be interpreted that an increase in transformational leadership will make a meaningful contribution to academic culture.

In the management of human resources, transformational leadership influences academic culture, because leadership that wants its subordinates to strive for glory, togetherness and humanity is done by being able to build motivation, creativity, innovation and an independent campus to build their institutions the effect academic management with provide quality services, ideal behaviour, build a network of scientific cooperation, share scientific information, comply with the applicable provisions in the use of facilities, and respect each other in scientific meetings. As stated by Kurniatami that transformational leadership has a positive effect on proven Organizational Citizenship Behaviour (OCB), so that employees at Muhammadiyah University Surakarta, the level of employee perceptions of transformational leadership at Muhammadiyah University Surakarta is very high, (3) the level of Organizational Citizenship Behaviour (OCB) in employees at the Muhammadiyah University of Surakarta are very high. [18].

Thus, there is a positive direct effect of transformational leadership on academic culture, the better transformational leadership, the better the atmosphere of academic culture

VI. CONCLUSION

Based on the results of the study, conclusions can be made about the effect of transformational leadership and academic culture on the work stress of lecturers in Indonesia, both individually and collectively as follows:

- There is the effect of transformational leadership on the stress of working lecturers in Indonesia. This means that increasing transformational leadership will increase the work stress of lecturers in Indonesia
- There is the effect of academic culture on the work stress of lecturers. This means that an increase in academic culture will increase the work stress of lecturers in Indonesia
- There is the influence of transformational leadership on academic culture This means that increasing transformational leadership will be able to increase the work stress of lecturers.

Based on the conclusions outlined above, this study has succeeded in tested the hypothesis that transformational leader and academic culture of the effect on the work stress of

lecturers in Indonesia. Therefore, in an effort to increase work stress, lecturers in Indonesia need to make various strategic breakthroughs that can transform transformational leadership and improve academic culture by using digital media that can be accessed and as a source of information.

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