

Implementation of Transformational Leadership of Study Program Chairperson and Its Impact on Lecturers Achievement Motivation

Hamidi, Dendi Zainuddin.
Management Study Program
 Sukabumi STIE PGRI
 Sukabumi, Indonesia
 dendi@stiepgri.ac.id

Permadi, Indra.
Management Study Program
 Sukabumi STIE PGRI
 Sukabumi, Indonesia
 indra.permadi@stiepgri.ac.id

Setiawan, Iwan Rizal.
Informatical Engineering
 Muhammadiyah University Sukabumi
 Sukabumi, Indonesia
 myfrank5150@gmail.com

Abstract- This study aims to analyze the implementation of Transformational leadership of the Study Program Chair and its impact on lecturer achievement motivation. The long-term goals and specific objectives of this study are the application of Transformational leadership style that can encourage lecturers to excel in accordance with the indicators of achievement of lecturers' achievement. Lecturers are one of the important elements in higher education. In reality, lecturers as humans sometimes experience conditions of boredom and anxiety about their work so that they need motivation. The key to success and quality of graduates is determined by the teaching model of a lecturer. This has long been realized, even by the lecturers themselves. This awareness is shown by the lecturers' personal efforts to make them have competence and expertise in accordance with their interests and areas of concern. To achieve all that, the lecturer also needs motivation. "It is very important to give motivation to the lecturers to always improve the quality in the implementation of the Tridharma.

This research was conducted on permanent lecturers, who have NIDN at private universities in Sukabumi. The research method used in this study is a conclusive method. Variable Transformational leadership is developed into four variable components consisting of Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individualized consideration and variable Achievement motivation using Mc.Clelland's Achievement Motivation Theory which is operationalized in the Need for Achievement indicator, Need for Affiliation, and Need for Power. The sampling technique used is probability sampling with proportionate stratified random sampling technique. The test carried out on the instrument is the test of validity and reliability, and for the pre-requisite test the analysis uses normality test, multicollinearity test, and heteroscedasticity test. And data analysis techniques use multiple regression. The results of transformational leadership research have a significant effect on lecturer achievement motivation.

Keywords: *Achievement Motivation, Need for Achievement, Need for Affiliation, and Need for Power.*

I. INTRODUCTION

Higher education has a vision, mission, and goals whose achievements are made through the Tri Dharma of Higher

Education, namely education, research and community service activities. In this case the lecturer is the main element in the Tri Dharma Perguruan Tinggi activity because the lecturer is the main actor in improving the quality of education.

Lecturers as education implementers have very important roles, duties and responsibilities. Lecturers should have the skills, expertise and skills that are in accordance with the quality standards and lecturers' competencies, namely pedagogic competencies, professional competencies, social competencies and personality competencies. The duties and responsibilities of lecturers in implementing the Tridharma of Higher Education, namely teaching, researching and serving the community, are not easy. In reality, lecturers as humans sometimes experience conditions of boredom and anxiety about their work so that they need motivation.

Lecturers are one of the important elements in higher education. The key to success and quality of graduates is determined by the teaching model of a lecturer. This has long been realized, even by the lecturers themselves. This awareness is shown by personal efforts to make them have the competence and expertise in accordance with their interests and areas of concern. To achieve all that, the lecturer also needs motivation. "It is very important to motivate lecturers to always improve the quality of teaching. In college, a lecturer plays an important role for the advancement of the alma mater, "said Prof. Dr. Y Sutomo, chairman of STIE AKA Semarang (berita.suaramerdeka.com/smcetak/dosen-pun-butuh-motivasi/ January 27, 2017). lecturers can do their activities and tasks as well as possible and to foster achievement motives for lecturers.

Motivation is a behavioral activity that works in an effort to meet the desired needs[1] According to Santoso Suroso in[1], motivation is a set or set of behaviors that provide a basis for a person to act in a way that is directed to certain specific goals. The same thing was expressed [2]achievement motivation can be interpreted as an impulse in a person to do

or work on an activity or task as well as possible in order to achieve achievement with a commendable predicate.

One of the factors that drives lecturers' achievement motivation is how the leadership style of the study program leader is applied. The head of the study program is the leader of academic management within the study program, whose main duty is to carry out the development of education and teaching, research and community service, fostering lecturers and students, coordinating the implementation of tasks, planning work programs, implementing academic quality improvement, conducting professional scientific coaching, and carry out academic quality assurance activities at the study program level.

The Head of the Study Program as one of the determinants of the direction and objectives of the organization must be able to address the dynamics that occur. Leaders who cannot anticipate the dynamic changes that occur, most likely will enter the organization in a situation of stagnation which results in organizational goals not being achieved. According to [3] leadership is the ability to influence groups to achieve goals. The same thing conveyed [4] states that leadership is the process of influencing organized group activities to achieve goals. While Yukl in Wahyono said that leadership is a process where individuals influence other group members to achieve organizational goals.

In carrying out its functions and duties the chair of the study program as the head of academic management at the study program level is required to be able to apply leadership styles that can encourage lecturers to excel and have the competence according to quality standards. Transformational leadership is able to bring higher performance organizations. Transformational leadership is a leadership model where a leader tends to motivate subordinates to work better and focus on behavior to help transform between individuals and organizations. Transformational leadership applied by the head of the study program in a concept is expected to be able to improve lecturer achievement motivation.

II. THEORETICAL STUDY

A. Transformational Leadership

According to [5] in the book [4] explains that transformational leadership is a situation where followers of a transformational leader feel the trust, admiration, loyalty and respect for the leader, and they are motivated to do more than at what they originally expected. The leader transforms and motivates followers by making them more aware of the importance of the results of a job, encouraging them to prioritize the organization or team rather than self-interest, and activating their needs at a higher level.

According to Bass in [6] transformational leadership is a leader who gives intellectual consideration and stimulation that is individualized and has charisma.

Whereas according to Newstrom [7] transformational leaders have certain components of behavior, including

integrity and fairness, setting clear goals, having high expectations, providing support and recognition, arousing emotion of followers, and getting people to see things beyond his own interests to achieve an impossible thing.

Based on the above opinion, it can be concluded that transformational leadership is a charismatic leader and has a central role and strategy in bringing the organization to achieve its goals. Transformational leaders must also have the ability to equalize future visions with their subordinates, and enhance the needs of subordinates at a higher level than what they need.

Interaction that arises between leaders and subordinates is marked by the influence of leaders to change the behavior of their subordinates to be able to feel capable and highly motivated and strive to achieve high and quality work performance. The leader influences his followers so that the goals of the organization will be achieved.

Bass in [6], suggests that there are four characteristics of transformational leadership, namely:

- 1) Ideal Influence (*Idealized Influence*): The ideal influence is related to the reaction of subordinates to the leader. Leaders are identified by being used as role models, trusted, respected and have a clear vision and mission according to subordinates' perceptions can be realized.
- 2) (*Inspirational Motivation*): An inspirational leader is a leader who acts by motivating and inspiring subordinates which means being able to communicate high expectations from his subordinates, using symbols to focus on the efforts of his subordinates and expressing important goals in a simple manner.
- 3) Intellectual stimulation (*Intellectual Stimulation*): Leaders encourage subordinates to be more creative, and encouraging subordinates to use new approaches are more rational in decision making and careful in solving the existing problems.
- 4) Individual attention is (*Individualized Consideration*) : Leaders provide personal perihatian to his subordinates, such as to treat them as a whole person, consider the needs of subordinates, as well as to train and give advice to his subordinates.

B. Achievement Motivation

David McClelland [2] in his theory of McClelland's Achievement Motivation Theory or McClelland's achievement motivation theory is also used to support the hypothesis that will be presented in this study. In his theory McClelland argued that achievement motivation is an impulse in a person to do or work on an activity or task as well as possible in order to achieve achievement with a commendable predicate.

David McClelland in [2] suggests that there are three kinds of human needs, namely:

1. Need for Achievement

That is the need for achievement which is a reflection of the drive for responsibility for problem solving.

2. *Need for Affiliation*

That is the need for affiliation which is the urge to interact with others

3. *Need for Power*

That is the need for power which is a reflection of the urge to reach authority to have influence on others.

III. RESEARCH METHODS

A. *Objects and research subjects*

object of research is Transformational leadership which is developed into four variable components consisting of Idealized influence, Inspirational Motivation, Intellectual Stimulation, Individualized consideration and Achievement motivation.

B. *Methods*

The research method used in this study is a conclusive method, a conclusive method aimed at testing the hypothesis. The research population is a private university lecturer in Sukabumi. The sampling technique used is proportionate simple random sampling, this technique is used because the samples are stratified and proportional, the sample size uses N Slovin with a sample of 42 lecturers from private universities.

Data collection was done by distributing questionnaires to respondents, after data was collected, then an analysis was done using inferential statistics. Analysis prerequisite tests consist of data normality, heterocendicity and multicenearity test. So the terms of using OLS regression analysis as an analytical tool are Best Linear Unbiased Estimator (BLUE).

IV. RESEARCH RESULTS

Preliminary data processing was carried out to test whether the data had fulfilled the classical assumption as a regression analysis. Then the classic assumption data continued with multiple regression analysis with the following output:

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	8,198	12,274	.668	.050	(Constant)
	idealized influence	.140 .095 .567 .044			.079
	Inspirational Motivation	.000	.123	.001	.005
	Intellectual Stimulation	.112 .027 .119 .006			.507
	Individualized consideration	.203	.103	.331	1,984

a. Dependent Variable: Achievement Motivation

From the table above the constant values and regression coefficients, the form of the equation is as follows:

$$Y = 8,198 + 0,079 + 0,021 + 0,507 + 0,203$$

1. The coefficient value for *Idealized influence* is 0,079 which means that every increase in the *Idealized influence* the lecturer achievement motivation increased by 0.079 assuming that other variables from the regression model remain. Partial influence of *Idealized influence* on achievement motivation produces a value of 0.044 sig sig value smaller than the probability value 0.05 or a value of 0.044 <0.05, it can be concluded that the variable *Idealized influence* has a significant influence on the variable achievement motivation of lecturers.
2. Coefficient value for *Inspirational Motivation* of 0.021 means that each increase in the variable *Inspirational Motivation* the lecturer achievement motivation will increase by 0.021 assuming that other variables from the regression model remain. The partial effect of *Inspirational Motivation* on producing sig value 0,000 sig value is smaller than the probability value 0.05 or value of 0.000 <0.05, it can be concluded that the variable *Inspirational Motivation* has a significant influence on the variable achievement motivation of lecturers.
3. Coefficient value for the *Intellectual Stimulation* of 0.507 means that every increase in the variable *Intellectual Stimulation* the lecturer achievement motivation will increase by 0.507 assuming that other variables from the regression model remain. The partial effect of *Intellectual Stimulation* on producing 0.006 sig value is smaller than the 0.05 probability value or 0.006 <0.05, so it can be concluded that the variable *Intellectual Stimulation* has a significant effect on lecturer achievement motivation variables.
4. coefficient value *Individualized consideration* of 0.203 means that every increase invariable *individualized consideration* the lecturer achievement motivation will increase by 0.203 assuming that other variables from the regression model remain. The effect of partial *individualized consideration* on producing a sig value of 0.005 sig value is smaller than the probability value 0.05 or a value of 0.005 <0.05, so it can be concluded that the variable *Individualized consideration* has a significant effect on the variable achievement motivation of lecturers.

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	18,796.000	4		1,534	75,184
	Residual	453 220	37	12 249		
	Total	528 405	41			

a. Dependent Variable: Achievement motivation
b. Predictors: (Constant), Individualized consideration, Intellectual Stimulation, Idealized influence, Inspirational Motivation

From Anova's output, the calculated F value is 1.534 with the probability value (sig) = 0.000, <0.05 simultaneously variables *Idealized influence*, *Inspirational Motivation*, *Intellectual Stimulation* and *Individualized*

consideration has a significant effect on lecturer achievement motivation variables.

Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377 ^A	.142	.050	3.500
a. Predictors: (Constant), Individualized consideration, Intellectual Stimulation, Idealized influence, Inspirational Motivation				

From the output of the Summary Model, the value of R Square is 0.142 which means that the variable *Idealized influences, Inspirational Motivation, Intellectual Stimulation* and *Individualized Considerations* affect achievement motivation by 14.2% and the rest is influenced by other variables outside the model.

REFERENCES

- [1] I. Fahmi, *Manajemen Sumber Daya Manusia Teori dan Aplikasi*. Bandung: Alfabeta, 2016.
- [2] A. A. M. Prabu, *Manajemen Sumber Daya Manusia*. 2013.
- [3] T. A. Robbins, S. V., & Judge, *Perilaku organisasi*, 10th ed. Jakarta: PT. Index Kelompok Gramedia, 2006.
- [4] R. Yukl, G., & Mahsud, "Why Flexible and Adaptive Leadership is essential," *Consult. Psychol. J. Pract. Res.*, vol. 62, no. 2, p. 81, 2010.
- [5] B. . Bass, *Leadership and performance beyond expectations*. Collier Macmillan, 1985.
- [6] T. A. Robbins, S. P., & Judge, *Organizational culture*. 2007.
- [7] Z. A. L. Sadeghi, A., & Pihie, "Transformation Leadership and its Predictive Effects on Leadership Effectiveness," *Int. J. Business Soc. Sci.*, vol. 3, no. 7, 2012.