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LECTURER PERFORMANCE: THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE, WORK ENVIRONMENT, COMPENSATION, AND INSTITUTIONAL TRANSFORMATION

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ABSTRACT

This study aims to test and analyze the influence of transformational leadership style, work environment, compensation, and institutional transformation on the performance of lecturers at the Mandala Institute of Technology and Science. This study uses a quantitative approach. Data analysis uses descriptive statistical analysis and inferential statistical analysis that describes a certain characteristic or feature of a phenomenon that occurs and makes conclusions or generalizations about the population based on sample data. The sample used was 48 lecturers at the Mandala Institute of Technology and Science. The results of the study indicate that compensation affects lecturer performance, while transformational leadership style, work environment, and institutional transformation do not affect lecturer performance. The implications of this study indicate that increasing compensation can significantly improve lecturer performance at the Mandala Institute of Technology and Science, so it is important for institutions to focus on fairer and more adequate compensation policies. Conversely, improvements in transformational

leadership style, work environment, and institutional transformation need to be adjusted to the specific context and needs of lecturers in order to have a more significant impact on performance.

KEYWORDS

Transformational Leadership Style, Work Environment, Compensation, Institutional Transformation, Lecturer Performance.

INTRODUCTION

Lecturer performance in Indonesia refers to several important regulations and laws, such as Law of the Republic of Indonesia No. 12 of 2012 concerning the role of lecturers in implementing the Tri Dharma of Higher Education and Government Regulation No. 4 of 2014 concerning lecturer performance. Lecturer performance can be identified from education and teaching, research, and community service. Lecturer performance is assessed from their ability in teaching, research, and community service. Lecturer performance must meet the established competency standards, including pedagogical skills, academic expertise, and professional attitudes. Lecturers are also expected to have professional certification that demonstrates their competence. Lecturer performance is measured by their contribution in these three aspects, which must be balanced and complementary. on the Implementation of Higher Education and Management of Higher Education which regulates the implementation of higher education and management of higher education, including lecturer performance. Lecturer performance is evaluated

based on an assessment of their competence, professionalism, and contribution to the development of higher education institutions.

Lecturers' performance is generally evaluated based on their abilities in teaching, research, and community service (Wahyudi, 2022). This evaluation also includes involvement in academic activities and contributions to the institution. Lecturers are expected to meet competency standards set out in laws and regulations. These include pedagogical, academic, and professional competencies. The quality assurance process of higher education in Indonesia focuses on improving the quality of teaching, research, and community service (Sulistyan, 2020). Lecturers are expected to contribute to achieving and maintaining high quality standards (Diez et al., 2020). Professional certification and professional development are an important part of assessing lecturer performance. Lecturers are expected to continuously update their skills and knowledge to remain relevant in their fields. Overall, lecturer performance is measured by the extent to which they fulfill their obligations and responsibilities

in accordance with applicable legal provisions, and how they contribute to the development of higher education in Indonesia.

The Mandala Institute of Technology and Science (ITSM) which operates under LLDIKTI Region VII East Java benefits greatly from the guidance and supervision of the institution. LLDIKTI ensures that ITS Mandala complies with the higher education standards set by the Ministry of Education, Culture, Research, and Technology. This support is very important to maintain the quality of education, attract quality prospective students, and improve the reputation of the institution through a good accreditation process. Cooperation with LLDIKTI also allows ITS Mandala to adapt to changes in the world of higher education, maintain competitiveness through training and capacity building for lecturers and administrative staff. With this support, ITS Mandala can collaborate with various parties, enrich students' learning experiences, and encourage innovation in research and teaching. This allows ITS Mandala to continue to grow and contribute significantly in producing superior graduates in the fields of technology and science and play an active role in national development.

Measuring the performance of lecturers at ITS Mandala is very important to do. The most significant impact if lecturer performance is not immediately evaluated is a decrease in university accreditation (Wahyudi, 2020), as well as an impact on the development and progress of universities (Jufrizen et

al., 2020). In the study of Razak et al. (2016) showed that suboptimal lecturer performance has a negative impact on student academic achievement and the quality of education. Mukminat research (2021) discusses how poor lecturer performance can reduce the quality of education and affect students' learning experiences. Lecturer performance is influenced by several factors, including organizational culture, work environment, organizational commitment (Asi et al., 2021), motivation, organizational climate (Jufrizen et al., 2020), quality of work life, compensation (Mardikaningsih & Darmawan, 2022), institutional transformation (Muwaffiqillah & Ningtyas, 2023) and transformational leadership (Iqbal, 2021). From the results of observations that the performance of lecturers in ITSM, the dominant factors are transformational leadership, work environment, compensation, and institutional transformation. However, among these factors there is still inconsistency in the findings of previous studies (research gap).

There are several research gaps in research on the relationship between variables and lecturer performance. In terms of transformational leadership, most studies (Edi, 2023; Nurmansyah, 2016) show a positive influence on lecturer performance, but there are inconsistent results where Cahyono et al. (2020) and Ardiansyah & Awaloedin (2021) found that the influence was not significant. For work environment variables, most studies (Pangarso & Ramadhyanti,

2017; Wahyuningsih, 2018) stated a positive impact, but more recent studies (Rennie et al., 2024; Eryana, 2016) show that the work environment does not have a significant effect on lecturer performance, because other factors such as intrinsic motivation are more dominant. In terms of compensation, there are studies that show a positive impact (Heryati, 2017; Caron & Markusen, 2016), but there are also studies that emphasize other factors such as job satisfaction and commitment as the main determinants (Djamarah, 2010; Nadhifah & Susilawati, 2022). In addition, research on institutional transformation also shows varying results, with some studies identifying a positive impact (Rahmawati & Rosa, 2023), while others show an insignificant impact (Harsono, 2017; Mardiana, 2020). Finally, studies on the simultaneous influence of transformational leadership style, work environment, compensation, and institutional transformation also produce mixed findings, with some studies (Al-Mahdy et al., 2016; Kusumayanti et al., 2020) finding a significant effect, but others stating that the combined effect is not always significant (Rifani et al., 2023; Rifkhan, 2018). This research gap indicates the need for further research to explain the inconsistencies in findings and identify other factors that may influence lecturer performance.

Based on the identification of research gaps, the steps that can be taken are to further research focusing on the context of institutional transformation, exploration of the physical and non-physical work

environment, compensation that focuses on financial and non-financial aspects such as career development opportunities, relationships with leaders, and working conditions of lecturers, as well as transformational leadership that plays a role in improving individual and team performance in an institutional environment that has been transformed. The purpose of this study is to test and analyze the influence of transformational leadership style, work environment, compensation, and institutional transformation on the performance of lecturers at the Mandala Institute of Technology and Science. The benefits of research for the Mandala Institute of Technology and Science in strategic decision making, especially in leadership policies, resource allocation, and lecturer development, as well as improving the work environment to improve lecturer performance and welfare. For the academic community, the results of this study provide insight into improving the quality of teaching and professional development of lecturers, so that they can contribute better to the institution. In addition, this study also provides a basis for further research related to the factors that influence lecturer performance and can develop theories about leadership, work environment, and compensation in higher education.

METHODS

This research is an explanatory research with a quantitative approach. This research was conducted at the Mandala Institute of Technology and Science located at Jl. Sumatra No.118-120, Tegal Boto Lor,

Sumbersari, Summersari District, Jember Regency, East Java, Indonesia. The sample was 48 lecturers at the Mandala Institute of Technology and Science. The research variables consist of independent variables in the form of transformational leadership style, work environment, compensation, and institutional transformation. The dependent variable is lecturer performance. The indicators used to measure transformational leadership style are charismatic, inspirational motivation, intellectual involvement, and individual influence (Bass, 1985; Robbins, 1998). The indicators used to measure the work environment are the availability of work facilities, work atmosphere, relationships between lecturers, relationships with leaders, and job security (Dessler et al., 2015; Schein, 1985). Compensation is measured using indicators such as salary, incentives, development opportunities, and competency suitability (Mondy & Noe, 1996; Schuler & Jackson, 1996). Institutional transformation is measured using indicators of pride, infrastructure improvement, work standard improvement, vision

adjustment, and new work culture (Scott, 2001; Meyer & Rawon, 1997). Lecturer performance is measured using understanding of vision and mission, quality of learning, quality of research, quality of service, discipline, motivation, and cooperation (Mulyasa, 2007; Sudjana, 2005). Data analysis techniques use descriptive and inferential analysis. Descriptive statistical analysis to see the general picture of respondents from the data that has been taken. Inferential statistics in the form of classical assumption tests (normality tests, multicollinearity, and heteroscedasticity), multiple linear regression analysis, coefficient of determination, and hypothesis testing.

RESULTS

The respondents of this study were 48 permanent lecturers at the Mandala Institute of Technology and Science. The characteristics of the respondents were analyzed based on gender, age, length of service and recipient of the serdos. The details are described in table 1 below:

Table 1. Respondent Characteristics

No	Respondent Characteristics	Frequency	Percentage
1	Gender		
	Man	31	65%
	Women	17	35%
2	Age		
	20-30 year	11	23%
	31-40 year	10	21%
	41-50 year	11	23%
	51-60 year	10	21%
	More than 60 years	6	12%
3	Work Period		
	0-5 year	20	42%
	6-10 year	7	15%
	More than 10 years	21	43%
4	Education		
	S2	37	77%
	S3	11	23%
5	Certification Allowance Recipients		
	Received	23	48%
	Not Received	25	52%

Source: Data Processed (2024)

Respondent characteristics in table 1 show that lecturers with male gender are 65%, while female are 35%, this means that male lecturers dominate over female. Judging from the age of the lecturers is quite varied with the largest number of lecturers aged 20-30 years and 41-50 years, namely 23%, followed by 31-40 years and 51-60 years by 21%, while the age above 60 years is only 12%. Judging from the highest length of service, namely above 10 years by 43%, followed by 0-5 years by 42%, and 6-10 years of service by 15%. Judging from the level of education, that lecturers with doctoral education are 23%, while with master's education 77% indicate the need for efforts to improve academic qualifications to improve lecturer performance and institutional reputation. Through qualification enhancement programs, professional development, achievement recognition, and improvement of learning quality, Mandala Institute of Technology and Science can create a more competitive and high-quality academic environment. Judging from

the recipients of the serdos, that lecturers who have received serdos are 48%, while those who have not are 52% indicate the need to encourage more lecturers to obtain certification. By increasing the number of certified lecturers through training programs, administrative support, incentives, and periodic evaluations, Mandala Institute of Technology and Science can improve the quality of teaching, institutional reputation, and student satisfaction. Implementation of these strategies can help create a more professional and high-quality academic environment.

Instrument testing in this study was conducted by conducting validity and reliability tests. The instrument is declared valid if the calculated r value is more than 0.3, and is declared reliable if the cronbach's alpha value is more than 0.60. The results of the validity and reliability tests of this research instrument are described in table 3 as follows:

Table 2. Validity and Reliability Test Results

No	Instrument	r test	Cronbach's Alpha	Information
1	Transformational Leadership Style		0,855	Reliable
	Charisma	0,860		Valid
	Inspirational Motivation	0,874		Valid
	Intellectual Engagement	0,741		Valid
	Individual Influence	0,870		Valid
2	Transformational Leadership Style		0,796	
	Charisma	0,773		Valid
	Inspirational Motivation	0,781		Valid
	Intellectual Engagement	0,688		Valid
	Individual Influence	0,845		Valid
3	Transformational Leadership Style	0,619		Valid
	Compensation		0,645	Reliabel
	Salary	0,551		Valid
	Incentives	0,750		Valid
	Opportunity to Grow	0,634		Valid
4	Competency Match	0,711		Valid
	Institutional Transformation		0,830	Reliabel
	Sense of Pride	0,750		Valid
	Infrastructure Improvement	0,787		Valid
	Work Standard Improvement	0,826		Valid
	Vision and Mission Adjustment	0,708		Valid
5	New Work Culture	0,789		Valid
	Lecturer Performance		0,720	Reliabel
	Understanding of the Institute's Vision and Mission	0,428		Valid
	Learning Quality	0,753		Valid
	Research Quality	0,462		Valid
	Service Quality	0,704		Valid
	Discipline	0,741		Valid
	Motivation	0,678		Valid
Cooperation	0,585		Valid	

Source: Data Processed (2024)

The results of the validity and reliability test in table 2, transformational leadership style is measured using 4 indicators showing that the calculated r value is more than 0.30 and the cronbach's alpha value is above 0.60, so it can be concluded that the indicators used to measure transformational leadership style are valid

and reliable. The work environment indicator is measured using 5 indicators with the overall test results showing a calculated r value of more than 0.30 and a cronbach's alpha value above 0.60, so it can be concluded that the indicators used are valid and reliable. The compensation indicator is measured using

4 indicators, showing that the calculated r value is more than 0.30 and the cronbach's alpha value is above 0.60, so it can be concluded that all compensation indicators are valid and reliable. The institutional transformation indicator is measured by 5 indicators with a calculated r value of more than 0.30 and a cronbach's alpha value above 0.60, so it can be concluded that all indicators are valid and reliable. The indicators used to measure lecturer performance are 7 indicators with a calculated r value of more than 0.30 and a Cronbach's alpha value above 0.60, this indicates that all lecturer performance indicators are valid and reliable. Overall, the indicators used to measure transformational leadership style, work environment, compensation, and institutional transformation are

appropriate and reliable indicators to measure the variables. It is also concluded that the indicators used to measure all variables are variables that have high certainty, if measured at another time they do not show significant differences.

The next stage in the data analysis process is to conduct a classical assumption test. This classical assumption test is carried out because it is a requirement that must be met in using multiple linear regression analysis techniques. The classical assumption tests carried out in this study include normality tests, multicollinearity tests, and heteroscedasticity tests. The results of the classical assumption tests will be described below.

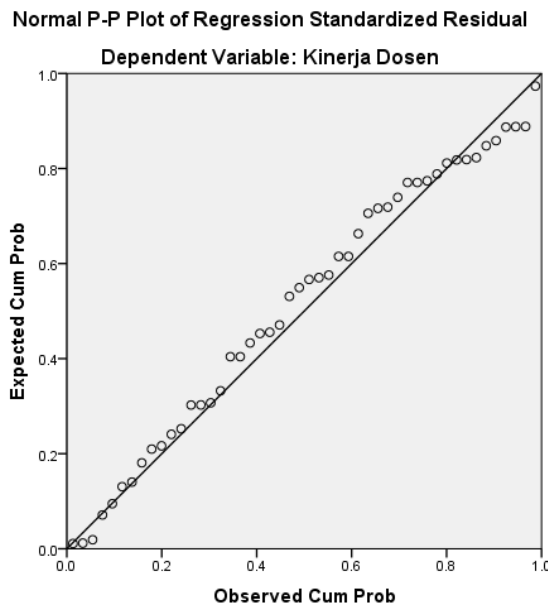


Figure 1. Data Normality Test Results

Source: Data Processed (2024)

The Normal P-P plot of Regression Standardized residual shows the distribution of data (points) around the line and follows the direction of the diagonal line of the graph so that the regression model meets the assumption of normality.

Table 3. Results of Multicollinearity Test Analysis

No	Independent Variable	Collinearity Statistics	
		Tolerance	VIF
1	Transformational Leadership Style	0,431	2.319
2	Work Environment	0,445	2.246
3	Compensation	0,499	2.005
4	Institutional Transformation	0,423	2.363

Source: Data Processed (2024)

Based on the table above, it can be concluded that the tolerance value > 0.10 means there are no symptoms of multicollinearity and the VIF value < 10.00 means there are no symptoms of multicollinearity.

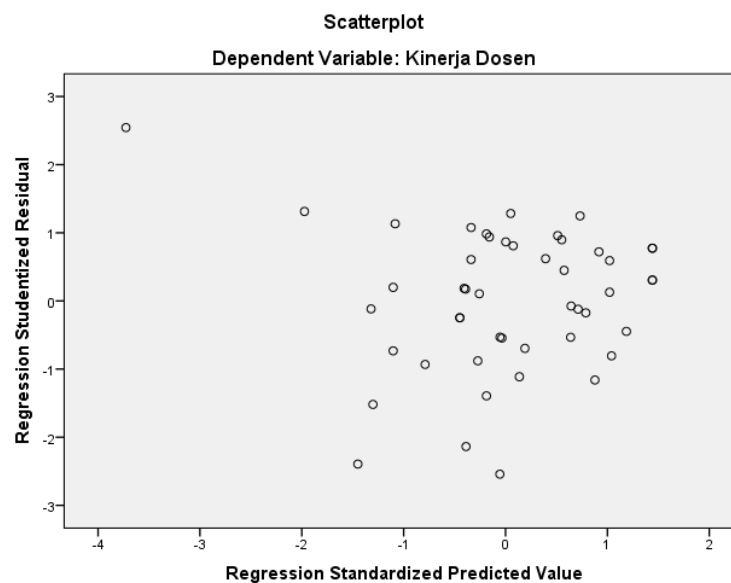


Figure 2. Results of Heteroscedasticity Testing

Source: Data Processed (2024)



The Scatterplot Graph shows the distribution of data (points) above and below or around the number 0. The distribution of data points is also not patterned. Thus it can be concluded that there is no heteroscedasticity problem, so that a good and ideal regression model can be met.

This study uses a multiple linear analysis approach to determine the relationship between five variables

consisting of transformational leadership style, work environment, compensation, institutional transformation, and lecturer performance. By utilizing the help of SPSS Statistics 22 software, the results of multiple linear regression output were obtained so that the linear regression model obtained was:

Table 4. Regression Analysis

No	Pengaruh Antar Variabel	b	t	Sig	Hypothesis
1	Constant	16,801			
2	Transformational Leadership Style -> Lecturer Performance	0,375	1,550	0,128	Rejected
3	Work Environment -> Lecturer Performance	-0,028	-0,131	0,897	Rejected
4	Compensation -> Lecturer Performance	0,623	2,417	0,020	Accepted
5	Institutional Transformational -> Lecturer Performance	-0,108	-0,548	0,586	Rejected

Source: Data Processed (2024)

The results of the hypothesis testing show that the significance value of the influence of transformational leadership style on lecturer performance is more than 0.05 (b = 0.375, sig. 0.128), so it can be concluded that leadership style does not have a significant effect on lecturer performance (hypothesis 1 is rejected). The influence of the work environment on lecturer performance shows that the significance value is more than 0.05 (b = -0.028, sig. 0.897), so it can be concluded that the work environment does not have a significant effect on lecturer performance. The effect of compensation on lecturer performance shows the

results of the analysis with a significance value of less than 0.05 (b = 0.623, sig. 0.02), so it can be concluded that compensation has an effect on lecturer performance. The effect of institutional transformation on lecturer performance shows that the significance value is more than 0.05 (b = -0.108, sig. 0.586), so it can be concluded that institutional transformation does not have a significant effect on lecturer performance.

DISCUSSION

The Influence of Transformational Leadership Style on Lecturer Performance

The results of the data analysis show that transformational leadership style does not have a significant effect on lecturer performance. This means that the transformational leadership style applied at the Mandala Institute of Technology and Science does not have a significant impact on lecturer performance. Leadership style in this case is measured using 4 indicators, namely charisma, inspirational motivation, intellectual involvement, and individual influence.

From the results of the analysis per indicator used to measure transformational leadership style, there are priorities from the results of the respondents' answers. All of these indicators are linked to lecturer performance indicators such as understanding the institution's vision and mission, quality of learning, quality of research, quality of service, discipline, motivation, and cooperation. The main priority is intellectual involvement. Intellectual involvement, which encourages lecturers to think critically and creatively, should contribute to improving the quality of learning and research. However, the data shows that this does not happen, this may be due to various factors such as lack of facilities and support, high workload. Likewise, the quality of research requires adequate infrastructure support, funds, and collaboration that may not be fully influenced by leadership style alone. The relationship between intellectual involvement and understanding the institution's vision and mission also needs to be considered. Although lecturers are encouraged to

think more deeply and creatively, without a clear understanding of the institution's vision and mission, these efforts may not be in line with the overall goals of the institution. In this case, efforts to improve lecturer performance through intellectual engagement need to be accompanied by effective communication regarding the institution's vision and mission. The demographic factors of lecturers at the Mandala Institute of Technology and Science show a dominance of male lecturers (65%) compared to female (35%), with lecturers' ages quite varied, the majority being in the age range of 20-30 years and 41-50 years (23% each). In addition, the length of service of most lecturers is above 10 years (43%). This variation in age and length of service reflects the diversity of experiences and backgrounds, which can be valuable capital in improving performance through collaboration and motivation. However, although intellectual engagement is expected to improve cooperation and motivation. Thus, although intellectual engagement as the main indicator of transformational leadership style is expected to be able to improve various aspects of lecturer performance, the reality in the field shows different results. This shows the need for a more holistic and integrated leadership approach, which does not only focus on one aspect of leadership but also considers various contextual factors that affect lecturer performance. In addition, further evaluation is needed to understand the obstacles that cause the

insignificant influence of intellectual involvement on lecturer performance.

Transformational leadership style does not have a significant effect on lecturer performance at the Mandala Institute of Technology and Science can be analyzed through the Job Demand-Resource (JD-R) theoretical framework. According to JD-R, the balance between job demands and job resources affects employee performance and well-being. In this context, although transformational leadership aims to provide job resources in the form of inspiration and motivation, the results of the study indicate that these resources may be insufficient or inappropriate for the job demands faced by lecturers. Lecturers face high job demands such as teaching, research, and community service, which require specific resources such as administrative support, adequate research facilities, and professional development programs. If these resources are not available or are not optimal, then the influence of transformational leadership cannot be fully utilized to improve lecturer performance. Therefore, institutions need to re-evaluate the balance between job demands and the resources provided to create a work environment that supports optimal performance.

The results of this study are supported by research written by Edi (2023), Susanto and Sukmawati (2017). In their research, leadership style has a significant influence on employee performance. This means that the way a leader leads, how a leader motivates, directs,

and interacts with his subordinates can directly affect how well employees work and achieve organizational goals. The results of Edi (2023) study show that when leaders apply the right leadership style according to the situation and needs of employees, this can increase employee job satisfaction, loyalty, and work enthusiasm, which ultimately improves performance. Research by Susanto and Sukmawati (2017) states that effective leadership has a direct influence on lecturer performance but also affects other factors such as work motivation, work environment and compensation.

The Influence of Work Environment on Lecturer Performance

The results of the hypothesis test show that the work environment does not affect the performance of lecturers. This result means that a good work environment does not play an important role in improving the performance of lecturers at the Mandala Institute of Technology and Science. The work environment is measured using 5 indicators, namely work atmosphere, work facilities, relationships with leaders, relationships between lecturers, and job security.

One of the indicators that is a top priority in measuring the work environment is job security. To understand the impact of job security on various aspects of lecturer performance, we can relate it to lecturer performance indicators such as understanding the institution's vision and mission, quality of learning, quality of

research, quality of service, discipline, motivation, and cooperation. Job security has the potential to increase lecturers' understanding of the institution's vision and mission. Lecturers who feel safe and stable in their jobs tend to be more involved in the institution's internal processes, including understanding and implementing the institution's vision and mission. However, even though there is a sense of security in work, this does not directly increase understanding of the vision and mission. Understanding the vision and mission requires more than just job security; it also requires effective communication and active involvement from the institution. In terms of learning quality, job security provides lecturers with a sense of comfort in carrying out their teaching duties without worrying about the security of their positions. This sense of security can encourage innovation and creativity in learning methods, which has the potential to improve the quality of learning. The quality of research can also be influenced by job security. A sense of security in work gives lecturers the freedom to explore research topics without fear of losing their jobs if they fail. Job security can help create an environment conducive to research. In the context of community service, job security can provide moral support and motivation for lecturers to engage in community service activities. To improve the quality of community service, lecturers also need time, resources, and strong institutional support, so job security alone may not be enough to address all of these needs. In terms of discipline, a sense of job

security can contribute to lecturer discipline, because they feel valued and recognized in a stable work environment. This discipline can be reflected in punctuality, compliance with institutional rules, and a high work ethic. Lecturer motivation can also increase with job security, because it provides a sense of security and stability. Lecturers who are not worried about losing their jobs are more likely to be motivated to achieve better performance. A safe work environment supports collaboration between lecturers, because it creates an atmosphere of mutual trust and support. Lecturers who feel secure in their positions tend to be more open to collaboration. The characteristics of the respondents show that the majority of lecturers are male (65%) with varying ages, the most in the age range of 20-30 years and 41-50 years (23% each). Lecturers with more than 10 years of service reached 43%, indicating stability in their jobs. However, these data indicate that other aspects besides a safe working environment, such as work experience, age, and gender, may also play an important role in determining the performance of lecturers at this institution. This suggests that in order to improve lecturer performance as a whole, a deeper approach that includes various factors other than just job security is needed.

The results of the study showed that the work environment did not play an important role in improving the performance of lecturers at the Mandala Institute of Technology and Science can be explained

through the job demand resource (JD-R) theory. According to JD-R, employee performance is influenced by the balance between job demands and available resources (job resources). In the context of the study, work environment indicators such as work atmosphere, work facilities, relationships with leaders and lecturers, and job security are considered as job resources. Ideally, these resources should support lecturers' performance by creating working conditions that allow them to work effectively and productively. However, the results of the study showed that even though the work environment had been taken into account, these factors did not significantly contribute to improving lecturers' performance. This raises questions about the relative roles of job demands and resources in this context. Even though job resources are available, other factors such as high job demands or strong intrinsic motivation may be more dominant in influencing lecturers' performance.

The results of this study are supported by research written by Asi et al. (2021), Indrasari (2017), and Panjaitan (2019) that there is a less conducive work environment with fellow lecturers, there is conflict, and lack of support/motivation from leaders and fellow lecturers because it can hinder the performance of lecturers according to. Therefore, it is important to pay attention to the work environment in considering the factors that influence lecturer performance.

The Influence of Compensation on Lecturer Performance

The results of the study indicate that compensation has a significant effect on lecturer performance. This result means that compensation plays an important role in improving the performance of lecturers at the Mandala Institute of Technology and Science. Compensation is measured using 3 indicators, namely salary, incentives, development opportunities, and competency suitability. The results of this study support previous research conducted by Septian (2001) which showed that compensation plays a positive role in improving performance.

Among the indicators studied in compensation, there is a top priority from the results of the respondents' assessment, namely the opportunity to develop. Opportunities to develop include various aspects such as advanced training, support for research and community service. When lecturers feel they have the opportunity to develop, they are more motivated to improve their performance in various aspects. One indicator of lecturer performance is an understanding of the institution's vision and mission. Opportunities to develop can deepen this understanding, because lecturers who continue to develop and receive training will better understand how the institution's vision and mission can be realized in daily practice. In addition, improving the quality of learning can be achieved through continuous training and professional development, which allows lecturers to continue to

update their teaching methods and adopt the latest technology in the learning process. The quality of research is also closely related to opportunities to develop. Lecturers who have access to training and resources that support research will be better able to produce quality scientific work. Likewise, in terms of the quality of community service, lecturers who continue to develop will be more creative and effective in implementing useful community service programs. The aspects of lecturer discipline and motivation can also be improved through opportunities to develop. Lecturers who feel appreciated and supported in their career development tend to be more disciplined and motivated in carrying out academic tasks. Finally, collaboration between lecturers can be strengthened through training and joint projects, which encourage collaboration and synergy between them. From the characteristics of the respondents, it can be seen that male lecturers dominate with a percentage of 65% compared to females at 35%. This indicates a certain gender dominance in the institution that may need to be considered in the lecturer development policy to be more inclusive. In addition, the varied age distribution of lecturers indicates generational diversity that also needs to be considered in career development programs. The age groups of 20-30 years and 41-50 years, each at 23%, showed different needs compared to other age groups, such as basic training for young lecturers and advanced training for more senior lecturers. The length of service of lecturers also varies

with the majority being over 10 years (43%) and 0-5 years (42%). Lecturers with longer service periods require development programs that focus more on skills enrichment and knowledge updating, while newly joined lecturers require more intensive orientation and mentoring programs.

The results of this study are in line with the job demand resource theory, which states that the availability of resources (in this case compensation) can reduce work pressure (job demands) and increase employee engagement and performance, in this case lecturers, so that they are able to achieve optimal performance in various aspects that are measured. The results of this study are in line with the job demand resource theory, which states that the availability of resources such as compensation can reduce work pressure and increase employee engagement and performance. By providing adequate compensation, lecturers have more resources to cope with job demands, thereby increasing their motivation, discipline, and quality of performance. Therefore, institutions need to pay attention to compensation policies to ensure that lecturers have the resources needed to achieve optimal performance in learning, research, and community service.

The results of this study are supported by research by Armanto and Gunarto (2020) and Anwar (2021) which states that compensation affects Lecturer Performance. Adequate and competitive compensation is an important factor in improving

lecturer performance. Educational institutions need to consider compensation policies that can improve lecturer welfare to achieve optimal performance. Anwar (2021) research shows that there is a positive and significant relationship between compensation and lecturer performance. Lecturers who receive good compensation, including salary, bonuses, and allowances, show higher performance in aspects such as teaching quality, research productivity, and contribution to the institution. Increased compensation can serve as a strong motivator for lecturers, which in turn improves their performance. This study emphasizes the importance of an effective compensation policy to support and improve lecturer performance.

The Influence of Institutional Transformation on Lecturer Performance

The results of the study indicate that institutional transformation does not have a significant effect on lecturer performance. This means that institutional transformation does not have a significant impact on lecturer performance at the Mandala Institute of Technology and Science. The indicators used to measure institutional transformation are pride, infrastructure improvements, work standard improvements, vision and mission adjustments, and new work culture. The results of this study have not been clearly supported by previous research results. The existence of this influence is contrary to the results of research conducted by Indriyani (2001) which states

that institutional changes will have an impact on performance.

Among several indicators used to measure institutional transformation, there is a top priority from the respondents' answers, namely pride. In this context, although pride in the institution can affect attitudes and motivation, it does not seem to be directly related to more concrete aspects of lecturer performance. Lecturer performance, as measured by understanding the institution's vision and mission, quality of learning, quality of research, quality of service, discipline, motivation, and cooperation, requires more than just pride in the institution. A deep understanding of the institution's vision and mission is influenced by effective training and internal communication rather than institutional transformation itself. The quality of lecturers' learning and research is also more influenced by available resources, opportunities for professional development, and support from management. The quality of community service, discipline, motivation, and cooperation are often the result of a conducive work culture and an appropriate incentive system, which are not directly connected to more structural institutional transformation. In addition, the characteristics of respondents in this study show the dominance of male lecturers compared to female. The influence of gender is a more significant factor in determining lecturer performance than institutional transformation, given that perceptions of institutional transformation and performance indicators can differ

between men and women. The varying age of lecturers also plays an important role. Younger lecturers may have different motivations and higher development needs compared to more senior lecturers, who may be more focused on stability and professional recognition. This age difference also suggests that performance improvement strategies should be tailored to the needs and characteristics of each age group. Lecturers' tenure also varies, with lecturers with longer tenure having more experience and expertise, but they may also be more resistant to change compared to newly joined lecturers. Therefore, performance improvement programs should consider how to integrate lecturers with different levels of experience and tenure, and how to maintain their motivation and engagement in achieving the institution's goals.

The results of the study showed that institutional transformation did not have a significant effect on lecturer performance in accordance with the Organizational Change Theory - Lewin proposed a change model involving unfreezing, changing, and refreezing to implement effective transformation and the Social Systems Theory - Parsons emphasized the importance of harmony and adaptation between various elements in the social system, including educational institutions.

The results of this study are supported by Tampubolon's research, (2020) that there are several negative impacts of institutional transformation, namely Discomfort, Resistance, Performance

disruption and Loss of trust. This disrupts the performance of lecturers because their focus is divided between new demands, namely carrying out the transformation process and their routine responsibilities. According to research by Muwaffiqillah, M. Ningtyas, Trimurti (2023), lecturer performance did not experience significant changes from the transformation of the Institution.

CONCLUSION

Based on this study, it can be concluded that transformational leadership style, work environment, and institutional transformation do not have a significant influence on the performance of lecturers at the Mandala Institute of Technology and Science. This shows that lecturers are not too influenced by aspects of charismatic leadership, physical and social work atmosphere, or institutional change. Lecturers prioritize factors such as compensation, professional development, and competency suitability in improving their performance. Compensation is the only variable that has a significant influence, where salary, incentives, development opportunities, and competency suitability are the main factors that motivate lecturers to improve performance. Motivational aspects that are personal or collective, such as leader attention, work atmosphere, interpersonal relationships, and changes in work culture, are not felt to have a significant direct impact on lecturers.

The limitation of this study lies in the focus that only covers lecturers at one institution, namely the Mandala Institute of Technology and Science, so that the results cannot be generalized to other institutions with different conditions. In addition, this study only measures identified variables and does not consider other factors that influence lecturer performance, such as intrinsic motivation or the external environment. For further research, it is recommended to expand the scope of the sample to other institutions and consider additional variables, such as job satisfaction, other leadership styles, and psychological factors that influence lecturer performance in more depth.

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