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EFFECTS OF TRANSFORMATIONAL LEADERSHIP, PERSONAL VALUE, JOB SATISFACTION ON LECTURER PERFORMANCE

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ABSTRACT

This paper aims to examine and analyze about the influence of transformational leadership on personal values, job satisfaction on lecturer performance in South Kalimantan. The sample used is a number of 145 respondents in South Kalimantan, Indonesia. The technique of sampling is stratified random sampling. Statistical analysis techniques used is Structural Equation Modeling (SEM) with AMOS 18 program. Results of the hypothesis in this study: (1) Transformational leadership has significant effect on the Personal Value. (2) Transformational leadership do not have significant effect on job satisfaction. (3) Personal Value has significant effect on job satisfaction (4) Job satisfaction has significant effect on the performance of the lecturer and (5) Personal values has significant effect on performance lecturer.

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Keywords: Transformational Leadership, personal values, job satisfaction., and lecturer performance.

INTRODUCTION:

Global issues and government policies, especially regarding higher education makes the competition in the field of education is getting tougher (Lickona 1991). Furthermore, competency of lecturers especially competence in the field of study, professional, social, personality, research and community service, becomes challenges today and in the future.

Lecturers are professional educators and scientists with the main task, transform, develop, and disseminate science, technology, and arts through education, research, and community service. This is reflected in Law No. 14 of 2005 on teachers and lecturers, as well as Government Regulation No. 37 of 2009 on lecturers. Increasing the professionalism of lecturers needs a good transformational leadership. Transformational leader encourages followers to think critically and creatively as well as affect the commitment of lecturers (Bass and Avolio, 1993, Curtis et al., 2001, and Mark 1999). Transformational leadership will generate commitment and higher staff satisfaction (Alimo et al., 2008, and Gill et al., 2010). Job satisfaction is a feeling that supports or does not support that lecturers experienced in working (Lock, 1976, Keith, 1985, and Mc Neese and Dona 1996)

In the next few sections, we review previous research on transformational leadership (Robin, 2009), personal values, and job satisfaction as a strategy for improving the performance of the lecturer, and then introduces the research methodology, including a description of the measurement used to test the hypothesis. After reviewing the results of the study, we suggest several important implications for managers and future research suggestions.

THEORETICAL RATIONALE AND HYPOTHESIS DEVELOPMENT:

Leader is a process of directing and influencing the activities related to the work of members of the group (Stoner 1996 and Schein 1991). Griffin (2006) leadership is the ability to gain followers. Subsequently raised by Maxwell a prominent leader in a particular group are easy to find, just noticed when people come together.

Bryman (1992) and Thomas (1993), transformational leadership as the new leadership, while Smith (1992) called it a breakthrough leadership. Yukl (2009), transformational leadership gives priority on organization member awareness about the valuable result achievement. Locke (1976) states that the assessment of an individual's work as an attempt to blend the mix or allow the achievement of working value are considered necessary by the related person.

Job satisfaction in Luthans Locke (1992), is defined as follows: Job Satisfaction as "measurable or positive emotional state the resulting from the appraisal of one's job or job experience". Job satisfaction reflects one's feelings toward his work, it is seen in a positive attitude of staff towards the job and everything he faced in the work environment. Job satisfaction by Gibson et al. (1997: 75) "Job satisfaction is an attitude that individuals have about their jobs. It result from their jobs, based on factors of the work environment, such as the supervisor's style, policies and procesurs, work group affiliation, working condition, and wage benefit".

Hui and Chuang (2004) stated performance assessment is the process of evaluating how well employees perform their jobs when compared against a set of standards and then communicate the information to the employee.

Griffin (2005) stated performance assessment is the evaluation of employee working performance in order to determine the extent to which employees do the job effectively. Assessment of performance by Kinman and Rusel (2001) is a formal system to assess and evaluate the performance of individual or team. Ivancevich proposes that performance evaluation is a formal system used to evaluate employee performance periodically as determined by the organization.

HYPOTHESIS:

Based on the background, problem formulation, review of the literature, thought process framework and conceptual framework, the formulation of the hypothesis in this study are as follows:

1. Transformational leadership has significant effect on the personal value.

2. Transformational leadership has significant effect on job satisfaction.
3. Personal values has significant effect on job satisfaction.
4. Job satisfaction has significant effect on the performance lecturer.
5. Personal values has significant effect on performance lecturer

RESEARCH METHODS:

PROCEDURE AND SAMPLES:

This study is all lecturers in South Kalimantan. Total lecturers in South Kalimantan that have been in functional positions is approximately 678 people. Taking into account the adequacy of the analysis, the research is done by simply taking a portion of the lecturer, or in other words the research sample. Hair (2010) says that the sample is a fraction of the number and characteristics of the population. What is learned from the sample, the conclusion will be applied to the population. In addition, the samples were applied to be really representative (represented).

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SAMPLE CHARACTERISTICS:

Of the 678 questionnaires distributed, 200 are considered useful, with a response rate of 61.3%. Respondents include slightly more women (53.7%) than men (46.3%) and the age ranged from 15 to 60 years (mean = 30.1 years, median = 28 years).

MEASUREMENT:

Based on several previous studies, Transformational Leadership Variables measuring Idealized influence or idealist effect (Mark, 1999, Friedman and Farber, 1992), Inspirational motivation (Intellectual stimulation, Individualized consideration (Gachter et al. 2000 and Homer and Kahle 1988) Personal Values measured by value as standard, dominance, Good citizens, Socio-Cultural, individual initiative (Kinman et.al 2001), Behavior lead to action (Pavet and Lau 1983) Job Satisfaction as a lecturer requires revenue earned in accordance with expectations. Performance is results in the quality and quantity term achieved by lecturer in performing duties in accordance with the responsibilities given (Smeenk et al. 2006). For all the questions, we used a Likert-type scale with seven points (1 - strongly disagree; 5- strongly agree).

ANALYSIS RESULTS:

RELIABILITY AND CONSTRUC VALIDITY:

Reliability test results of transformational leadership variable of 0.921, because the value of the 11-item reliability is greater than 0.6, meaning 11 items that make up the entire variable of transformational leadership is reliable (Ghozali, 2002 133). The results of the reliability test of organizational culture variables is 0.897, because the value of the 11-item reliability is greater than 0.6, it means that 11 items that make up the entire organizational culture variables is reliable (Ghozali, 2002 and Hair 2010). Reliability test results of personal value variable is equal to 0.919, as reliability values of 14 items is greater than 0.6, it means that 14 items that make up the entire value personal variables is reliable (Ghozali, 2002 and Hair, 2010). The results of the reliability test of variable job satisfaction is 0.894, because the value of the reliability of the 12 items is greater than 0, 6, meaning 12 items that make up the entire job satisfaction variable is reliable (Ghozali, 2002 and Hair, 2010). The results of the reliability test of organizational commitment variable is 0,833, because the reliability value of 7 items is greater than 0.6, meaning 7 items available forming that all variables of organizational commitment is reliable (Ghozali, 2002 and Hair, 2010). Reliability test results of lecturer performance variables is 0.905, because the value of the reliability of the 20 items is greater than 0.6, it means that 20 items that make up the entire variable of lecturer performance is reliable.

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**HYPOTHESIS TESTING:
 STRUCTURAL MODELS:**

Based on the transformational leadership formulation model analysis result, organizational culture, personal values, job satisfaction, organizational commitment and lecturer performance after modification of indices. Hypothesis testing can be seen in the following figure (figure 1.1).

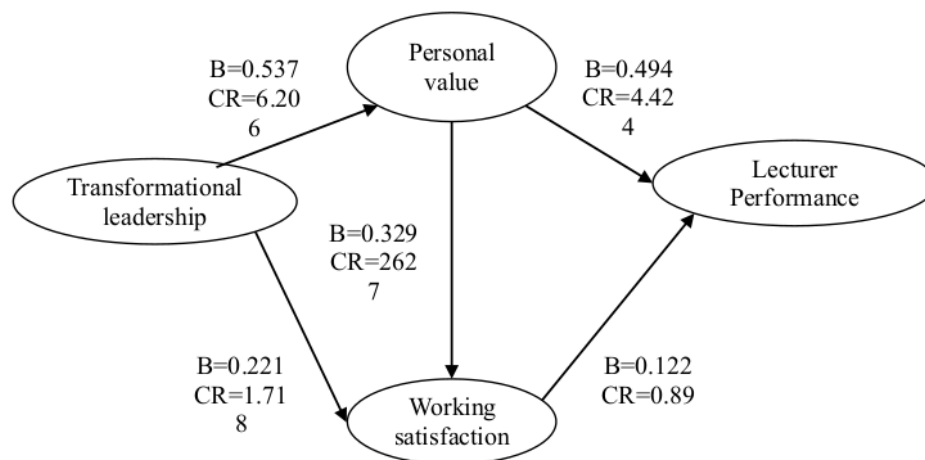


Figure 1. Structural Formulation

Based on Table 1.1 goodness of fit index, it can be seen that all the parameters of Chi square, the probability of error, GFI, AGFI, TLI, CFI is already qualified thresholds recommended by AIMS.

Table 1.1: Goodness of Fit Index

Goodness of Fit Index	Cut-off Value	Model Result	Notes
Chi-square	Hopefully small 13	301.627	X ² table with df=276 is 315748 X ² count (301.627)<X ² table (315.748)=already fit
Prob.	≥0.05	0.276	Significant
GFI	≥0.90	0.929	Significant
AGFI	≥0.90	0.911	Significant
TLI	≥0.95	0.969	Significant
CFI	≥0.95	0.974	Significant
RMSEA	≥0.08	0.041	Significant

Source: Data processed

Based on table 1.1. it can be described the results of hypothesis testing as follows :

- Hypothesis one (H1) stated that transformational leadership significantly influence personal value. Path coefficient of 0.537 with C.R. value of 6.206 is greater than 1.96, meaning that transformational leadership significantly influence personal value. So hypothesis one (H1) which stated that transformational leadership significantly influence personal value is received.
- Hypothesis two (H2) stated that transformational leadership significantly influence job satisfaction. Path coefficient of 0.223 with C.R. value of 1.738 is smaller than 1.96, meaning that transformational leadership is not significantly influence job satisfaction.

3. Hypothesis three (H3) states that personal values have a significant effect on job satisfaction. Path coefficient of 0.329 with C.R. value of 2.627 is greater than 1.96, meaning that personal values have a significant effect on job satisfaction. So the hypotheses three (H3) which states that personal values have a significant effect on job satisfaction is received.
4. Hypothesis four (H4) stated that job satisfaction significantly influence the performance of lecturers. Path coefficient of 0.122 with C.R. value of 0.89 is smaller than 1.96, meaning that job satisfaction has no significant effect on the performance of the lecturer. So the hypotheses four (H4) which stated that the job satisfaction significantly influence the performance of lecturers is rejected.
5. Hypothesis five (H5) states that job satisfaction significantly influence the performance of lecturers. Path coefficient of 0.122 with C.R. value of 0.89 is smaller than 1.96, meaning that job satisfaction has no significant effect on the performance of the lecturer. So the hypotheses four (H4) which stated that the job satisfaction significantly influence the performance of professors is rejected

DISCUSSIONS:

The idealistic influence and inspirational motivation are able to encourage, motivate and influence values as standards and initiative for lecturer in South Kalimantan and this can be seen in performing tasks with initiative and understand what tasks must be done to improve performance in times of changes and the development of demands of modern society today with so high competition.

Idealistic influence and inspirational motivation is capable and influence good citizenship and socio cultural values of the lecturer tasks and it can be shown from active communication in order to avoid internal conflicts and intertwining relationships in team between lecturers whose main goal is running the profession and improve the performance during those changes and demands of the era as well as changing in the education field and development of science and technology today. Here is the strength in performing the task as educator in advancing the nation during the global competition. Transformational leadership do not have significant effect on job satisfaction. It means that the existence of lecturer solely to gain status while job satisfaction gained from other income sources are much larger than the business when compared with the salaries of tenured lecturer of foundation, especially when the the related lecturer has performed Haji or Umrah, the level of satisfaction work is met from the religious side.

Promotion will be prosecuted and justice is expected to change greatly. The influence of the idealist and inspirational motivation have no significant effect on the working environment, and the promotion of justice. This is understandable because the vision, mission and goals of institutions which were so high will creating demand for lecturers so as making high level of stressing and this will impact the environment. On the other hand, it also requires the promotion or position, in this demanding greater positions budgetary and increment on income for all lecturers in order to carry out their duties, and therefore contributes to a decrease in job satisfaction in an environment where the service is run.

Personal value has a significant effect on job satisfaction. The results of this study support previous research result conducted by Aurik Gustamo 2012 and Anita Sivianita, stating Personal Values, Leadership Styles and Organizational Culture on Employee Satisfaction obtain findings that personal values, leadership styles and organizational culture has a positive relationship with job satisfaction. Value can be used to measure the behavior of individuals within the organization who becomes the object but can also determine the value of a situation, the existence and behavior of individuals within the organization. In fact, not only of individuals and organizations who becomes the object but pattern of behavior will determine the value of all the circumstances, the existence and behavior which is clear and unequivocal, there must be strict barrier where something can be said as value and vice versa which is not a value.

Developing personal value for lecturer, which should be done among others, has high analytical skills and extensive knowledge, meticulous, observant and careful knowledge and able to trace information quickly and sort out alternative decisions by understanding the consequences that result from decisions taken. Lecturers who succeeded in developing the personal value can increase satisfaction in the work, because based on Frederick Herzberg's two-factor theory, job satisfaction can occur because the

individual has completed his responsibilities. The fulfillment of responsibility that lecturer given can occur if the lecturer have high analytical skills and extensive, meticulous, observant and careful knowledge and able to browse the information that is fast and sort out alternative decisions.

Personal values of a lecturer can be developed with willingness to help when colleagues at Majors / Programs require assistance related to the task as a lecturer, and be able to follow the rules and policies applicable in carrying out duties as a lecturer (Rokeach 1973). Willingness to follow the rules and policies applicable embodies organizational commitment, because as stated by Ellen and Mayer (1993), the action is a binding between individuals with an organization, ideas or project that realized in dedicated himself to the achievement of the organization's mission statement and according to Griffin (2005), organizational commitment is an attitude that reflects the extent to which an individual knows and bound to the organization. It means that the bigger the ability to implement laws and policies that applied, the bigger and the lecturer to the organization (the higher the commitment).

Job satisfaction has no effect on organizational commitment. This means that lecturer organizational commitment is not specified and not influenced by lecturer job satisfaction, because job satisfaction does not occur because of the entry to the organizations (institutions) but because of outside income that was even greater when compared to the status as a lecturer in South Kalimantan. Justice with the division of tasks, and mentally challenging work has not been able to encourage increased affective commitment of the lecturer in carrying out the task. Inner feeling that enjoy the title as a lecturer, justice in division of tasks is in accordance with the educational background, demanded work that always follow the changes and developments as well as the ability to think to always improve insight in the development and mastery of science and technology that should affect the sense of pride as a part of the institution in charge. Pride as part of its duties and powers as lecturer is reflected in the low task in hand at Tridharma of college where lecturers in charge, such as low lecturer research which should be study each semester.

Job satisfaction has no significant effect on the performance of the lecturer. Means the effect of job satisfaction on the performance is appropriate with Government Regulation 19/2005 on lecturers and the Decree of the Minister No. 38 on functional positions of lecturers and the numerical value of credit that has no effect on performance of the lecturer. This implies that the level of job satisfaction is enjoyed, it has little effect on the performance of the lecturer achievement in foundation in South Kalimantan.

Justice obtained in the line of duty, and mentally challenging work, have no significant effect on the workload of lecturer in the foundation where the lecturer is in charge. Feeling proud as a lecturer, fairness in carrying out duties is in accordance with educational background as well as rank and demand to always keep up with changing and the development of science and technology, pushing to increase professionalism in his daily duties as a foundation lecturer where the lecturer is in charge for the sake of institution and personal interest.

Lecturer workload such as in the Tridharma of college personally examined the low academic and non academic achievement that can be addressed through education and research assignments that at least commensurate with the 9 credits that carried out in related universities, the task of doing community service and the task of supporting at least is commensurate with 3 credits, the task of carrying out specific obligations for the professor at least commensurate with 3 credits each year and supporting tasks of Tridharma of college can be calculated its credit in accordance with its laws and regulations.

The influence of organizational commitment to the performance of lecturers has unidirectional relationship. This implies that the lecturers who have high organizational commitment, also have high lecturer performance. Instead, the lecturers who have a low organizational commitment, then the performance will be low. In general, foundation tenured lecturer organizational commitment in South Kalimantan is very high, and the performance of lecturer is good.

Affective commitment of lecturer able to encourage the increment in carrying out the obligations in accordance with the laws and regulations that should be implemented individually. Emotional attachment, feeling proud of being part of the institution in charge of the place, encourage lecturers to improve their competence, following the recent changes and developments in the field of science that is

relevant to its core functions, ready to do extra jobs in the interest of the institution where the program served. Self-development and personal initiative is reflected by the spirit of the lecturers to look for problems that can be expanded through community service, establishing cooperation with other institutions in conducting scientific research in the form of a journal loading with other universities.

CONCLUSIONS:

Transformational leadership significantly influence the personal value of transformational leadership applied through idealistic influence, inspiration, motivation, intellectual stimulation and individualized consideration able to affect the indicators in the personal value, that can be seen able improve performance, sense of responsibility as individuals to create value, improve relationships colleagues, and especially liked the profession as a lecture than any other profession. Transformational leadership has no significant effect on job satisfaction, due to the application through the influence of idealist, inspirational motivation, intellectual stimulation and individualized consideration that has hope, purpose, honesty, changes and developments in science actually have an impact on the high level of stressing and demands to achieve satisfaction related to the promotion gap that keeps on increasing. In one hand, the leader has not been able to fulfill it. Personal value has significant effect on lecturer job satisfaction.

Lecturers who have behavioral structure, have analytical ability, vertical and horizontal relationships are qualified and able to perform the task according to the rules that exist can increase satisfaction in the work, because it is based on two-factor theory of Frederick Herzberg and Maslow (1990) job satisfaction may occur because the individual can completed his responsibilities according to the field, based on the procedureoperational standards. Personal value has significant effect on organizational commitment. Personal value for lecturers who have the ability, confidence, common value both vertically and horizontally to an increasingly, that has more moral and can affect the integrity, will be able to embody and carry out their duties because of the individual bond with the organization both affectively, normatively and sustainable, confident about the future of the profession . Job satisfaction has no significant effect on the performance of the lecturer. The opportunity to express themselves on capabilities for self-development given the widest both promotion and creating conducive work environment, challenging work for lecturer in the foundation in South Kalimantan in particular have not been able to affect performance, especially in the field of research and dedication to the community and this is evidenced from not achieving the standard at least once each semester, let alone be included in accredited national and international journals, besides that lecturers had higher incomes outside lecturers and typical individual who receiving what it is because of the ability of religious. Organizational commitment of lecturer has significant effect on the performance of the lecturer.

MANAGERIAL IMPLICATIONS:

1. To improve the performance of foundation tenured lecturer Kopertis Region XI in South Kalimantan must begin by creating organizational commitment because organizational commitment able to improve the performance of foundation tenured lecturer Kopertis Region XI in South Kalimantan, and this is an important factor to achieving the vision of the institution where the lecturer in charge.
2. Institutions consistent with the intrinsic value of the lecturer by performing a policy of the institution in writing and understood by all parties, employ well-led, and apply the rules that have been approved by the statute.
3. Improve the function of informatics, especially with regard to the appreciation of the achievements of the institution lecturer.

LIMITATIONS:

This research is conceptually and theoretically been designed to answer the research with the rules, norms, procedures, and studies of the theories and the results of previous research which certainly very related and further specified by hypothesis. The hypothesis is then tested through methods that can be

accounted for. However, this study can not be separated from the limitations, it needs to be disclosed in order not to make interpretations that are not true so that it can be used as a reference for subsequent researchers.

1. This research was conducted for foundation tenured lecturer of PTS Kopertis Region XI in South Kalimantan, mostly still rank of assistant experts and teachers and many who do not get a professional allowance (lecturer certificate) without involving lecturer from the government in charge at the institution, while in measuring the level of job satisfaction and lecturer performance through personal value, there should be no difference, given the task of lecturer generally alike with performing the tasks of Tridharma in college.
2. The collection of questionnaire has been filled with a maximum tolerance of 2 (two) weeks. It was very concerned with the processing of data. In the field, it can not be spared because of busy life of respondents to the tasks of lecturer, either individually or in groups or other tasks, these conditions affect the time limit of filling questionnaire while approaching its end, a new questionnaire is filled and its impact the filling, and not focus so that the expected data sometimes biased.

FUTURE DIRECTIONS:

The results of research that **job satisfaction does not significantly influence the performance** of lecturers and this is an important finding to be studied in future research. Similarly, no significant effect of transformational leadership on job satisfaction of foundation tenured lecturer of Kopertis Region XI in South Kalimantan Indonesia, it is also interesting to be examined again.

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