

Improving Performance Through Transformational Leadership, Interpersonal Communication, And Work Motivation

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Abstract

This study aims to determine the efforts to improve lecturer performance through a study of the direct and indirect effects of transformational leadership, interpersonal communication, and work motivation. The selected sample amounted to 200 people by proportional random sampling with the Slovin formula. This study used a survey method with a path analysis approach followed by Sitorem's analysis.

The results of this study concluded that: (1) There is a positive effect of transformational leadership on lecturer performance with a value of $\beta_1 = 0.441$, (2) There is a positive effect of interpersonal communication on lecturer performance with a value of $\beta_2 = 0.304$, (3) There is a positive effect of work motivation on lecturer performance with a value of $\beta_3 = 0.164$, (4) There is a positive effect of transformational leadership on lecturers' work motivation with a value of $\beta_{31} = 0.516$, (5) There is a positive effect of interpersonal communication on lecturers' work motivation with a value of $\beta_{32} = 0.323$, (6) There is a positive influence of transformational leadership on lecturer work motivation with a value of $\beta_{21} = 0.746$, (7) There is a positive indirect effect of transformational leadership on lecturer performance through work motivation with a direct effect value (0.194) higher than the indirect effect value (0.085), so transformational leadership has a significant indirect effect on lecturer performance through work motivation, (8) There is no effect. Direct positive interpersonal communication on lecturer performance through work motivation with a direct effect value (0.092) higher than the indirect effect value (0.053), so interpersonal communication has a significant indirect effect on lecturer performance through work motivation.

Keywords : *transformational leadership, interpersonal communication, work motivation, and lecturer performance*

INTRODUCTION

In the research field, there are still very few lecturers who prepare a research proposal every year. Conducting research and contributing research results to the world of education and the wider community is a big hope. Lecturers as educators are eagerly awaited to provide ideas, studies, ideas for improving knowledge and providing

solutions to problems that develop in society. The low readiness to conduct research is also indicated by the low level of lecturers seeking information on research developments.

Keeping up with the development of research themes that are relevant to the condition of society and the development of research will improve the quality of research

results, for example by reading research journals from abroad. The measure of the quality of the research is how much the results of the research can be useful for solving problems in society. The development of an increasingly complex problem requires lecturers as scholars to continuously increase their contribution through the use of research results. The low interest in research is also shown by the lack of lecturers who take part in training to support research. From the survey results, it was found that more than half of the lecturers still rarely attended training that could support research.

Apart from performance in the field of education and research, the performance of lecturers in the field of service is still relatively low. More than half of the lecturers still rarely do community service. Community service is a form of real contribution from lecturers to society in various fields in accordance with their expertise that can help solve problems or improve community conditions. The still low level of community service can be interpreted by the lack of empathy by lecturers towards the development of social conditions in their environment.

Research on performance has been done a lot, including by Stefania Zlate, Gabriel Cucui (2015) which presents the motivation process in universities as a complex process, which leads to personnel performance only if the motivation mechanism is known and applied appropriately by university managers. The role of the manager in the university is to meet the targets / goals of the organization through its members. Therefore, motivation is a top priority for university managers. Developing an organizational strategy to motivate university employees is the main goal of today's organizational management to improve organizational performance. Furthermore, Myriam Chiniara, Kathleen

Bentein (2017) found the effect of servant leadership on team task performance and OCB services. Jana Kammerhoff, Oliver Lauenstein,

From some information, the results of preliminary research on the performance of private lecturers in Bekasi City provide an illustration of the low implementation of tridharma of private tertiary institutions in Bekasi City. The implementation of the tridharma of higher education is a measure of the performance of lecturers in the fields of education, research and community service. The better the implementation of the tridharma of higher education shows the good performance of the lecturers. Researchers are very interested in exploring the state of lecturer performance in Bekasi by conducting research on lecturer performance and the factors that affect the performance of private lecturers in Bekasi City. Some of the factors that the researchers examined on lecturer performance were transformational leadership, interpersonal communication and work motivation.

LITERATURE REVIEW

1. Performance

Luthan (2011: 165) defines performance as the quality and quantity of work of employees who have been charged. In this definition, quality is meant to improve competence and formulate plans to achieve goals. Lecturer competence in tertiary institutions has a positive impact on the achievement of targets for education delivery. The quality of target achievement in tertiary institutions will increase competitiveness against higher education. So increasing competence and planning are important elements in improving performance. The better at planning and improving the competence of lecturer performance, the better.

Jex and Britt (2008: 98) say: "job performance is the net of an employee's

effort as modified by abilities and role (or task) perceptions. Thus, performance in a given situation can be reviewed as resulting from the interrelationship ". According to this concept, kineria is an employee's perceptual effort. This means that effort will motivate individuals to successfully carry out tasks. While ability is an individual characteristic used to carry out tasks, and the role of perception refers to the direction in which each individual believes that they must channel their efforts towards the work at hand. In addition, Jex& Britt (2008: 100) also says: "job performance is caused by the interaction among abilities, motivation, and situational. factors that may facilitate or inhibit performance ". Performance is caused by the interaction between abilities, motivation, and situational factors that can facilitate or hinder performance. Performance is determined by ability, motivation, and situational factors. In this case work ability is a very important performance element, which is an opportunity for employees to show their performance in carrying out their duties and functions in the organization.

Rothmann (2003: 68-74) states that performance is how well employees perform tasks, initiative in solving problems, completing tasks, how to utilize existing resources, time and energy in completing. According to him, the ability to carry out and complete tasks, utilizing resources is an important factor in performance. The ability to carry out given tasks requires awareness. Awareness of the responsibilities given will encourage lecturers to build commitment in completing assignments. Then the ability of lecturers to complete assignments by utilizing resources will improve performance. The more capable of carrying out and completing tasks and being able to utilize resources, it can improve performance.

Cardy and Leonard (2011: 74) performance is the ability of lecturers to contribute to work in general. An important factor of performance is the ability to contribute to work. Contribution to work shows that lecturers understand their job responsibilities. The more contributing to work, the better the performance will be. The performance dimensions consist of: 1) Quality of Work, namely the quality of work achieved based on the requirements of suitability and readiness. 2) Quantity of Work Performed, namely the amount of work done in a specified time period. 3) Interpersonal Effectiveness, which concerns personality, leadership and personal integrity. 4) Competencies, namely the breadth of knowledge about work and skills. 5) Job Knowledge,

2. Transformational leadership

Stephen L. MacShane& Mary Ann von Glinow (2010: 371-378) states that transformational leadership is: a leader who changes his team or organization by creating, communicating, and becoming a model for his organizational vision and encouraging his subordinates to jointly fight for the vision. organization. Related factors are: 1) creating a strategic vision. 2) communicating the vision, 3) modeling the vision, 4) building commitment to the vision.

Robbins and Judge (2013: 416-418) state that transformational leadership inspires subordinates to remove their own interests for the good of the organization and has a great influence on their subordinates. The dimensions and indicators are described below:

- a. Dimensions of ideal influence with indicators: 1) giving a vision and mission, 2) pride, 3) respect, 4) trust
- a. Inspirational motivation dimension with indicators: 1) communicating expectations, 2) using symbols to focus

efforts, 3) stating important goals in a simple way.

- b. Intellectual stimulation dimension with indicators: 1. show intelligence, 2) rationality, 3) solve problems carefully.
- c. The dimensions of individual attention with the indicators: 1) give personal attention, 2) treat their subordinates individually, guide and advise.

Kreitner and Kinicki (2008: 66-68) assert that transformational leadership changes its subordinates by creating changes in their goals, values, beliefs and aspirations. The dimensions and indicators are described as follows:

- a. Inspirational motivation dimension with indicators: 1) increasing intrinsic motivation, 2) goal achievement orientation.
- b. Dimensions of ideal influence with indicators: 1) increase identification and trust
- c. The dimensions of individual attention with the indicators: 1) increasing identification and cohesion with members of the work group.
- d. The dimensions of intellectual stimulation with the indicators: 1) increasing self-esteem, eliminating self and personal interest in completing organizational goals, 2) increasing transformational leadership models.

Paul E. Spector (2008: 349-350) describes transformational leadership as a leader who is able to inspire others to accept the lofty goals of their organization and strive to achieve them. Leaders are able to express their vision and encourage them to achieve it. There are three related factors, namely: 1) charisma, 2) effectiveness and 3) influence.

Robbins (2008: 91) says that the best leader is to have transformational leadership traits. Leadership that provides conditional

rewards can be an effective leadership style. Leaders are generally most effective when they regularly apply the four dimensions of transformational behavior. Transformational leaders are more effective because they are more creative themselves, and are able to encourage their followers to be creative as well.

3. Interpersonal Communication

John R. Schermerhorn (2000: 507), states More formally, it is useful to think of interpersonal communication as a process of sending and receiving symbols with attached meanings from one person to another. These interpersonal foundations form the basis for discussing the larger issue of communication within the organization. Communication between humans is a process of sending and receiving symbols that contain messages from one person to another. The basic process between people forms the basis for the discussion of larger communication issues within an organization. Factors in interpersonal communication, namely: a) trust (trust), b) supportiveness (supportiveness), c) open attitude (open mindedness).

Leslie W. Rue and Lioyd L. Byars (2010: 40) suggest that "interpersonal communication is an interactive process between individuals that involves sending and receiving verbal and non verbal. Leslie W. Rue and Lioyd L. Byars stated that many factors interfere and cause failure in the interpersonal communication process. Several causes of communication failure are: a. different assumptions, b. differences in interpretation of the meaning of the word (semantic), c. differences in perception, d. emotions either before or during communication, e. negative listening habits, f. Inadequate communication skills, g. less feedback, and h. differences in interpretation in nonverbal communication.

Stephen P. Robbins and Mary Coulter (2004: 281) suggest that interpersonal communication is communication between two or more people. There are seven elements of the communication process, namely: a. Communication sources, b. Message, the intent to be conveyed, c. Encoding, converting messages into symbols, d. Channels, the media through which the message, e. Decoding, re-translating the sender's message, f. The recipient, and g. Feedback.

Fred Luthans (2011: 252) states "Interpersonal communication represents the Midleground between electronic media and information technology on the one extreme and nonverbal communication on the other, at the heart of the study of organizational behavior is interpersonal communication". Interpersonal communication becomes an intermediary between electronic media and communication technology on the one hand extreme communication and nonverbal communication on the other hand, the core of the study of organizational behavior is communication between humans. The factors that influence are 1) sending information, 2) receiving information, and 3) the existence of feedback.

Steven L. McShane and Mary Ann Von Glinov (2010: 112-113) state that effective interpersonal communication depends on the sender's ability to get messages and the performance of the receiver as an active listener. The factors he put forward are: a) empathy, a person's ability to understand, sensitive to other people's feelings, thoughts, and situations, b) repeat messages: repeat important points several times, c) use time effectively: messages that compete with messages other, d) noise, so that the recipient is not disturbed by anything else, and is descriptive, focusing on the problem, not the person.

James L. Gibson, et al. (2006: 439)

states: "Interpersonal communication is the primary means of managerial communication: on a typical day, over there fourths of a manager's communication occurs in face to face interaction". Interpersonal communication is the main way in managerial communication one day, usually more than a quarter of managerial communication occurs face to face. The factors that characterize it are: a) openness, b) honesty, c) feedback.

4. Work motivation

McClelland in Stephen P. Robbins (2008: 241-242) defines based on the theory of needs there are three important factors, namely: 1) achievement, 2) strength and 3) affiliation which will explain the theory of motivation. The need for achievement is the urge to issue, achieve something related to certain standards and to achieve success. The need for power is the need to get the other person to act as desired and not the other way around. The need for affiliation is the urge to make friends and build good interpersonal relationships.

McClelland's theory of needs. A theory that states achievement, power, and affiliation are three important needs that help explain motivation.

Need for achievement (nAch). The drive to excel, to achieve in relationship to set of standards, and to strive to succeed.

Need for power (nPow). The need to make others behave in a way in which they would not have behaved otherwise.

Need for affiliation (nAff). The desire for friendly and close interpersonal relationships.

Jason A. Colquit, Jeffery A. Lepine, and Michel J. Wesson (2009: 546-551) define motivation as a series of energetic

forces that come from within and outside the employee, initiate work efforts, and determine their direction, intensity and endurance. The factors related are: 1) internal strength, 2) self-confidence, 3) external strength, 4) the purpose of giving.

James L. Gibson, et.al. (2006: 65) states that motivation is a state in a person that encourages, activates or moves, and directs or channels towards certain goals. The factors that influence it are: 1) direct behavior, 2) response strength, and 3) behavior persistence.

Paul E. Spector (2008: 200) defines motivation as an internal state in a person related to certain behavior. One of the perspectives states the relationship between motivation and direction, intensity, and persistence behavior at the same time. Direction refers to a specific choice of behavior from a large number of existing behaviors. Intensity refers to the amount of effort a person makes to do his job. Persistence refers to an ongoing relationship. In another perspective, motivation requires awareness with the urge to achieve the same goal, human desire, need or drive.

Motivation is generally defined as internal state that induces a person to change in particular behavior. From one perspective, it has to do with the direction, intensity, and persistence of behavior intime.

Direction: Refer to the choice of specific behavior from a large number of possible behavior.

Intensity: refers to the account of effort a person expends at doing a task. Persistence: Referring to the continuing engagement in behavior overtime. In another perspective, motivation is to acquire or achieve concerned with the desire to achieve some goal: a person's wants, needs, or desires.

Wright (2004: 21-29) work motivation is the power to determine direction, intensity, and work persistence. Good work motivation will encourage lecturers to adjust the work direction set and do their work diligently. This situation then encourages lecturers to continue to improve their work performance. This shows that motivation encourages increased work performance. Important factors in work motivation according to Wright are the direction, intensity and work persistence. The more able to direct and increase intensity, be diligent in carrying out work-related activities, the higher the work motivation.

METHODS

This research was conducted using a survey method with a path analysis approach. The way to collect the data needed in this study is done through questionnaires and tests that have been prepared in advance. This study will examine the relationship between research variables, and measure the effect of one variable on another. In this study, there are four variables to be studied, namely transformational leadership (X1), interpersonal communication (X2), work motivation (X3) and lecturer performance (Y). To get the respondent's perception of each research variable, constructs and indicators were built that serve as the basis for the preparation of a research instrument in the form of a questionnaire. The research approach is used with quantitative methods to analyze between research variables, namely the independent variable and the most closely related variable.

A. RESULT

After conducting the quantitative research stage through the process of analyzing the results of data processing, statistical calculations, hypothesis testing and discussion of the research results which

were then strengthened by the qualitative research stage through the observation process, in-depth interviews and document collection, research on the effect of transformational leadership, work motivation, and communication interpersonal towards the performance of the lecturers of private universities in Bekasi City resulting in the following detailed conclusions:

1. There is the positive influence of transformational leadership on lecturer performance with a value of $\beta_1 = 0.441$. Thus, the better the transformational leadership applied by the leader to a lecturer, the higher the lecturer's performance.
2. There is a positive effect of interpersonal communication on lecturer performance with a value of $\beta_2 = 0.304$. Thus, the better the interpersonal communication of a lecturer, the higher the lecturer's performance.
3. There is positive influence of work motivation on lecturer performance with a value of $\beta_3 = 0.164$. Thus, the higher the work motivation of a lecturer, the higher the performance of the lecturer.
4. There is the positive influence of transformational leadership on lecturer work motivation with a value of $\beta_4 = 0.516$. Thus, the better the transformational leadership applied by the leader to a lecturer, the higher the work motivation of the lecturer.
5. There is positive influence of interpersonal communication on lecturer work motivation with a value of $\beta_5 = 0.323$. Thus the higher the interpersonal communication of a lecturer, the better the work motivation of the lecturer.
6. There is the positive influence of transformational leadership on lecturer interpersonal communication with a value of $\beta_6 = 0.713$. Thus, the better the transformational leadership applied

by the leader to a lecturer, the higher the interpersonal communication of the lecturer.

7. There is The positive indirect effect of transformational leadership on lecturer performance through work motivation with a higher direct effect value (0.194) than the indirect effect value (0.085) means that transformational leadership has a significant indirect effect on lecturer performance through work motivation. Thus, the better the transformational leadership applied by the leader to a lecturer, the higher the performance of the lecturer through the work motivation of the lecturer.
8. There is a positive indirect effect of interpersonal communication on lecturer performance through work motivation with a direct effect value (0.092) higher than the indirect effect value (0.053), so interpersonal communication has a significant indirect effect on lecturer performance through work motivation. Thus the high interpersonal communication of a lecturer, the higher the performance of the lecturer through the work motivation of the lecturer.

CONCLUSION

This study aims to improve the performance of private university lecturers in Bekasi City. Based on the results of the analysis carried out in this study, there is an effect of transformational leadership, interpersonal communication, and work motivation on lecturer performance. Performance is closely related to what the lecturer teaches at the time. Based on this view, what is meant by lecturer performance is behavior related to teaching activities carried out by a lecturer. The seriousness and maximum contribution of the lecturer in carrying out the task will be seen very

clearly in the learning achievement of students.

Based on the results of this study, performance can be improved through increasing transformational leadership, interpersonal communication, and work motivation. Work motivation can also be increased through increasing transformational leadership, interpersonal communication.

Interpersonal communication can be improved through increasing transformational leadership. Thus it takes several efforts to improve performance through transformational leadership, interpersonal communication, and work motivation. These efforts can be described as follows:

1. Efforts to improve performance through transformational leadership

Based on the results of data processing in this study, there is a positive direct effect of transformational leadership on performance, indicating that with the increase in the quality of transformational leadership applied by the leadership, the lecturer's performance will also increase. Some of the efforts that can be made to improve performance by increasing the indicators of transformational leadership are by prioritizing improvements to indicators that have low scores, so that they can also increase the acquisition of high transformational leadership values.

Transformational leadership indicators that can be further developed in improving performance include the efforts of higher education leaders to provide motivation that inspires lecturers to work, leaders empower subordinates for activities carried out by campus, leaders pay individual attention to subordinates fairly and responsibly, and leaders show high self-confidence in leading higher education. With the increasing of these indicators, transformational leadership will increase and

it is hoped that performance will increase as well.

2. Performance improvement efforts through interpersonal communication

Based on the results of data processing in this study, there is a positive direct effect of interpersonal communication on lecturer performance, indicating that with increasing interpersonal communication, lecturer performance will also increase. Some efforts that can be made to improve lecturer performance by improving indicators of interpersonal communication are by prioritizing improvements to indicators that have low scores so that they can also increase the acquisition of high interpersonal communication values.

Interpersonal communication indicators that can be further developed in improving lecturer performance include: lecturers' efforts to improve the quality of interpersonal communication in terms of delivering messages and exchanging good information among lecturers and generating feedback, so that messages and information can be understood and conveyed properly. Efforts that can be made are improving several aspects in accordance with the indicators of interpersonal communication, as follows: 1) improving the quality of the communication process so that the opponent is able to receive the message conveyed, so that spontaneity is honed in wanting to share important and meaningful information. With clear and straightforward information, it will be easy for lecturers to understand, 2) improve comfortable conditions in delivering messages. This is done by being more focused, concentrated and full of attention when there is communication between fellow lecturers, so as to create quality and on target discussions according to the material discussed, 3) increase friendliness in communication. With his friendliness, communication will get a positive response. 4) increase mutual respect

in communicating, so that between the two there is mutual feedback, 5) building personal relationships with the interlocutor will have a positive impact in communicating because the interlocutor feels priority, so that they can use time efficiently and effectively, 6) increasing effectiveness in conveying messages when communicating with fellow campus residents so that messages can be communicated, understood and conveyed properly and correctly. With the increasing of these indicators, the interpersonal communication of the lecturers will increase and it is hoped that the lecturers' performance will increase as well.

3. Performance improvement efforts through work motivation

Based on the results of data processing in this study, there is a positive direct effect of work motivation on performance, indicating that with an increase in the work motivation of a lecturer, the lecturer performance will also increase. Some of the efforts that can be made to improve performance by increasing the indicators of work motivation are by prioritizing improvements to indicators that have low scores, so that it can also increase the acquisition of high work motivation values.

Work motivation indicators that can be further developed in improving performance include lecturers' efforts to increase their motivation to work enthusiastically. Efforts that can be made include improving several aspects in accordance with work motivation indicators, namely increasing persistence in work, giving awards to outstanding lecturers, increasing the ability of lecturers to determine the direction of work, creating conducive working conditions, maintaining action on work, and try to use all the energy that is owned. With the increasing of these indicators, work motivation will increase

and it is hoped that the performance will also increase.

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