

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND SELF-EFFICACY ON THE PERFORMANCE OF IAIN CURUP LECTURERS

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ABSTRACT

The objective of this study is to determine whether there is a direct or indirect effect of transformational leadership and self-efficacy on the performance of IAIN Curup lecturers. Based on pre-observation, the low frequency of lecturers' attendance which did not reach sixteen meetings, the difficulty to meet the Academic advisor for consultation, inappropriate expertise of lecturers, and some of the incompetent lecturers became the background leading the researchers to examine the performance of the IAIN Curup lecturers. In this study, there were three variables. A purposive sampling was used to involve all official lecturers as the participants, and they were 112 people. This study used a quantitative approach as the research methodology by applying a survey method with path analysis technique. This study used questionnaire as the data collection technique. The researchers had analyzed the instrument before it was distributed to the participants. The instrument was tested by using validity and reliability tests. Three hypotheses were tested. The results showed that transformational leadership had a direct, positive effect on job performance; self-efficacy had a direct, positive effect on the lecturers' job performance; and the transformational leadership had a direct effect on self-efficacy.

Keyword: Job performance; Self-efficacy; Transformational leadership

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui ada tidaknya pengaruh langsung atau tidak langsung dari kepemimpinan transformasional dan efikasi diri terhadap kinerja dosen IAIN Curup. Berdasarkan observasi awal, rendahnya frekuensi kehadiran dosen yang tidak mencapai enam belas kali pertemuan, sulitnya menemui dosen pembimbing untuk konsultasi, keahlian dosen yang kurang tepat, dan beberapa dosen yang tidak kompeten menjadi latar belakang yang mengarahkan peneliti untuk meneliti kinerja para dosen IAIN Curup. Dalam penelitian ini ada tiga variabel. Pengambilan sampel dilakukan secara purposif dengan melibatkan dosen-dosen ASN sebagai partisipan yang berjumlah 112 orang. Penelitian ini menggunakan pendekatan kuantitatif sebagai metodologi penelitian dengan menerapkan metode survei menggunakan teknik analisis jalur. Teknik pengumpulan data menggunakan kuesioner. Peneliti telah menganalisis instrumen sebelum dibagikan kepada partisipan. Instrumen diuji dengan menggunakan uji validitas dan reliabilitas. Tiga hipotesis diuji. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional berpengaruh langsung dan positif terhadap prestasi kerja; efikasi diri berpengaruh langsung dan positif terhadap prestasi kerja dosen; dan kepemimpinan transformasional memiliki efek langsung pada efikasi diri.

Kata Kunci: Performa kerja, Efikasi diri, Kepemimpinan transformasional

1. INTRODUCTION

Based on the Law on Teacher and Lecturer Number 14, 2005, article 45, lecturers must have qualifications including; academic, competency, pedagogic certificate, the extent of physical and mental health, the fulfillment of other qualifications required in the higher educational unit where they are working at, and also skills to create national education goals. As said in the Law Number 12, 2012, lecturers are professional academicians and scientists whose main duties are developing and spreading science, transforming science and technology through education, research, and community service, having to capably carry out their work properly and correctly through the *Tridarma* of University as mentioned in the aforesaid Law. To create a good performance as mentioned in Law

Number 12, 2012, lecturers need to be supported by several factors including facilities (labor for research, source of reading such as journals, books, magazines, and etc.), funding (funding for research or community service), academic scene, working scene; quality practice, organization scene, reward, self-efficacy, leadership, self-learning, safe-feeling, credibility, reward, work satisfaction, and etc.

Lecturers as one of the essential components in the education system of universities are required to be professional and also have high performance, integrity, and dedication to their jobs. In principle, lecturers have high potentials to be creative to improve their performance. However, the potentials that they have to be creative as an effort to improve their performance do not always develop normally and smoothly because of the influence of many factors, be it appeared in the personality of the lecturers or on the outside of lecturers' personality. As mentioned in Law Number 12, 2012, lecturers are the professional academicians and scientists whose main duties are developing and spreading science, transforming science and technology through education, research, and community service, having to capably carry out their works properly and correctly through the *Tridarma* of University as mentioned in the aforesaid Law.

In carrying out their jobs, lecturers have a goal in order to apply the *Tridarma* of University properly. However, the portrait of lecturers' performance in some state and private universities in Indonesia in the present time seems to be less professional. A report from *Asosiasi Dosen Indonesia* (The Association of Lecturers in Indonesia) mentioned that most lecturers in Indonesia are yet to have done their main jobs properly. It is because some lecturers still make a teaching profession as a status symbol which is not pursued like other professions. Another thing that disrupts lecturers' quality and professionalism is their educational qualification, wherein 45.08% of them have not fulfilled their S2 (Master's degree) and S3 (Doctoral degree) educational qualifications yet. In addition, lecturers still have low competencies in teaching because of being incompatible with their scientific fields, frequently rushing into teaching, lack of communication with students, and having insufficient time. Inadequate prosperity makes many lecturers seek additional jobs outside, and consequently the number of lecturers is not ideal compared to the large number of students. On the other side, there are few numbers of lecturers, and they are not evenly distributed throughout Indonesia. The assessment of lecturers' performance has not yet been effectively undertaken. The promotion is not based on work performance. The working culture and work ethics are low, and the practices of disciplinary rules are also not implemented consistently. Some of those things are interesting, and they are becoming important issues considering their benefits for individuals, society, nation, and country.

As a consequence, universities should organize a better mechanism of lecturer resource management. The mechanism of lecturer resource management could be seen in the following contexts: First, how the system of lecturers' recruitment is. Second, how it is to form the perception patterns between lecturers' cognitive qualities and their abilities to adapt to the culture and academic system applied by universities. It is because in many cases that occur, higher educational institutions have good resources of lecturers but the lecturers have not sufficiently followed the system and rules that have been determined by the higher educational institutions. It is expected that in the process of organizing lecturers in higher educational institutions, perceptual understanding of idealism which refers to the culture of the organization of educational institutions must always be nurtured and continued to be preserved. Third, how the control mechanism is as expected by educational institutions with respect to the process of teaching and learning carried out by lecturers. To measure the extent to which the conception of education and teaching is effective, the existence of lecturers in higher educational institutions must also be controlled to provide assurance about lecturers' performance. Fourth, how it is that the rewards are given by higher educational institutions to the lecturers who have made positive contributions to the educational institutions *per se*.

One of the main causes of the low quality of education is influenced by the lecturers' performance factors. (Gibson, Donnelly, Ivancevich, & Konopaske, 2012: 374) defined that Job performance is the outcome of jobs related to the purposes of the organization such as quality, efficiency, and other criteria of effectiveness. Job performance is the functions of knowledge, expertise, ability, and motivation leading to behavior determined as moral job responsibilities. Job performance is an employee's success rate for work, and it is a factor that determines the work level (work performance) of an employee such as the assessment of job performance. Job performance of lecturers is measured based on a set of lecturers' works which include main activities such as planning

learning activities, carrying out the learning processes, doing community services, and doing additional tasks. The load of lecturers' works is equal with 12 semester unit credits (SKS) with a maximum of 16 semester unit credits (SKS).

Lecturers' performance is determined and influenced by the effectiveness of managers and lecturers in carrying out the function of study program in regard to management such as the functions of planning, organizing, and monitoring towards the practice of *Tridarma* of University namely education and teaching, research and community service, the productivity of lecturers in the practice of *Tridarma* of University, and the quality of lecturers in carrying out their work. Transformational leadership is one of the most important main factors in bringing the institution forward to improve lecturers' quality. A lecturer in carrying out his work needs guidance and direction from his leader in order to capably work effectively and efficiently. Colquitt, LaPine, and Welson (2011: 475) explained that it turns out that the full spectrum of transformational leadership can be summarized using four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. A leader must be able to be an agent of changes to encourage changes in a positive direction on campus. Lecturers must be encouraged to keep up the dynamics of environment so they will not be left behind by the progress outside of the organization. Sometimes, lecturers feel that the leader does not notice their performance. Another factor is self-efficacy with the indicators as follows; motivational mobilization, cognitive resource, the level of task difficulty and behavior selection. Kreitner and Knicky (2010) defined *self-efficacy as a person's belief in his or her chance of successful accomplishment in a specific task*. Self-efficacy that keeps improving will make it easier for someone to carry out an act especially on the specific tasks faced so the desirable goals can be attained. In this context, a question appears about whether someone judges himself as a confident and friendly person or a shy person afraid of facing other people.

State Islamic Higher School (STAIN) is one of the universities in Indonesia which carries out academic education and Islamic religious discipline. STAIN is one of the forms of State Islamic higher education besides State of Islamic University (UIN) and State Institute for Islamic Studies (IAIN). STAIN Curup is a part of Islamic Higher Education located in Rejang Lebong Regency, Bengkulu Province. The basic problem of STAIN Curup is the performance quality that is still low. The qualities of University, leaders, and lecturers as the determinant factors need to be examined deeply because through this research, factual and empirical information can be searched and revealed which then can explain the problems concerning the management process of University and its connection with lecturers' performance.

Challenges faced by STAIN Curup are quite hard because of the competition with the other Islamic Universities in Bengkulu province and the quality of graduates that is expected to be quite high. For that reason, a solution is needed to allow STAIN Curup as one of PTAINs guided by the rules of STAIN Curup to emphasize that University is a higher education than high school with goal of preparing its students to be Muslim scholars who are faithful and devoted, have noble characters and professional skills, also charitable towards the realization of the main communities, equitable and prosperous blessed by Allah SWT.

Along with the improvement of human resources, the qualified lecturers who fulfill the requirements of lecturers are portrayed as mentioned in the Law on Teacher and Lecturer Number 14, 2005, stating that the lecturers for Strata 1 candidate students are the graduates of master's program in their fields, but in reality for the number of lecturers in 2016, from 116 lecturers of STAIN Curup, 2 lecturers have bachelor's degrees as their educational backgrounds (they have already been registered, but no longer functional lecturers); 97 lecturers have master's degree educational backgrounds; 16 lecturers have doctoral educational backgrounds; and 1 lecturer has been a Professor. The data can be seen in the following table 1.

Table 1. Data of academic titles of STAIN Curup lecturers

No	Education	Professor	Head of Lecturer	Lecturer	Assistant	Instructor	Total
1.	S-3	1	6	1	-	-	16
2.	S-2	-	19	38	27	13	97

3.	S-1	-	-	2	1	-	3
	Total	1	25	41	28	13	116

Because of many problems above, with all challenges and potentials they have, STAIN Curup is trying to strive strategically to focus on the leadership, good organizational scene and culture, effective human resources, and strong motivation of achievement as an embodiment of formulating focus, direction, and complete substance in the education field. To date, STAIN Curup keeps fixing its institution, and now it has successfully transformed into IAIN Curup which was inaugurated by the Minister of Religion of the Republic of Indonesia on the 28th of June 2018 at the campus of STAIN Curup.

With regard to the condition of STAIN Curup lecturers, the current performance needs to be improved because of the competition which is becoming tighter. From the results of the preliminary research, the lecturers' performance of STAIN Curup is still low. The researchers got the data description indicating that the lecturers have not been adequately active in teaching. A lot of lecturers do not undertake 100% face-to-face lecturing (the average number is 10-12 times in a semester). This can be seen from data of each study program submitted in the form of a face-to-face journal of lecturers' presence from the class coordinator. The total presence in 2014 was 82.5%; in 2015 it decreased to 80%; and still in 2015 it decreased again to 78%. There are also found lecturers who have double jobs and often leave their classes doing business trips out of the town.

The degradation of lecturers' performance is seen from the delay of submitting grades by the lecturers at the end of each semester, and some even submit it after entering a new semester. Based on the data from the Academic Section of STAIN Curup, in 2014, 80% of the lecturers were late to submit the students' grades, meanwhile in 2015, 78% of the lecturers were late to do so. To avoid this from happening continuously, the Academic Section makes rules stipulating the deadline of submitting the grades and giving a solution for those who are late to submit the grades. The Academic Section will give middle grades.

The availability of Syllabus and Lectures Reference Unit (SAP) can be seen from RBKD and LBKD in 2014 with 80% of RBKD and 82% of LBKD submitted, in 2015 with 82% of RBKD and 82% of LBKD submitted, and in 2016 with 80% of RBKD and 78% of LBKD submitted. This data can be seen from the recapitulation of the submission of RBKD and BKD collected by P2M on the following table 2:

Table 2. Submission of RBKD and LBKD

No	File	2014	2015	2016
1.	RBKD	80%	82%	80%
2.	LBKD	82%	80%	78%

Lecturers' independent research only reached 30%, and not all of the researches were published; only a few lecturers whose articles got published in the international journals. Also for now, the journals of STAIN Curup have just been indexed nationally. Research in STAIN Curup is competitive. Lecturers compete in making research held by P2M using DIPA funds from the campus. There are still a lot of lecturers who do not want to be involved in the competition. In addition, the limited DIPA funds used for the research are not well balanced because of the ratio of lecturers participating for the independent research or group research is not balanced with the available lecturers. In 2014, there were only 20 people who passed independent research, in 2015 only 23 people, and in 2016 there were only 34 people. As for group research, in 2014 there were 20 people, in 2015 there were also 20 people, and none in 2016. This can be seen in the following table 3:

Table 3. Research data of STAIN Curup lecturers

No	Research	2014	2015	2016
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1.	Individual	21%	24%	35%
2.	Group	20%	20%	-

Research related to community service is a task that should be done by lecturers as a part of Tridarma of University. In 2016, there were only 15% educators who carried it out with 65% achieving the target, and the result of the said community service was not published. Besides research for community service, a lot of lecturers were not yet involved in community activities such as becoming the speakers and preachers, which meant many targets had not achieved yet.

In addition, academic leadership refers to leadership on academic scope which is not reflected in leading an organization. The style of leadership is intellectual leadership. Intellectual is an ability to gain knowledge and practice it in relation to the environment and problems that arise as regards teaching. Academic leadership is related to teaching (new ideas, new knowledge, creative and innovative, research, network strategies, personal quality) in academic achievement. The leaders of campus especially the Heads of Study Program have not been able to carry out their role perfectly, particularly their role as an agent of change. From the researchers' observation, there are still found the Head of Study Program who have not carried out their roles and function, and evaluation and supervision activities they hold have not been undertaken periodically and continuously. Supervision of teaching and learning activities towards lecturers' presence in the middle of semester is not carried out, whether it is through class journals or the direct field. There are still found study programs which have not made class journals to monitor lecturers' face-to-face presence. This can be a feedback of guidance and direction to all lecturers as the revision of PBM on the next middle semester. The result of lecturers' assessment of teaching and learning so far is based on the amount of lecturers' attendance indicated that feedback was rarely carried out to all lecturers. The evaluation of meetings of teaching and learning is only done at the end of semester. This causes the stagnation of lecturers' management so the empowerment of lecturers has yet to be carried out optimally in achieving organizational goals, which can also result in low self-efficacy. There are no guidelines and implementation documents regarding the monitoring and evaluation system, as well as a track record of the performance of education staff lecturers. There are also lecturers who are not confident in their teaching competencies.

All problems which have been explained above have an impact on the decreasing number of the students. Based on data of New Students Admission Section (PMB) of STAIN Curup, since 2015, there has a reduction trend in the number of registered students. The average of students' decreasing number reached 26%.

Based on the current situation and the challenges faced by STAIN Curup, it is necessary to have activities that are truly carried out by lecturers to improve their performance in improving the quality of human resources who are the agents of development. From various problems above, it is clear that the lecturers' performance at STAIN Curup is not optimal, this is a problem related to the lecturers' performance such as in face-to-face meetings, task completion, work results, initiatives and feedback that is not yet optimal. The condition that the lecturers' performance that is not yet optimal is influenced by several factors including transformational leadership and self-efficacy.

Concerning the concept of leadership, Robbins and Judge (2010: 368) stated that leadership is the ability to influence a group toward the achievement of a vision or set of goals. This shows that leaders have an ability to influence other people whom can be trained, studied, honed and always improved in order to achieve the goals. Meanwhile, the patterns of behavior according to Burns as cited in Bass and Riggio (2006: 16) are grouped into two types: "...in the same way transactional business leaders offer financial rewards for productivity. Transformational leaders, on the other hand are those who stimulate and inspire followers to both achieve extraordinary outcomes, in the process, develop their own leadership capacity...". With the same method, the leaders of transactional business offer financial rewards for productivity. In the transactional leadership, elements of rewards or wages were exchanged with loyalty. However, it is impossible to generate enthusiasm and commitment toward the task goal. Compared to transformational leadership, many people consider the transactional leadership pattern has a bit of an element of buying and selling and is something rather commercial. Transactional leadership model tends to give reward and punishment for the employees. On the other hand, transformational leadership is a leadership that stimulates and inspires the

followers to achieve extraordinary outcomes and in the process, develops their own leadership capacity. Looking at the characteristics of transactional leaders, STAIN Curup is not compatible with the said characteristics, or generally speaking, It is does not yet apply transformational leadership. Therefore, the researchers examine transformational leadership related to the lecturers' performance at STAIN Curup.

Transformational leadership is one of the main factors that is very important in bringing the institution to move forward in order to improve the lecturers' quality. A lecturer in carrying out his work needs a guidance and direction from the leader so he can work effectively and efficiently. Through the role of a leader as an educator, a leader can give guidance, suggestion, critics, and information in order to gain knowledge of the employees as a modal to revise his work competency. With the role as a motivator, a leader can give encouragement to raise lectures' morality and working enthusiasm so they can be motivated to be active at work. According to Givens (2008); and Jyoti and Bhau (2016), transformational leaders are able to motivate and satisfy their followers with their helpful friendly nature. Transformational leaders can motivate and satisfy their followers with being friendly and helpful. Meanwhile, Dola (2015) stated that therefore there is a significant relationship between transformational leadership and performance of employee at Kenya Wildlife Service. Leaders must also be able to be an agent of change to encourage change in positive direction in the campus environment. Lecturers must be encouraged to follow the environment dynamics so they will not be left behind by the improvement outside of the organization. Sometimes lecturers feel that their performance goes unnoticed by the leaders. The previous study in the journal of lecturers' performance conducted by Anwar, Chandrarin, Darsono, and Respati (2017) stated that transformational leadership tends to emphasize the effort of changing organizations to be better through knowledge transfer in between the lecturers. Transformational leadership style is desired by lecturers at private universities in Banjarmasin because it can coordinate the organizational visions clearly. Under transformational leadership which has a clear vision, it is important for lecturers to develop their potential.

The leadership of study program is an ability and readiness to influence, guide, direct, and move lecturers and employees so they can work effectively in order to achieve Tridarma of University. The effective management of tasks and function of the Head of Program Study, professional lecturers' competency, and the quality of advice are supposed to give contribution towards the lecturers' performance. In the form of AIPT STAIN Curup, the tasks and responsibilities of the Head of Study Program to the lecturers are not broken down; there are only tasks and responsibilities of the Head of Program Study to the students and the Study Program. Therefore, it needs to be reviewed again so the Head of Study Program can carry out their roles towards the lecturers.

Transformational leadership in this study is oriented towards revealing the synergy of the Heads of Study Program as the leaders and the lecturers who teach in the study programs at STAIN Curup. From the survey results, it has been explained that there are still the Heads of Study Program who do not carry out their roles and functions as leaders who bring changes in managing management of study programs that can lead to lecturers' low self-efficacy.

Self-efficacy is a factor that is considered affecting performance. Self-efficacy is a positive attitude that someone has which allows or reveals himself to develop positive perceptions or judgments about him and the environment or situation he faces. This attitude does not mean that the individual is capable and competent at doing everything individually. A person has a high sense of self-efficacy based on several aspects he has in the form of competencies that are confident of being able and believing that he is doing something because of his experience, actual potential, achievements, and absolute expectations about himself. According to the results of the previous study done by Salman, Khan, Draz, Iqbal, and Aslam (2016), it was stated that self-efficacy has a significant relationship with job performance factors. The results of their research showed that self-efficacy has a significant relation with performance factors.

Self-efficacy is a psychological condition of a person where he can evaluate himself and is confident in his ability to take action to achieve goals in his life. However, in the practice of teaching and learning processes, according to the researchers' observation, sometimes STAIN Curup lecturers do not seem to have enough efficacies with their abilities, especially in handling learning for students. This is because sometimes the lecturers are not confident enough with their abilities. The lecturers

even feel that their students are more proficient in the teaching practices because they have more experiences, and they also study more about teaching practice compared to the lecturers who teach them. Reports from several students showed that there are some lecturers, in lecturing processes, who only monitor the class discussion without explaining the discussion materials or lecturing materials further. There are also some lecturers who are often unable to attend classes. This is most likely because the lecturer is not capable enough with his abilities. As a consequence of self-efficacy, a lecturer can carry out his work well, be loyal to universities, and have implications for satisfaction and increase work productivity.

In the future time, the role of lecturers in universities is faced with various challenges. This is reciprocal with the time development, marked by the rapid development of technology and information in the educational field so that every lecturer can overcome them (Tonder and Steyn 2018).

Some of the problems above are mostly related the lecturers' factor because lecturers are a key element in doing all activities. Efforts to optimally produce lecturers' performance are needed to identify the factors that influence it. Theoretically and based on previous studies, there are a couple of factors that can affect performance, including transformational leadership and self-efficacy. These two variables encourage the lecturers' job performance at STAIN Curup to be good so that the tasks charged by the Head of the Study Program to the lecturers can be carried out properly.

The purpose of this research is to analyze the direct effect of transformational leadership on job performance, the direct influence of self-efficacy on job performance, and the direct influence of transformational leadership on self-efficacy of STAIN Curup lecturers.

2. LITERATURE REVIEW

2.1 Job Performance

According to Colquitt et al. (2011: 32), *job performance is formally defined as the value of the set of employee's behavior that contributes, either positively or negatively, to the organizational goal accomplishment*. However, it is difficult to achieve because many employees have low or degrading job performance despite having a lot of work experiences and the institution has conducted training or even development of human resources to improve the ability and motivation of the employee's performance. According to Ivancevich, Konopaske, and Matteson (2014: 172), it was stated that job performance is a set of employee's work related behavior designed to accomplish organizational goals. Meanwhile Rue, Ibrahim, and Byars (2008: 222) said that 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 viewed as resulting from the inter-relationship. Motowidlo et al. as cited in Jayaweera (2005: 271) defined job performance as behaviors or activities that are performed towards achieving the organization goals and objectives. Contextual performance consists of behaviors that do not contribute directly to the organizational performance, but it supports environmental, social and psychological aspects of the organization. Austin and Villanova as cited in Viswesvaran and Ones (2000) stated that job performance is a central construct in industrial/organizational psychology. Campbell as cited in Jex and Britt (2008:97) also stated that job performance should be distinguished from effectiveness, productivity and utility. Effectiveness is defined as the evaluation of the results of an employee's job performance. This is an important distinction because employee's effectiveness is determined by more than just job performance. Productivity is closely related to both performance and effectiveness, but different because productivity takes into account the cost of achieving a given level of performance or effectiveness. Finally, utility represents the value of a given level of performance, effectiveness, or productivity for the organization. Utility is somewhat different, however. An employee may achieve a high level of effectiveness. Performance must be distinguished from effectiveness, productivity and utility. Effectiveness is defined as the evaluation results of an employee's work performance. This is an important difference because the employee's effectiveness is determined by more than just job performance. Productivity is closely related to work performance and effectiveness, but it is different because productivity takes the costs of level achievement of work performance or effectiveness itself into the account. Utility or usability describes the final result of the work performance achieved by individuals in the organization. Utility represents the level value of performance, effectiveness, or productivity given to an organization. An employee can achieve a high level of effectiveness.

Based on the conceptual explanation above, it can be synthesized that work performance is a work performance of a person in finishing his tasks and responsibilities based on the ability and skill he has by using indicators to measure his work performance such as effectiveness, productivity, and usage.

2.2 Transformational Leadership

Yukl (2001: 264) stated that *transformational leadership was defined in terms of the component behavior used to influence follower and the effects of the leader on followers*. Meanwhile, according to McShane and Glinov (2015: 244), *transformational leadership is a leadership perspective that explains how leaders change teams or organizations by creating, communicating, and modeling a vision for the organization or work unit and inspiring employees to strive for that vision*. In addition, Colquitt et al. (2011: 475) gave a statement as follows: *“transformational leadership is viewed as a more motivational approach than other managerial approaches”*. Transformational leaders motivate their followers and make their employees aware of the importance of task results, encourage them to transcend their own interests for the sake of the organization or team. Soane (2015: 67) stated that transformational leadership is complemented by one positive form of transactional leadership: contingent reward involves giving followers rewards for fulfilling obligations. Daft (2015: 360) defined it as follows: *“transformational leadership is characterized by the ability to bring about significant change in both followers in and the organization. Transformational leaders have the ability to lead changes in and organization’s vision, strategy and culture as well as promote innovation in products and technologies”*. Transformational leaders have the ability to lead changes in the vision, strategy and culture of the organization. They also promote innovation in products and technology. Meanwhile, Gibson, Ivancevich, and Konopaske (2011: 356) defined that transformational leadership is the ability to inspire and motivate followers to achieve results greater than originally planned for internal reward. In addition, Colquitt et al. (2011) explained that it turns out that the full spectrum of transformational leadership can be summarized using four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Based on the conceptual description above, it can be synthesized that transformational leadership is the behavior of leaders in influencing their subordinates to carry out their work so that they have the willingness to work as an effort to achieve organizational goals with indicators used to measure work performance according to the influence of idealism (giving exemplary and having the capacity to manage organizational change to its followers), intellectual stimulation (encouraging innovation and creativity), inspirational motivation (empowering and inspiring subordinates) and individual considerations (individual consideration by being a mentor and coach for subordinates by mentoring).

2.3 Self-Efficacy

The theory of self-efficacy was first brought by a psychologist from Stanford University, Albert Bandura. Gibson et al. (2011: 160) suggested that self-efficacy is the belief that one can perform adequately in a situation and has three dimensions comprising magnitude, strength and generality. Kreitner and Knicky (2010: 207) defined that self-efficacy is a person’s belief in his or her chance of successfully accomplishing specific tasks. In addition, according to Luthans (2010: 202), self-efficacy is statistic and therefore is aimed at specific tasks and open to training and development. George and Jones (2005) stated that self-efficacy is a person of belief in his or her ability to perform a particular behavior successfully. Schermerhorn, Uhl-Bien, and Osborn (2012: 88) explained that *self-efficacy is a person's belief that he or she is capable of performing a task*. Furthermore, they also said that *people with high self-efficacy believe that they have the necessary abilities for a given job, that they are capable of the required effort, and that no outside events will hinder them from attaining their desired performance*. Bandura as cited in Schermerhorn's et al. (2012) book also stated that *self-efficacy is defined as people’s judgments of their capabilities to organize the execute course of action required to attain designated types of performance*. It was then explained by Gibson et al. (2012) that *self-efficacy has three dimension: magnitude, the level of task difficulty a person believes she can attain; strength, referring to the conviction regarding magnitude as strong or weak; and generally, the degree to which the expectation is generalized across situations. An employee’s sense of*

capability influences his perception, motivation and performance. Bandura as cited in Luthans (2010: 205) also emphasized people of high efficacy focus on the opportunities worth pursuing, and view obstacles as surmountable. Through ingenuity and perseverance, they figure out ways of exercising some control even in environment of limited opportunities and many constraints. Those beset with self-doubts dwell on impediment which they can exert little control, and easily convince themselves of the futility of effort. They achieve limited success even in environments that provide many opportunities. Furthermore, Robbins and Judge (2010: 251) explained it as follows: *the higher your self-efficacy, the more confidence you have in your ability to succeed. So, in difficult situations, people with low self-efficacy are more likely to lessen their effort or give up together, while those with high self-efficacy will try harder to master the challenge.*

Based on the opinions of the experts above, it can be synthesized that self-efficacy is a human behavior, human cognition and the environment all interacted by influencing each other towards their ability and success in carrying out their main work and functions as teachers, researchers, and their services to the community with indicators as follows: motivation of mobilization, cognitive resources, task difficulty level and behavior selection.

2.4 The Influence of Transformational Leadership on Job Performance

Transformational leaders can motivate their followers by making employees more aware of the importance of work performance, encouraging them to transcend their own interests for the sake of the organization. Colquitt et al. (2011: 483) explained that transformational leadership has a moderately positive effect on job performance. Employees with transformational leaders tend to have higher levels of Task Performance. They are also more likely to engage in Citizenship Behavior. Less is known about the effectiveness of transformational leadership on counterproductive behavior. Achua and Lussier (2010: 304) argued that transformational leadership describes the processes of positive influence that change and transform individuals, organizations, and communities. Studies have consistently revealed that transformational leadership is positively related to individual, group, and organizational performance. Based on the explanation above, it can be understood that transformational leaders are very influential toward the work performance of subordinates. They also do things beyond standards, and even what people think impossible is possible for them.

2.5 The Influence of Transformational Leadership on Job Performance

Self-efficacy is an active constructive ability whereby a lecturer determines the learning objectives and then attempts to monitor, regulate, and controls cognition, motivation, and his behavior in order to be in line with his goals and contextual conditions of the environment. Self-efficacy is a positive attitude that is owned by someone who allows or enables him to develop his perception or positive assessment towards himself or the environment/situation he faces. A person has a high sense of self efficacy based on several aspects he has in the form of competencies; efficacy, ability, and belief that he is doing something because of his experience, actual potential, achievements, and realistic expectations about himself. Kreitner and Knicky (2010) stated that: In fact, a meta-analysis encompassing 21,616 subjects found a significant positive correlation between self-efficacy and job performance. Furthermore, Luthans (2010: 206) argued whether direct or indirect through other processes, high efficacy is strongly related and very predictive of high performance. Self-efficacy is an active constructive ability whereby a lecturer determines the learning objectives and then attempts to monitor, regulate, and controls cognition, motivation, and behavior in order to be in line with his goals and contextual conditions of the environment. Based on the description above, it can be assumed that self-efficacy has a direct positive effect on work performance.

2.6 The Influence of Transformational Leadership on Self-Efficacy

A transformational leader has a responsibility for the activities of his employees. The existence of a leader is expected to be able to influence his employees to have confidence in carrying out their work. Robbins and Judge, (2010: 381-384) argued that individual-focused transformational leadership is behavior that empowers individual followers to develop, change their abilities, and increase self-efficacy. Team focused on transformational leadership emphasizes group goals, shares values and beliefs and united efforts. Furthermore, it is also stated that transformational leaders are able to increase followers' self-efficacy, giving the group a can-do spirit. Meanwhile, Yukl (2001)

stated that transformational leadership behavior such as inspirational motivation (e.g. optimistic visioning) and individualized consideration (e.g. coaching) may increase the self-efficacy of individual subordinates and the collective efficacy of teams. Intellectual stimulation may increase the creativity of individual followers (Mccoll-kennedy and Anderson 2005; Howell and Avolio 1993; Keller 1992; Sosik, Kahai, and Avolio 1998).

3. METHOD

This research used a quantitative approach, survey method with Path Analysis technique. This research was conducted in Curup City of Rejang Lebong Regency, Province of Bengkulu, as the analysis unit of STAIN Curup lecturers. There were 112 lecturers of STAIN Curup that became samples of this research. The research time started from preparing the proposal on September 2016 to the conduction of the research in August 2017. The data were collected from March 2017 until August 2017. The variables in the path analysis consisted of exogenous variable and endogenous variable with the following research constellation presented in figure 1:

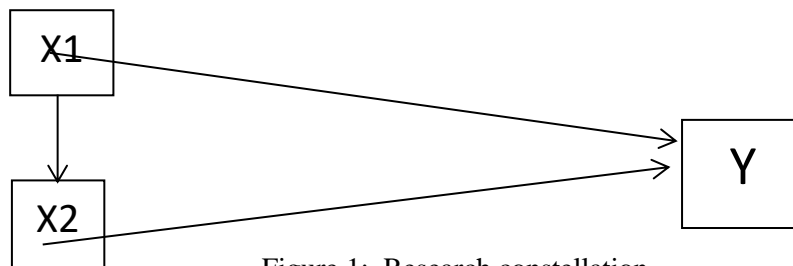


Figure 1: Research constellation

Explanation:

X1 = Transformational Leadership

X2 = Self-Efficacy

Y = Lecturers' Work Performance

4. RESULTS

Recapitulation of the results of descriptive statistics summarized from transformational leadership, self-efficacy and lecturers' performance are presented in the following table 4:

Table 4. Summarized descriptive statistics

	Leadership Transformational	Self-Efficacy	Job Performance
Mean			
Standard Error	2,551	1,303	1,228
Median	103	100	86,5
Modus	103,5	103,05	89,2
Standard Deviation	26,995	13,787	12,994
Variance	728,741	190,082	168,854
Interval	130	52	52
Lower	26	57	47
Higher	156	109	99
Total Score	11242	10549	9179
Size Sample	112	112	112

4.1 Validity and Reliability Test

On the instrument trial, 20 (twenty) respondents were chosen. The validity test of instrument used Pearson Product Moment Correlation. The validity test of work performance used a computer software namely Microsoft Excel. Validity of a question item can be declared valid if the value of r counts $\geq r$ table. The value of r table for $n = 20$, $\alpha = 0.05$. Table 5 below displays the data of validity and reliability.

Table 5. Validity and reliability test result

Variable	Valid Questions	Invalid Questions	Alpha Cronbach Value	Assumption of Reliability
Job Performance	28	12	0,975	High
Leadership Transformational	39	1	0,974	High
Self-Efficacy	28	13	0,952	High

Based on the table above, it can be seen that all variables have a Cronbach alpha value $> r$ table, so it is considered reliable.

4.2 Linearity and Significant Regression Test

Linearity and significant regression test used SPSS software. Constants and coefficient linear regression are obtained from column B in the Coefficient table and positive influence seen from Anova table in Column F $F_{counts} > F_{table}$ and the significant value $p\text{-value} < 0.05$. Table 6 and 7 below show the data of linearity and significant regression test.

Table 6. The result of linearity test and significance of regression test

Reg	Equation	Significant Test		Linearity Test		Conclusion
		F_{count}	F_{table} $\alpha = 0,05$	F_{table}	F_{table} $\alpha = 0,05$	
Y over X_1	$\hat{Y} = 72,164 + 0,098X_1$	4,711**	3,927	1,090 ^{ns}	1,564	very significant/ linier regression
Y over X_2	$\hat{Y} = 55,287 + 0,283 X_2$	10,912*	3,927	1,090 ^{ns}	1,587	very significant/ linier regression

X_2 over X_1	$\hat{X}_2 =$ 81,353 + 0,128 X_1	7,356**	3,927	0,817 ^{ns}	1,888	very significa nt/ linier regressi on
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Explanation:

** : Very significant

ns : Non significant (linier regression)

Table 7. Matrix of simple coefficient correlation between variables

Rij	X_1	X_2	Y
X_1	1	0,25	0,203
X_2	0,25	1	0,3
Y	0,203	0,3	1

From table 8, it can be seen that the correlation between Transformational Leadership and Self Efficacy is 0.250. The correlation between Transformational Leadership and Lecturers' Work Performance is 0.203. The correlation between Self-efficacy and Lecturers' Job Performance is 0.300.

Table 8. Path of coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	44.998	9.670		4.653	.000
1	X_1	.058	.045	.121	2.297	.037
	X_2	.192	.097	.203	2.972	.041

a. Dependent Variable: Y

Visualization of form and value on the path is shown in the following figure 2:

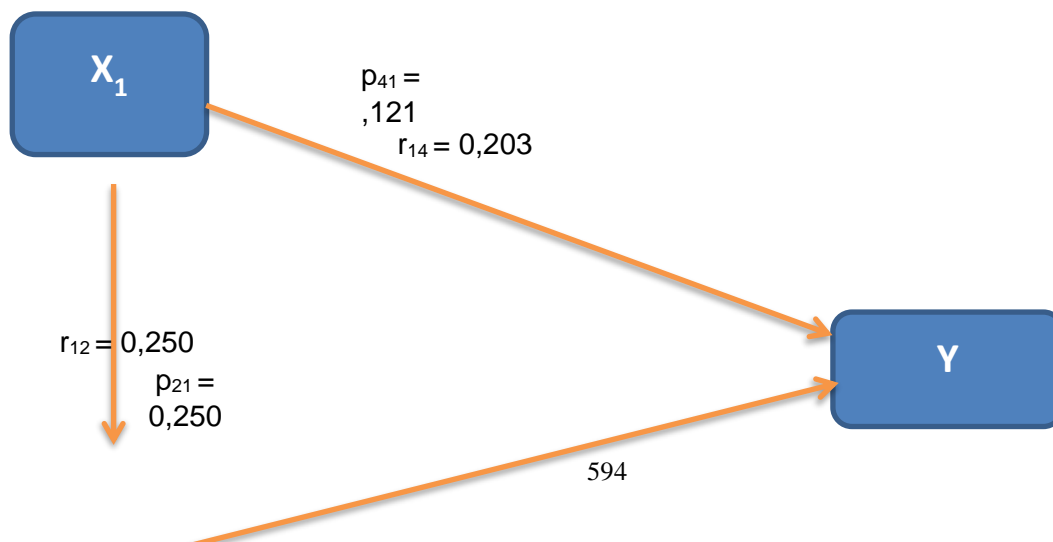




Figure 2: Results of path coefficient in sub-structure 1

Sub-structure 2 is composed of four variables: the variable of Lecturers' Job Performance (Y) is as an endogenous variable, and its exogenous variables are Self-efficacy (X₂) and Transformational Leadership (X₁). Thus, there are three paths of coefficient that can be known in sub-structure 3, that is the path coefficient Y over X₁ denoted by ρ_{41} , the path coefficient Y over X₂ denoted by ρ_{42} .

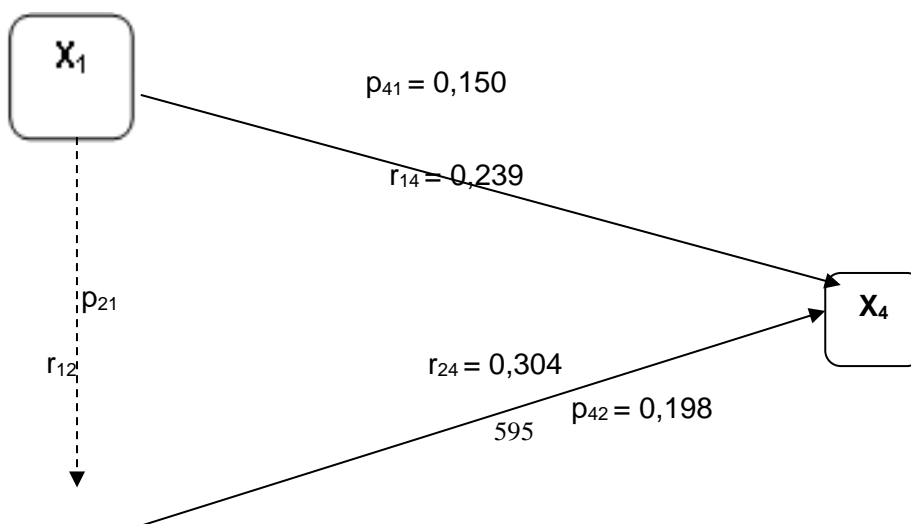
Furthermore, the pathway of the said influence gives birth to a predictive structure equation with the formulation: $\hat{Y} = \rho_{41}X_1 + \rho_{42}X_2$. The results of calculation by matrix path coefficient values $\rho_{41} = 0,150$, $\rho_{42} = 0,198$. Thus the equation form of the predictive structure becomes $Y = 0,150X_1 + 0,198X_2$. Linear using SPSS 16.0 can be seen in the following table 9:

Table 9. Path of coefficient in sub-structure 2
 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	46.384	9.960		4.657	.000
1 Transformational leadership	.071	.048	.150	1.462	.037
Self-efficacy	.180	.103	.198	1.756	.042
	.125	.107	.133	1.174	.044

a. Dependent Variable: Lecturers Job Performance

Visualization of form and value on the path is shown in the following figure 3:



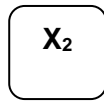


Figure 3: Summary of path coefficient test results in the research structure

Based on the calculation of path analysis in the sub-structures 1, 2 and 3, values of path coefficient were obtained. It indicates causal relation model in the structure analyzed.

The coefficient values in the figure above can be concluded that all paths are proved to be significant namely Y over X1 (ρ_{41}), Y over X2 (ρ_{42}), and X2 over X1 (ρ_{21}). Thus, the structure model proposed in this research does not need to be modified.

5. DISCUSSION

From the results of the model test which had been conducted in this research (i.e. the suitable evaluation of the model with the data), a level of suitability was produced so that the model built was suitable to be used to test the research hypothesis and then obtained the results of the research hypothesis. As a basis for the results of hypothesis test that was conducted, the discussion of the results of the research hypothesis is presented. Overall, there were six hypotheses tested in this research and it was proved that the six hypotheses showed a linear relationship and a significant influence, namely Y on X1, Y on X2, and X2 on X1.

Based on the results of the research conducted on the lecturers at STAIN Curup (112 lecturers), the conclusions of the research are as follows: 1) transformational leadership has a direct positive effect on the performance of STAIN Curup lecturers. This means that strong transformational leadership will lead to an increase of the lecturers' work performance in STAIN Curup, which is in accordance with the previous study conducted by Jyotti and Bhau(2015: 6) which reported that RI does not act as a mediator between the transformational leadership and job performance but it acts as a moderator and strengthens the relationship between TL and JP. 2) Self-efficacy has a direct positive effect on the work performance of STAIN Curup lecturers. This means that high self-efficacy will lead to an increase of the lecturers' work performance in STAIN Curup, the previous study conducted by Salman et al. (2016: 141) stated that the results indicate that self-efficacy has significant relationship with job performance factors. The results showed that self-efficacy has a significant relationship with work performance factors. 3) Self-efficacy has a direct positive effect on transformational leadership. This means that the high efficacy of lecturers will lead to an increase of transformational leadership, which is in accordance with the research conducted by Liu (2015) stating that the self-efficacy of teacher education students has a direct and significant influence on independent learning activities with large statistical effects. 4) Transformational leadership has a direct positive effect on self-efficacy. This means that good transformational leadership will lead to an increase of self-efficacy. This result is in line with the research conducted by Jyotti and Bhau (2015) which revealed that research results showed a positive relationship between transformational leadership and self-efficacy progress. The management strategy focuses on oneself, a positive impression related to self-efficacy.

6. CONCLUSION

Theoretically and based on previous studies, there are enough factors that can affect work performance, including commitment, work ethic, trust, work culture, work climate, transformational leadership and self-efficacy. However, the researchers only examined two variables that encouraged the lecturers job performance at STAIN Curup to be good and productive so that the tasks given by the Head of Study Program to the lecturers could be carried out properly. The novelty of this research from other researches is that a research model that examined lecturers' job performance in terms of the influence of transformational leadership factors (indicators of effectiveness, productivity, and usability), and self-efficacy factors (indicators: mobilizing motivation, cognitive resources, level of

task difficulty, and behavior selection). In this research, endogenous variables are lecturers' job performance (Y), intervening variable of self-efficacy (X2), and the exogenous variable is transformational leadership (X1). Based on the research results conducted on the lecturers at STAIN Curup (112 lecturers), the research conclusions can be obtained as follows: 1) transformational leadership has a direct positive effect on the lecturers job performance of STAIN Curup. This means that strong transformational leadership will lead to an increase of the lecturers' work performance at STAIN Curup. 2) Self-efficacy has a direct positive effect on the job performance of STAIN Curup lecturers. This means that high self-efficacy will lead to an increase of the lecturers' job performance at STAIN Curup. 3) Self-efficacy has a direct positive effect on transformational leadership. This means that the high efficacy of lecturers will lead to an increase of transformational leadership. 4) Transformational leadership has a direct positive effect on self-efficacy. This means that good transformational leadership will lead to an increase of self-efficacy.

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