

Transformational Rector Leadership in Building Achievement Motivation and Lecturer Performance

Anwar Prabu Mangkunegara¹

¹Industrial and Organizational Psychology of Department, MercuBuana University, Jakarta

¹anwar.mangkunegara@gmail.com

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Abstract

The research is focused on applied model of transformational leadership. The objective of this research was to determine the level of influence of transformational leadership with achievement motivation on lecturer performance. This research was a quantitative analysis regarding influence of transformational leadership and achievement motivation on lecturer performance. The subjects were lecturers in MercuBuana University (N=78). The result of the research showed that transformational leadership and achievement motivation had very significant and positive effects to the lecturer performance. Based on the determination coefficient, R^2 is 0.857 which is the percentage of contribution of transformational leadership and achievement motivation to lecturer performance. Therefore, the programmes and strategic plans of MercuBuana University in the future must also address issues of higher education, i.e. global (competitiveness & professionalism, international standardization, and networking/linkage), national (system & management, quality & relevance, access and equity), and internal university (intake, fail rate, inefficiency, productivity & quality).

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I. INTRODUCTION

Today's private university management still faces many problems. The government seems to only think of university as undergraduate, graduate and vocational education facility. Actually, the role of university is much bigger than that. As we know, one of the components for human resources development is university. University and the Tri Dharma of university are the pioneers in developing Indonesian people who aren't only intellectually smart, but also spiritual and ethical. It's in line with the demands of the globalization era in which human resources management has paradigm shift, i.e. competency-based which states that the success of university organization should be focused on people (*people-centered management*) based on principles (psychology, economy, culture and

religion) which focuses on treating human resources based on skill, competency, team building, creativity, innovativeness, emotional intelligence, spiritual intelligence, leadership, organizational commitment. Therefore, university should be the backbone and determinant of the quality of Indonesian human resources. The new paradigm of Indonesian human resources creates strategic implications on Rector as the leader of university in managing human resources (leadership staff, lecturer, education staff and student).

Success in university management depends on rector leadership. Stewart (2006) and Boyer (2010) conclude that "only two words from leadership type are suitable for a university, i.e. transformational leadership". Transformational leadership model is the best leadership concept in explaining the success

of leader (Saros and Santora, 2001). Similarly, the research result of Aarons in 2006 in the context of university states that transformational leadership is closely related with performance, whether university or lecturer performance (Aaron, 2006 : 1163).

Based on the data of BAN-PT of A-Accredited Private University per 22 January 2017 (<http://ban-pt.kemdikbud.go.id/diraippt.php>), only 15 private universities across Indonesia are A-accredited. There are 6 (six) private universities in Region 3 Private University Coordination of Jakarta which have A accreditation. One of them is Universitas Mercu Buana Jakarta (UMB) which has rapidly grow into having around 26 thousand students and has received A Accreditation recognition from National Accreditation Board for Higher Education (BAN-PT) (SK No.3001/SK/BAN-PT/Akred/XII/2016). In the even semester of 2016/2017 academic year, Universitas Mercu Buana kept improving the quality and quantity of their human resources. There were 969 permanent lecturer, 149 of which were doctors and 820 had master's degree, while 217 were certified with academic position and 22 were professors. 74 lecturers were taking doctoral education. In terms of non-education human resources, in 2016/2017 academic year, there were 176 permanent non-lecturer employees, 192 contract employees. Fifteen permanent non-lecturer employees (education staff) who were studying and taking study permit for

graduate education. The success of UMB rector in competing makes UMB relatively successful while other private universities struggle to get students. UMB has many quality students (over 28.647 active students), supported by marketing strategy and leadership factor which are committed to the values of work culture which satisfies consumers and users of the services of UMB graduates. Based on the researcher's observation, the rector shows transformational leadership in leading the university. The rector's work behaviors encourage the deans and lecturers to achieve the objectives they have set; care for their subordinates and pay attention to the feelings and needs of the subordinates (Providing individualized support); set example for the subordinates to be consistent with the leadership values (Providing an appropriate model); encourage the subordinates to always reconsider old assumptions and think of new ways to have optimal performance (Intellectual stimulation); reflect expectation for the subordinates to achieve high quality of work, perfection and performance (High performance expectation); identify new opportunities to develop the future organizational vision of university (Identifying and articulating a vision).

The rector of UMB is very focused on the growth and development of UMB organization by setting 2004-2019 Strategic Plan or Development Master Plan (RIP) of UMB as shown in figure 1.



Source: Book of 2004 – 2019 Development Master Plan (RIP) of UMB

Figure 1. Stages of Development Master Plan (RIP) of UMB

The RIP of UMB consists of 4 stages: (a) 2004-2005 for consolidation and transitional period, (b) 2006-

2010 for management reinforcement and learning efficiency period (c) 2010-2015 for excelling as a

university and having advantages in the study programs, and (d) 2015-2019 for being a university which qualifies for international standard.

Based on the SWOT analysis by ISO team of UMB in the odd semester of 2017/2018 academic year, the governance system and organizational leadership of UMB is as shown in **Table 1**. It shows some strengths, weaknesses, opportunities and threats in the governance system and organizational leadership of UMB. The strength in the governance system of UMB is the implementation of quality management system. Another strength is the formation of a relatively dynamic organizational structure

consistent with the demands and equipped with organizational structure, job description, job specification, performance and reward system. The weakness of the governance system is internal audit which isn't maximum and organized. Another weakness is lack of employee understanding on strategic plan and their important role in achieving objective. In terms of weight and value, the value of the strengths is 3.55 and the weaknesses 2.95, so the difference between the strengths and the weaknesses is 0.6. therefore, the strategy of UMB in the governance system is developing strength.

Table 1. SWOT Analysis of Governance System and Leadership of UMB

STRENGTH	SCORE	WEIGHT	N X B	WEAKNESS	SCORE	WEIGHT	N X B
Governance system is certified ISO 9001:2000	4	0,30	1,2	Procedure to solve ethical code isn't perfectly socialized	3	0,15	0,45
Complete organizational structure from OTK, Job Desc, Quality Target, Work Instruction and KPI	4	0,25	1	Program of leadership development from basic level to advanced level isn't optimal	4	0,25	1
Strategic Plan preparation involving all elements and experts	3	0,10	0,3	Poor understanding of all employees on the strategic plan	3	0,20	0,6
Planning programs of Strategic Plan-MKP-Sarmut	3	0,20	0,6	Monitoring and audit aren't as scheduled	2	0,30	0,6
Adequate managerial competency development program	3	0,15	0,45	Low public response on performance report	3	0,10	0,3
		1,00	3,55			1,00	2,95
Strength-Weakness Score			0,6				

OPPORTUNITY	SCORE	WEIGHT	N X B	THREAT	SCORE	WEIGHT	N X B
Institutional development program from Higher Education	4	0,30	1,2	Rapid external change on RIP	4	0,30	1,2
Consistent and strict external audit	4	0,25	1	High economic cost from external party	3	0,20	0,6
Control from media and society	3	0,15	0,45	Consistency of ethics with external environment	3	0,20	0,6
Indonesia's top 100 university program	2	0,15	0,3	Theft of publicized system	2	0,15	0,3
Foreign cooperation requiring good governance	2	0,15	0,3	Increased audit cost of third part	2	0,15	0,3
		1,00	3,25			1,00	3
Opportunity-Threat Score			0,25				

Source : 2017/2018 Academic Year Academic Report Book of UMB

Based on the background of the problem above, the questions were: Did the rector of Universitas Mercu Buana (UMB) implementation transformational leadership? Did transformational leadership have significant effect on achievement motivation and lecturer performance achievement? Can transformational leadership be a model for private university leadership in Indonesia? Therefore, the researcher studied Transformational Rector Leadership in Building Achievement Motivation and Lecturer Performance in Universitas Mercu Buana, Jakarta.

II. LITERATURE REVIEW

State of the Art of the studied area was Psychology of Human Resources and Organization. Below was detailed the theoretical review on Theoretical Leadership and Achievement Motivation in Creating Lecturer Performance.

Transformational Leadership

The issue of leadership in psychology is very interesting to discuss. Since the emergence of the field, many psychologists have discussed many leadership issues.

Transformation leadership theory was the latest approach which was often discussed in the past two decades. Bass (Jabnoun and Al-Ghasyah, 2005 : 23) define "Transformational leader is someone who increases individual or group confidence, raises awareness and interest in group and organization, and tries to drive subordinate's attention to performance achievement". The initial concept of transformational leadership is introduced by Burns in (Jabnoun and Al-Ghasyah, 2005: 23) who states that "transformational leader increases subordinate's needs and motivation and promotes dramatic changes in individual, group, and organization";

Transformational leadership is leadership which involves change in organization. Tjiptono and Syakhroza (2005:5) state that "transformational leader successfully changes status quo in their

organization by paying attention to appropriate behaviors in every stage of the transformation process". If the old ways are considered no longer suitable, leader will make new vision on the future with strategic and motivational focus. The vision firmly states the purpose of the organization and acts as a source of inspiration and commitment.

The leadership is also defined as a leadership which requires motivating subordinates to be willing to work for "high level" targets which are considered to surpass their current personal interests. Bass in Hartanto (2003) states that better leadership performance happens when leaders can perform one or combination of the following four ways (1) providing insight and awareness on mission, raising pride, and cultivating respect and confidence in the subordinates (Idealized Influence – Charisma), (2) cultivating high expectation by using symbols to focus efforts and communicating important objectives in simple ways (Inspirational Motivation), (3) increasing intelligence, rationality, and problem solving carefully (Intellectual Stimulation), and (4) giving attention, coaching, guiding, and training everyone specifically and personally (Individualized Consideration).

Spreitzer, Perttula and Xin (2005 : 209) adopt Podsakofet *al* in developing the dimensions of transformational leadership into 6 dimensions, i.e. articulating a vision, providing an appropriate model, fostering the acceptance of group goal, setting high performance expectation, providing individualized support, and intellectual stimulation.

Previous studies have shown that "Managers in Federal Express who display transformational leadership are considered by their direct supervisors to be higher achieving and more promotable managers" (Hater and Bass, 2005). Dubinsky *et al* (2005: 25) find the fact that "Sales manager who implements transformational leadership tends to have more committed followers, have higher job satisfaction, and not stress easily".

In the context of university, Boyer (2010) states that only two words from leadership type are suitable for a university, i.e. transformational leadership. Simialrly, Kark, Chen and Shamir in 2003 state that "leader who implements transformational leadership can affect their subordinate's performance". Burns, Sarros and Butchatsky (2001) also call

transformational leader as breakthrough leadership. It's called breakthrough leadership because leaders with this character have the ability to bring major changes to individuals and organization by: reinventing individual character in organization or organizational improvement, starting innovation process, reviewing organizational structure, process and values to be better and more relevant in interesting and challenging ways for everyone involved and trying to realize organizational objectives.

With the concept of transformational leadership, subordinate will trust, admire, be proud, be loyal, and respect their superior and be motivated to do their job with result which exceeds the preset target. It's in line with the research result of Sarros and Santora (2001:385) that "transformational leadership increases the follower's awareness by realizing dreams and values such as justice, peace and equality". Humphreys (2005:1413)states that leader who implements transformational leadership style with the characteristics stated by Bass (2005) will cause constant changes toward improvement for the organization. With the positive changes, subordinate is ready to accept task given by their superior without trouble, happily and with satisfaction, as well as increase human resources performance. In the context of university, transformational leadership is considered the most suitable leadership theory for university organization today and a solution for university to achieve the status of world class university(WCU) (Aziz *et al*, 2009: 59). In fact, Bryman and Gardner and Cleavenger in Pounder (2001: 281) calls transformational leadership the new leadership and for over 20 years have brought new leadership paradigm (Spreitzer, Perttula and Xin, 2005: 205). Many management researchers and practitioners agree that transformational leadership model is the best leadership concept in describing the characteristics of leader (Sarros and Santora, 2001: 385) and can be a catalyst of social change (Asgariet *al*, 2008: 142) and empirically, it's found that transformational leadership supports achievement (Stewart, 2006: 29). In support of Stewart (2006), Boyer (2010) states that only two words from leadership type are suitable for a university, i.e. transformational leadership. Boyer (2010) argues that transformational leadership model asks us what you

can do for your university, which transactional leadership model asks us what your university can do for you. So, using Aarons's research result in 2006 on university, transformational leadership is closely related with performance, whether university or lecturer performance (Aaron, 2006: 163). Moreover, the dimensions of transformational leadership of Podsakofet *al* have been validated well in America and China (Farh and Cheng and by Spreitzer, Perttula and Xin, 2005: 217-219).

In this study, the instrument to measure transformational rector leadership refers to Podsakofet *al* in Spreitzer, Perttula and Xin (2005: 209) who states that there are 6 indicators of transformational leadership, i.e.:

- 1) *Fostering the acceptance of group goals*, meaning leader behavior which encourages subordinate to reach the preset objective together.
- 2) *Providing individualized support*, meaning leader's attitude which indicates that they care about their subordinate and pay attention to the feelings and needs of the subordinate.
- 3) *Providing an appropriate model*, meaning leader behavior which sets example for their subordinate to remain consistent to the leadership values.
- 4) *Intellectual stimulation*, meaning leader behavior which encourages their subordinate to always reconsider old assumptions and rethink new ways to achieve optimal performance.
- 5) *High performance expectations*, meaning leader's attitude which reflects expectation for their subordinate to achieve high quality of work, perfection and performance.
- 6) *Identifying and articulating a vision*, meaning leader behavior which aims to identify new opportunities for their organization and tries to develop, articulate and inspire their subordinate on their vision of the future.

Achievement Motivation

Motivation is a condition or energy which drives lecturer toward organizational objectives of UMB. Motivation consists of employee attitude in facing the work situation of UMB. Pro and positive mental

attitude of lecturers to the work situation of UMB reinforces their work motivation to result in maximum performance. Lecturer mental attitude should be psycho-physically ready (ready mentally, physically, situationally and objectively). It means the human resources of UMB work with ready mentality, healthy physique, understanding of the situation and condition and UMB and hard work to reach work target (main objectives of UMB).

McClelland in Mangkunegara (2008) states that "there is positive relation between achievement motivation and performance achievement". Achievement motivation referred to by McClelland means lecturer must have very strong drive to do or perform daily work tasks well until they excel.

Next, McClelland states that there are six characteristics of employee with high achievement motivation, i.e.: First, having high work responsibility. Second, taking moderate calculated risk. Third, having realistic purposes of life and work. Fourth, having concrete work program and working hard to realize it. Fifth, using feedback from superior and colleague or anyone for self-improvement. Sixth, having desire to be successful, work well, and be distinguished.

Based on McClelland's opinion, rector and lecturers will have maximum performance when they have high achievement motivation. Therefore, achievement motivation should grow from inside lecturer and be supported by the leaders of UMB. This way, dynamic work situation will be created in UMB and lecturer performance and organizational performance of UMB will be maximum.

Performance and Performance Appraisal

The term performance comes from Job Performance or Actual Performance (real job performance achieved by someone). Terminologically, performance is defined as the quality and quantity of work result achieved by a leader or employee in performing their duty consistent with their position or responsibility.

Philosophically, the concept of performance comes from the motivation theory. Dharma (2005:35) proposes that performance management is supported by philosophy which comes from: motivation theory, concept of organizational effectiveness and

contribution of performance management to organizational effectiveness, and belief on how to manage organization. Similar idea is stated by Bernard and Russel as quoted by Gomes (2003:135) who define performance as *“the record of outcomes produced on a specified job function or activity during a specified time period”*.

Ndraha (2003:196) gives detailed explanation on performance based on the origin of the work. The English verb *perform* means *to act, to carry, to execute*. The word *performance* has many meanings. Some of them are entertainment, the act of performing, the execution or accomplishment of work, acts, etc. So, performance can be defined as product (in entertaining: service), and process. Adam and Ebert argue that: *Efficiency, productivity, performance. These are terms we tend to use interchangeably.... performance is a broader term incorporating, efficiency and productivity in overall achievement*. As a process, performance consists of the dimensions of input, throughput, output, and can be expanded to cover *outcome*, affected by the values of efficiency, and productivity. The process is affected by seven factors, *“Seven Factors of performance” World Executive Digest*. The factors (independent variables) are goals, standards, feedback, opportunity, means, competence, and motive.

Mangkunegara (2008:67) argues that lecturer performance with work result which qualitatively and quantitatively achieved by a lecturer in implementing tri dharma of university (teaching, research and service) consistent with their responsibility. Similarly, Rivai (2009:548) states that performance is a function of motivation and ability. To finish duty or work, one should have certain levels of readiness and ability. One's readiness and skill aren't effective enough to do something without clear understanding on what to do and how to do it. Performance is actual behavior displayed by every lecturer as work achievement they produce consistent with their role in university.

Bastian in Hessel (2005:175) argues that performance is an illustration on the level of task

implementation achievement in an organization to realize target, objective, vision, and mission of the organization. In the context of management, Dharma (2005:25) states that performance management is a way to get better result for organization, group, and individual by understanding and managing performance consistent with preset competency target, standard and requirement.

Framework

Lecturer performance in university organization is partially affected by achievement motivation and rector leadership. In university, lecturer performance is lecturer's work result in performing tri dharma of university (teaching, research and community service) as their duty and obligation. The analyzed transformational rector leadership model strongly influences achievement motivation and lecturer performance in university. According to Stewart (2006 : 17) and Boyer (2010: 21) *“only two words from leadership type are suitable for a university, i.e. transformational leadership”*. Transformational leadership model is the best leadership concept in explaining leader's success (Saros and Butchatsky, (2001: 6). In fact, transformational leadership can be a catalyst of social change (Asgariet al, 2008: 142) and it's empirically found that transformational leadership supports achievement (Stewart, 2006 : 29). Similarly, the research result of Aarons in 2006 in the context of university states that transformational leadership is closely related with performance, whether university or lecturer performance (Aaron, 2006: 1163). The achievement motivation theory of McClelland clearly shows *“positive relation between achievement motivation and high performance achievement”*. Lecturer will be able to reach optimal performance if they have high achievement motivation. The achievement motivation occurs from internal factors (within lecturer) and external factors, especially the rector of UMB. Therefore, transformational rector leadership could affect achievement motivation and lecturer performance.

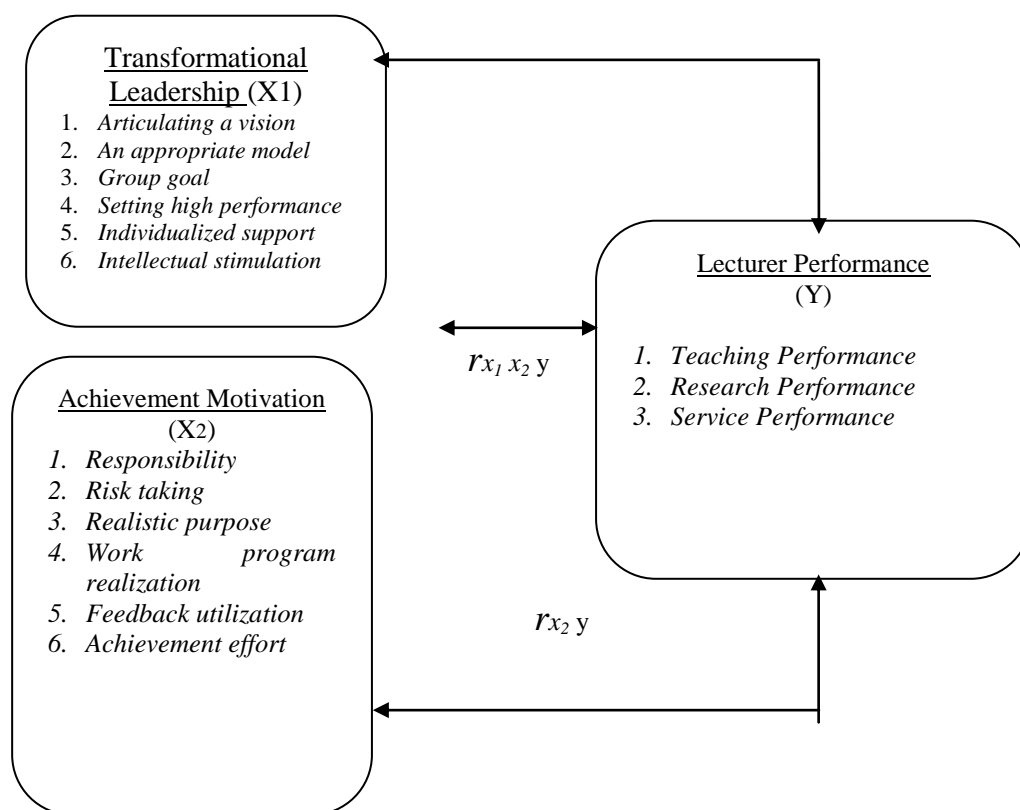


Figure 2. The Relation between Variables

Research Hypothesis: Transformational leadership and Achievement Motivation simultaneously affect Lecturer Performance.

The instrument to measure transformational leadership was questionnaire with likert model modification with 4 possible answers. The items are made based on frame of reference from the opinions of Spreitzer, Perttula and Xin (2005: 209) by adopting Podsakofet *al* who develop the dimensions of transformational leadership into 6 dimensions, i.e. articulating a vision, providing an appropriate model, fostering the acceptance of group goal, setting high performance expectation, providing individualized support, and intellectual stimulation. There are 4 alternative answers in the questionnaire, i.e.: strongly agree (SS), agree (S), disagree (TS), strongly disagree (STS). Unsure alternative answer was removed in the present study because it affected respondent psychologically when they should give accurate assessment/choice.

The instrument to measure achievement motivation was questionnaire prepared using likert model with 4 possible answers, too. The items were arranged based McClelland's theory. The instrument to measure lecturer performance was analyzed based on the result achieved by lecturer in implementing teaching, research and community service and supported by existing secondary data in 2017/2018 UMB rector report. The validity and reliability tests of the instruments showed that they were feasible instruments. After performing validity and reliability tests of the research result, normality test was performed using Chi Square (X^2) with rejection criterion that H_0 was rejected if X^2 count $\geq X^2$ table. Data processing used SPSS program version 21. The output of the SPSS program was viewed at significance level of 0.05. The hypothesis was that transformational leadership and achievement motivation had significant effect on UMB lecturer performance. Determination coefficient was used to see the effect of the variables using multiple linear regression analysis with regression equation $Y = a +$

$b_1 x + b_2 + x_2$. Where a is constant, b_1 and b_2 are regression coefficient, x_1 and x_2 are independent variables and Y is dependent variable, i.e. predicted value.

III. RESULT AND DISCUSSION

Analysis of the Influence of Transformational Leadership and Achievement Motivation on Lecturer Performance.

To analyze the influence of transformational leadership and achievement motivation on lecturer performance, multiple linear regression analysis and Determination Coefficient analysis were performed. The author also performed Classical Assumption Deviation Test. F test (simultaneous regression coefficient test) examines the significance of the effects of some independence variables on dependent variable. In the present study, it tested the significance of the influence of transformational leadership and achievement motivation on lecturer performance. In this case, the significance level in the test is 0.05. The statistical test was F test. Using SPSS version 21.0, the following F statistical value is obtained:

Table 2. ANOVA Output

Model	Sum of Squares	df	Mean Square	F	Sig.
1	2761.483	2	1380.742	224.518	.000 ^a
Regression					
Residual	461.234	7	6.150		
Total	3222.717	9			

a. Predictors: (Constant), Achievement motivation, Transformational leadership

a. Predictors: (Constant), Achievement motivation, Transformational leadership

b. Dependent Variable: Human Resources Performance

Based on Table 2, F count is 224.518. The value was then compared with the F value in F distribution table. For $\alpha=5\%$, $df_1=k=2$, and $df_2 (n-k-1)= 78-2-1=75$, F table is 3.119. Determination coefficient shows the significance of the role and contribution of the independent variable in forming the dependent variable. In this case, it showed the significance of the role and contribution of transformational leadership and achievement motivation on forming lecturer performance, and was stated in percentage.

The statistical test was R^2 . Using SPSS version 21.0, R^2 statistical value is:

Table 3. Output Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926 ^a	.857	.853	2.480

a. Predictors: (Constant), Achievement motivation, Transformational leadership

b. Dependent Variable: Lecturer Performance

Based on the output above, R^2 is 0.857, meaning the percentage of contribution of the effect of transformational leadership and achievement motivation on lecturer performance is 85.7%. In other words, transformational leadership and achievement motivation had 85.7% significant effect on performance, while the remaining 14.3% was affected by other variables not studied here. Then, compared with the determination coefficient values (R^2) i.e. X_1 and X_2 regressions on Y , the following is obtained:

Table 4. Output Model Summary for X_1 and X_2 Regressions on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926 ^a	.857	.853	2.480

a. Predictors: (Constant), Achievement motivation, Transformational leadership

b. Dependent Variable: Lecturer Performance

Based on the output model summary in Table 2 and Table 3, Table of the result of multicollinearity analysis in Table 5 was found.

Table 5. Result of Multicollinearity Analysis

Dependent Variable	Independent Variable	r Square (r ²)
X_1	X_2	0,456
R²	0,857	

Table 5 shows that coefficient value r^2 is smaller than determination coefficient (R^2). So, there was no multicollinearity between independent variables, so the regression model is good.

Autocorrelation Test

Autocorrelation test used Durbin-Watson test (DW test). Based on the calculation using SPSS version 21., Durbin-Watson value is as follows:

Table 6. Output Model Summary to Determine Durbin Watson Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	.926	.857	.853	2.480	1.809

^a

a. Predictors: (Constant), Achievement motivation, Transformational leadership

b. Dependent Variable: Lecturer Performance

From the data in Table 6, it's found that Durbin Watson value is 1.809 which is between 1.55 and 2.46. Therefore, the regression model had no autocorrelation, so the regression model was good.

Based on the statistical calculation of multiple linear regression, determination coefficient value R^2 of 0.857 is found. It means that the percentage of contribution of the influence of transformational rector leadership and achievement motivation on lecturer performance is 85.7%. In other words, transformational leadership and achievement motivation had 85.7% significant effect on lecturer performance, while the remaining 14.3% was affected by other variables, including lecturer ability.

The research result supported the research result of Kirkpatrick and Locke (2006) that the better a leader implements transformational leadership model, the higher the subordinate performance (Boehnke *et al*, 2003 : 6). Moreover, Gadot (2006: 661) proposes that the effect of transformational leadership is very significant on performance. The research result was in line with the research result of Givens (2008 : 15-16) that "transformational leadership has direct effect organizational performance and positive effect on subordinate behavior". Similarly, Givens (2008 : 15-16) concludes that "transformational leadership has relationship with personal outcomes of organization member (Hatter and Bass, 2005; Kirkpatrick and Locke, 2006; Barling, Moutinho and Kelloway, 1998) and direct effect on performance (Koh, Steers and; MacKenzie, Podsakoff and Rich, 2001). In fact, Bass concludes that "transformational leadership is a modern leadership type and can affect subordinate in performing their main work obligation". It could

mean that transformational rector leadership could inspire the staffs of UMB leaders (directors, deans, vice deans, heads of study programs, secretaries of study programs and lecturers) and increase achievement motivation and UMB lecturer performance. Moreover, transformational rector leadership could motivate lecturers to find new ideas to solve problem, be creative and innovative, increase confidence, have long-term commitment and increase UMB lecturer performance.

IV. CONCLUSION

Based on the research result and discussion on the analysis of the influence of transformational leadership and achievement motivation on lecturer performance, it's conclude that university rector who implemented transformational leadership could motivate lecturer to be high achieving and have high performance. Transformational leadership and achievement motivation simultaneously had positive and significant effect on lecturer performance. Therefore, the implementation of transformational leadership was effective in motivating lecturers to have high performance in university. In other words, the success of the rector in developing Universitas Mercu Buana (UMB) into a rapidly developing university with over 29,647 active students and 969 lecturers with sufficient campus facilities and A accreditation from BAN PT, was because the rector was able to display transformational leadership. Transformational rector leadership model which was analyzed had significant effect on achievement motivation and lecturer performance. According to Stewart (2006) and Boyer (2010), "only two words from leadership type are suitable for a university, i.e. transformational leadership". Transformational leadership model is the best leadership concept in explaining leader's success (Saras and Santora, 2001). Similarly, Aarons in 2006 in the context of university states that transformational leadership is closely related with performance, whether university or lecturer performance (Aarons, 2006: 1163).

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