

# The Effect of Transactional and Transformational Leadership on Lecturer Performance with Job Satisfaction as the Mediation

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## ABSTRACT

With a well-produced performance, an organization will also run well. This study examines one example, namely the performance of a lecturer. The performance that will be produced is also very dependent on the leadership of the organization and the work performance of the employees. So that the existence of organizational leaders who make lecturers' performance better and more precise, will be able to make the organization better. This study aims to analyze the effect of transactional and transformational leadership on lecturer performance with job satisfaction as mediation at Dr. Soetomo University (UNITOMO) Surabaya. The approach used in this research is quantitative. The population in this study were permanent lecturers at the Faculty of Economics, with a sample size of 38 respondents. Data were collected by distributing questionnaires to several respondents to obtain primary data. The data analysis technique uses partial least square (PLS) with SmartPLS 3.0 software which is part of structural equation modeling (SEM).

**Keywords:** Transactional Leadership, Transformational Leadership, Job Satisfaction, Performance Lecturers, Education Quality

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## INTRODUCTION

In today's highly competitive world, organizations are growing globally and face many challenges in achieving their goals. That way, a leader is expected to play an important role in achieving these goals and encouraging employee performance by satisfying their work (Torlak & Kuzey, 2019). The quality of an educator is known to be the main thing in achieving the success of an educational process. This is because everything an educator does will affect student achievement academically and non-academically (Gerade et al., 2019; Mahler et al., 2018). In addition, how educators communicate will also affect the character of students, or in other words, the quality of educators can affect the quality and learning outcomes. So that getting the lecturer's performance appropriately is very important in determining the quality of education in higher education. Because it can be said that the better the quality of lecturer performance, the better the quality of learning and student achievement (Sihombing, 2020).

In the last ten years, the university has made fundamental changes in curriculum development, as well as the role of lecturers and learning strategies (Noor Azizah et al., 2020). These changes bring about a change in philosophy that dominates the field of educational leadership. Leadership according to Rusydi, (2017) can have a significant effect on the performance of lecturers in higher education. According to Masa'deh et al., (2016), it is also known that leadership style is a strategic factor that can influence innovation and knowledge sharing because leaders can enable organizations to integrate, share and use knowledge in innovative ways. Apart from that, performance is considered as an important variable in the human resource management literature and organizational behavior, which is further related to organizational operations.

Since people will invest in organizations to achieve goals, every effort is made to ensure that they do their best to achieve those goals. The fact is that employees need extra encouragement to keep them interested, enthusiastic, and

proud. According to Masa'deh et al., (2016) leadership can be integrated proportionally, namely, between transactional and transformational leadership that will motivate lecturers to consciously and professionally carry out tasks that exceed the expected performance standards. Transactional leaders have clear information about what their subordinates need and want. Because in this transactional leadership relationship, the leader will give his subordinates a decent return on performance. Therefore, transactional leadership is one type of leadership that can encourage subordinates to provide all skills to achieve the best results for the organization. Apart from transactional leadership, some transformational leaders can influence one or more people in the organization. Transformational leadership is based on principles related to the subordinate development process. Transformational leaders evaluate all the abilities and potential of each subordinate to carry out their work, by looking at the possibility of expanding and empowering subordinates in the future (Bastari et al., 2020). In this type of organization, two leaders have the same view in providing leadership to their subordinates. Transactional leaders will clarify the roles and task requirements of followers towards the goals set, while transformational leaders will inspire followers to go beyond their personal interests for the good of the organization (Olabanji & Abayomi, 2016).

Apart from the leadership style and lecturer performance, another factor needed to achieve organizational goals is job satisfaction. Grenberg is quoted as saying (Anwar et al., 2017) that job satisfaction is a set of feelings that employees like or don't like related to their work. Or job satisfaction is expressed as the degree to which people feel positive or negative about their job. It is an emotional response to one's duties, as well as the physical and social conditions at work. Employees with a high level of job satisfaction show a positive attitude towards their work, and vice versa, employees who are not satisfied with their work will show negative attitudes towards their work

(Syabarrudin *et al.*, 2020). The role of the leader is inseparable from job satisfaction and performance. Scientific research on leadership issues usually shows that satisfaction and performance are things that leadership can inspire.

UNITOMO is one of the largest private universities in Surabaya. Since the establishment of the Satya Tatpara Adhika Education Foundation in 1981, it could develop from 5 majors into 8 majors with 15 majors in just 14 years. This achievement is the result of the hard work of related parties, principals, foundations, deans, lecturers, and universities or other foundation employees. UNITOMO is the promoter and actor of the nation's education generation. Of course, as a team, strong cooperation from related parties is needed to unite and achieve goals. Over time, internal conflicts between the foundation and the principal gave bad news about the facilitators at UNITOMO Surabaya. The unpleasant news spreads through the public, causing a decline in public opinion about the University and eventually caused a sharp decline in the number of new registrants.

## LITERATURE REVIEW

### Theoretical Basis

#### Transactional Leadership

Transactional leadership is based on an assumption that employees are motivated by rewards and punishments. According to Zainuddin *et al.*, (2019), transactional leadership is best suited to social systems that work best through clear chains of command. Because in this concept the main responsibility of employees is to do what their superiors tell them to do. That way, transactional leadership can also be said to be autocratic because leaders expect their subordinates to obey the established rules and follow instructions from the leader. According to Bass quoted by (Mustika *et al.*, 2020), the initial concept of transactional leadership will explain the process of the needs of subordinates to be fulfilled in exchange for the role of the leader, and that the leader can only react if the subordinates fail to fulfill their role needs. Transactional leadership can also be defined as an activity that guides subordinates to a predetermined goal by emphasizing these roles and duties (Wahyuni & Eliyana, 2014). Robbin & Judge (2008) stated that there are requirements in transactional leadership, namely Conditional rewards, Management by exception (passive) and Management by exception (active).

#### Transformational Leadership

The concept of transformational leadership has begun to gradually shift a concept of instructional leadership, as a hope in the world of education for higher education leaders to bring visionary leadership types into the organization (Noor Azizah *et al.*, 2020). Transformational leadership is one of the most popular theories in the field of leadership and has been considered an important topic related to leadership for more than 20 years (Long *et al.*, 2014). This interest is because transformational leadership leads to positive, superior relationships with subordinates, commitment, performance motivation, and effective leaders (Masa'deh *et al.*, 2016). Transformational leadership is based on principles related to the subordinate development process. Transformational leaders evaluate all the abilities and potential of each subordinate to carry out their work, by looking at the possibility of expanding and empowering subordinates in the future (Bastari *et al.*, 2020). Transformational leaders are also known to be able to transform organizations by

identifying the need for change, initiating a vision, and mobilizing commitment to realize that vision (Manurung, 2020).

#### Job Satisfaction

Grenberg is quoted as saying (Anwar *et al.*, 2017) that job satisfaction is a set of feelings that employees like or don't like related to their work. Or job satisfaction is expressed as the degree to which people feel positive or negative about their job. It is an emotional response to one's duties, as well as the physical and social conditions at work. Employees with a high level of job satisfaction show a positive attitude towards their work, and vice versa, employees who are not satisfied with their work will show negative attitudes towards their work (Syabarrudin *et al.*, 2020). Anggarwati & Eliyana, (2015) also defines job satisfaction as a pleasant feeling as a result of the perception that work fulfills the important values of work. That way, this will give the meaning that job satisfaction is not a single concept, because a person can feel satisfied with one aspect of his job and may not be satisfied with one or various aspects of his job. Employee job satisfaction is very important to enable an employee to be able to bring out the maximum ability in his job (Setiawan *et al.*, 2020).

#### Lecturer Performance

Salbiyah *et al.* (2019) states that concerning the performance and responsibility of lecturers in carrying out their professional duties, the performance of lecturers is contained in Law Number 14 of 2005, namely: Carrying out the education, research and community service, planning, implementing the learning process, and assessing and evaluating learning outcomes; Continue to improve and develop academic qualifications and competencies; Acting in an objective and non-discriminatory manner based on considerations of the student's gender, religion, ethnicity, race, certain physical conditions, or socioeconomic background in learning; Upholding statutory regulations, law and code of ethics, as well as religious and ethical values; and maintaining and fostering national unity and integrity. According to an article published in the Bulletin (Directorate of Educators & Education, Directorate General of Higher Education, 2014), it is stated that lecturers who research the publication of scientific papers are one of the efforts to improve the performance of these lecturers. Performance is defined as the result of job completion which represents a person's level of achievement at each job and in fulfilling policies, expectations, or requirements for the official role of the organization (Wardani & Eliyana, 2020). Performance can also be interpreted as productivity which states the quality, quantity, and contribution of work, when productivity is high, the overall performance in the organization will also be high.

#### Hypothesis Development

##### Transactional Leadership on Lecturer Performance

Noor Azizah *et al.*, (2020) have shown that leaders in a university who are successful in their work, have used various mechanisms to motivate and activate their staff to bring about changes in their university culture. These changes can occur when staff at the university or lecturers produce a good performance and match the goals of the university. Concerning human resources, performance is known to be highly dependent on organizational leadership and employee work performance (et al., 2018). Transactional leaders are known to refer to the relationship between leaders and followers in pursuing cost-effective economic exchanges because their material and psychological needs are met to achieve expected

performance (Masa'deh *et al.*, 2016). On the other hand, followers of transactional leaders must also accept, approve, and obey the leader in exchange for praise, rewards, and resources, or avoid punishment. When compared to transformational leadership, transactional leadership focuses on short-term daily leadership. So that transactional leaders will need important information or need subordinates with certain problem-solving skills to create the conditions for negotiating a waste of time. That way, it will affect the performance of lecturers effectively and efficiently.

According to Noor Azizah *et al.*, (2020) Transactional leadership has a significant effect on lecturer performance. Transactional leadership will seek to maintain stability in the organization through regular economic and social exchanges in achieving certain goals, both for leaders and their followers (Olabanji & Abayomi, 2016). Transactional leaders also have a strong desire to encourage consistent performance from followers which enables them to meet agreed goals. So that a lecturer in obtaining their performance and responsibilities in carrying out their professional duties (Purwanto *et al.*, 2020), can be assisted by the influence of transactional leaders. Transactional leadership will use rewards and punishments to improve the performance of the lecturer, thus turning the leader-follower relationship into an economic exchange transaction.

#### **Transformational Leadership on Lecturer Performance**

The quality of educators will also be reflected in the lecturer's performance because performance will include behavior based on expertise, knowledge, and adaptability (Pradhan & Jena, 2017). That way, it can be said that the performance of lecturers by itself has a very crucial position in shaping the excellence of an educational institution, with the presence of educators who have an excellent performance which is known to make it easier for educational institutions to produce quality graduates and achieve the targeted mission (Belsito, 2016). The leadership style of a leader is known to also change the continuity of success achieved by an institution (Pantouvakis & Vlachos, 2020). Transformational leadership is a leadership model that is seen as appropriate to the changes and developments of the times, which can increase the productivity of a lecturer (Sihombing, 2020). According to Zainuddin *et al.*, (2019) transformational leadership will be able to bring higher performance. Transformational leadership is a leadership model that reflects a leader who tends to motivate subordinates to work better and focus on behavior to help transformation between individuals and organizations. So that the transformational leadership applied by the head of the study program in a concept is expected to increase the achievement performance of lecturers.

According to Pongpearchan, (2016) transformational leadership is needed in increasing and developing the efficiency and effectiveness of teaching staff in a university. In short, it is said that it can increase lecturer performance. The good performance produced by a lecturer is the performance that follows the procedures according to the standards previously set by a university or the institution concerned. Based on the decree, the leadership is expected to do various things to influence groups in the organization to achieve their goals (Manurung, 2020). A leader is known to have the abilities and skills of each. Among various forms of leadership, one of them is transformational leadership. Transformational leaders are known to change the organization by

identifying the need to initiate a vision, change, and mobilize commitment to the vision that has been set. Transformational leadership will be used by a leader who can motivate himself or his followers for more morale, work inspiration, self-confidence, and leadership (Pongpearchan, 2016). They can lead to innovation, change, and can train for both the work and life of their followers. Manurung, (2020) has also shown that transformational leadership is proven to have a positive and significant effect on lecturer performance.

#### **Transactional Leadership on Lecturer Performance with Job Satisfaction as Mediation**

According to Torlak & Kuzey, (2019) weak "governance and management" is the main cause of the poor quality of education. It is hoped that effective leadership will be the key to overcoming possible future challenges and ultimately ensuring the achievement of the success of educational institutions and student development (Torlak & Kuzey, 2019). It is known that transactional leadership can encourage leaders to adjust their style and behavior to meet the perceived expectations of followers (Olabanji & Abayomi, 2016). Besides, according to Lan *et al.*, (2019), Transactional leadership has a positive influence on job satisfaction. This suggests that contingent rewards, leader-member exchanges, or other factors will probably play an important role in lecturer job satisfaction. If a lecturer has positive job satisfaction for himself, this can be influenced by a leader who actively monitors the lecturer's performance. Because the level of performance achieved by the lecturer will simultaneously assess the level of job satisfaction achieved. Job satisfaction will refer to various kinds of job features, personal characteristics, environment, and feelings, which require components such as co-workers, supervision, and organizational structure to change over time (Torlak & Kuzey, 2019). According to Setiawan *et al.*, (2020) employee job satisfaction is very important to enable an employee to bring out the maximum ability at his job. As a result, a lecturer will view his job as profitable or unfavorable in an organization where the conditions of work meet his expectations or not. If it is appropriate, they will bring out their maximum ability in their work, which can also affect the improvement of lecturer performance in a university.

#### **Transformational Leadership on Lecturer Performance with Job Satisfaction as Mediation**

Theoretically, the performance of a worker will be influenced by various factors. These factors include leadership and job satisfaction. Leadership is known to be very important in achieving the vision and mission or success of an organization (Patiara & Wang, 2020). It is known that transformational leadership will play an important role in every organization. Transformational leadership has the ability to motivate employees to achieve greater than planned results and gain internal rewards. This includes building a closer relationship between the leader and the employee, which has an impact on the perceived job satisfaction of followers. The well-known way a leader leads a team can also influence follower job satisfaction. High job satisfaction will show the positive attitude of the lecturer, and lecturers are an important element in education (Zainuddin *et al.*, 2019). The key to the success and quality of graduates is determined by the teaching model of a lecturer. According to Lan *et al.*, (2019) increasing job satisfaction can positively affect organizational success, which makes it an important topic for managing an organization. This also refers to the increased performance that will be generated.

In addition, according to [Sharma, \(2020\)](#) job satisfaction can affect a person's work behavior and performance. Educators will work according to their capacity and competence if they are truly satisfied with their work

[\(Sharma, 2020\)](#). Thus, transformational leadership will encourage job satisfaction of a lecturer in referring to the success of the institution through the resulting good performance.

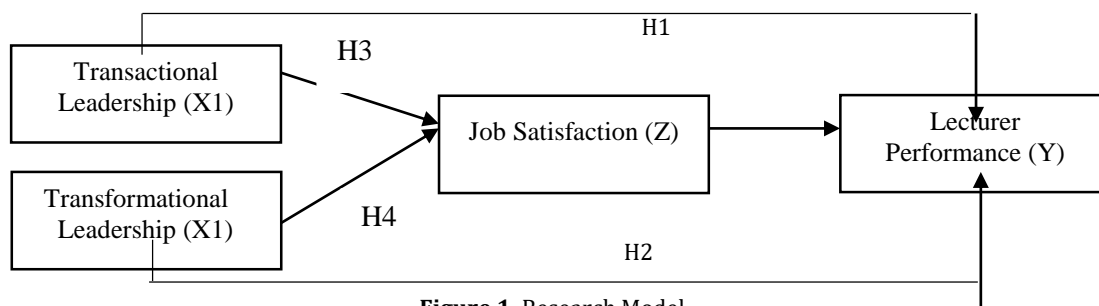


Figure 1. Research Model

## RESEARCH METHODS

### Research Approach

Referring to the formulation of the problem that has been determined by this study, the approach used by the researcher is quantitative. The independent variable (Independent variable) in this study is Transactional Leadership (X1), and Transformational Leadership (X2), the mediation variable (Mediation) in this study, namely Job Satisfaction (Z), and the dependent variable (Dependent variable) in this study, namely Lecturer Performance (Y). Measurement of respondents' answers in this study is known to use the data collection method in the form of a questionnaire and using the Likert scale method (Likert's Summated Ratings). This measurement scale is intended for the variables of transactional leadership, transformational leadership, job satisfaction, and lecturer performance as measured through modification with points adjusted for the research material developed. As for the use of an agreement scale of 1 - 5 for each subsequent respondent's answer, namely, Value 1 represents Strongly Disagree (STS), Value 2 represents Disagree (TS), Value 3 represents Sufficiently Agree (CS), Value 4 represents Agree (S), and Value 5 represents Strongly Agree (SS).

### Measurement

#### Transactional Leadership

Transactional leadership is leadership in the Head of UNITOMO study program who can create mutually beneficial exchanges between leaders and employees, where the leader will guide the lecturers in the direction of the stated goals by clarifying their duties and roles. The measurement of the transactional leadership variable adopts the indicators developed by [\(Bass and Avolio, 1997\)](#).

#### Transformational Leadership

Transformational leadership is leadership in the Head of the Study Program, where these leaders have the type of leadership that can inspire other lecturers to put aside the personal matters of each of his employees. Measurement

of transformational leadership variables adopts the indicators developed by [\(Bass dan Avolio, 1997\)](#).

#### Job Satisfaction

Job satisfaction is the effectiveness or emotional response from the lecturers regarding various aspects of work and this definition cannot be interpreted as a single concept because they could be relatively satisfied with one aspect of the job and dissatisfied with one or more aspects of the job. The measurement of the job satisfaction variable adopts the indicators used by [Robbins \(1996:149\)](#).

#### Lecturer Performance

Work performance is the quality and quantity of work achieved by a lecturer in carrying out his duties following the responsibilities given to him. The overall results of the lecturers' duties are based on Tri Dharma UNITOMO Surabaya under the indicators by the Menkowsabangpan number 38 of 1999 concerning the Functional Position of Lecturers and the Value of the Credit Score listed in Chapter III article 4.

#### Data and Sample Collection Techniques

The data collection process in this study was carried out through systematic and efficient procedures to obtain accurate and realistic data through preliminary surveys, literature studies, and questionnaire techniques. The population in this study were all permanent lecturers at the Faculty of Economics, UNITOMO Surabaya, amounting to 44 people. The method used in sampling in this study is a saturated sampling technique (census). So that the sample in this study included male and female permanent lecturers totaling 44 people.

#### Data Analysis Technique

The analysis technique in this study uses technical analysis using Structural Equation Modeling (SEM) analysis tools using the Partial Least Square (PLS) software program.

#### Data Analysis

In this study, in finding the results regarding the hypothetical relationship between variables when using PLS-SEM software, it is required to pass the outer model evaluation and inner model evaluation.

Table 1

N=38		Frequency	Percentage	Total%
Gender	Male	16	42,10%	42,10
	Female	22	57,90%	100
Age	20-30 years old	2	5,26%	5,26
	31-40 years old	6	15,80%	21,06

	41-50 years old	11	28,94%	50
	> 50 years old	19	50%	100
Education	Diploma	3	7,90%	7,90
	S1	4	10,52%	18,42
	S2	24	63,16%	81,58
	S3	7	18,42%	100
Status	Married	35	92,11%	92,11
	Single	3	7,89%	100
Years of Service	< 1 year	2	5,26%	5,26
	1-5 year	5	13,16%	18,42
	6-10 year	1	2,63%	21,05
	11-15 year	4	10,53%	31,58
	16-20 year	6	15,79%	47,37
	> 20 year	20	52,63%	100

Note: Five demographic variables are coded in the data as Gender, Age, Education, Status, and Years of Service.

**Table 2**

Variables	Code	Factor Loading				$\hat{\alpha}$	$\gamma_s$	CR	(AVE)
Transactional Leadership	TK1	0.695				0.848	0.856	0.886	0.530
	TK2	0.563							
	TK3	0.715							
	TK4	0.832							
	TK5	0.813							
	TK6	0.677							
	TK7	0.766							
Transformational Leadership	TF1		0.912			0.955	0.959	0.962	0.715
	TF2		0.905						
	TF3		0.833						
	TF4		0.857						
	TF5		0.868						
	TF6		0.808						
	TF7		0.841						
	TF8		0.857						
	TF9		0.804						
	TF10		0.757						
Job Satisfaction	KK1			0.789		0.889	0.893	0.916	0.644
	KK2			0.779					
	KK3			0.746					
	KK4			0.849					
	KK5			0.852					
	KK6			0.795					
Lecturer Performance	KD1				0.713	0.948	0.950	0.954	0.619
	KD2				0.690				
	KD3				0.842				
	KD4				0.879				
	KD5				0.861				
	KD6				0.782				
	KD7				0.784				
	KD8				0.876				
	KD9				0.842				
	KD10				0.785				
	KD11				0.638				
	KD12				0.759				
	KD13				0.735				

Note: TK (Transactional Leadership), TF (Transformational Leadership), KK (Job Satisfaction), and KD (Lecturer Performance). Based on Table 2, it is known that the results of the Validity Test show that all indicators have met the research requirements,



and it is stated that all indicators affect latent variables. Because these results have met the validity and reliability requirements for research.

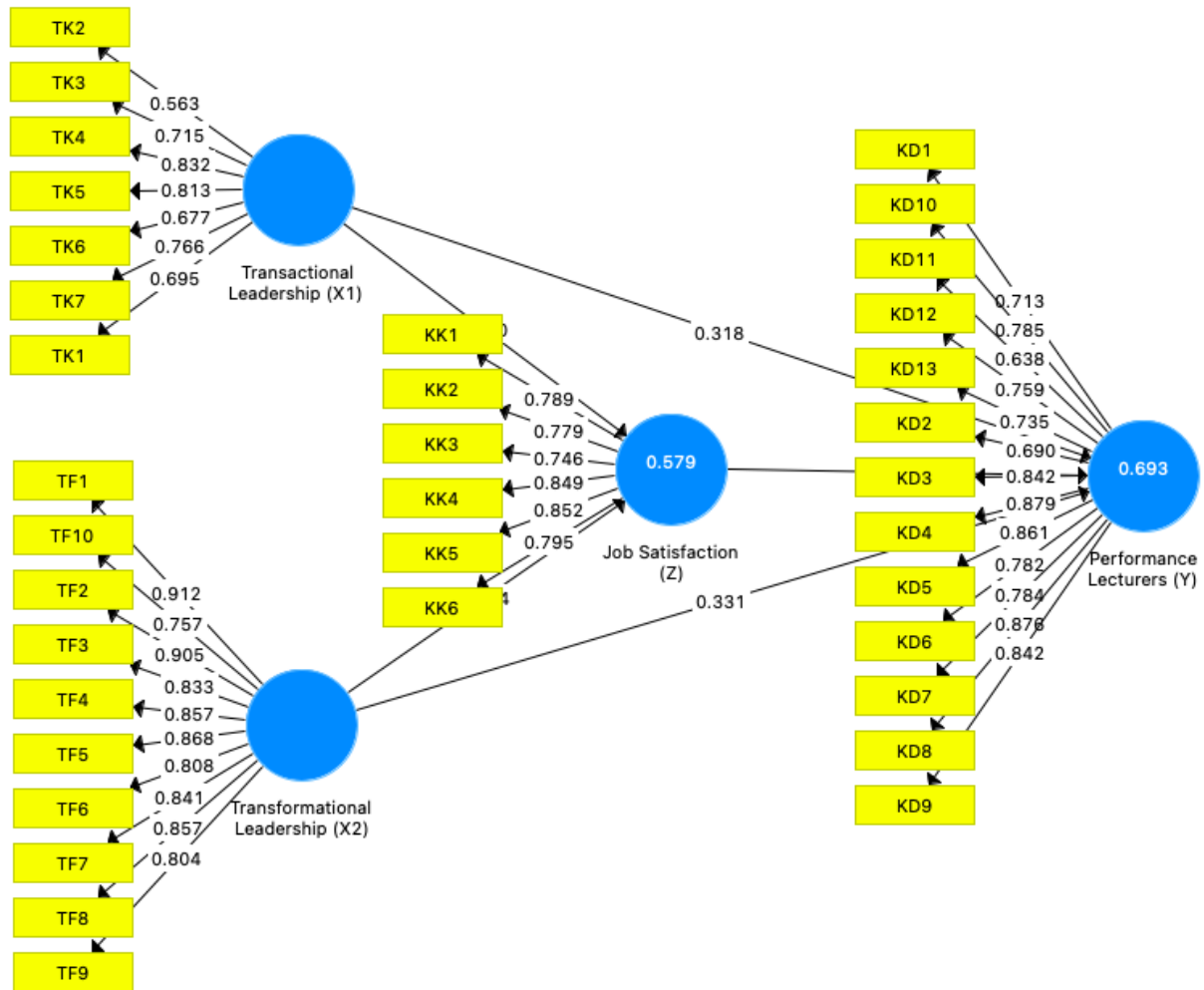


Figure 2. Outer Model Results

Tabel 3. Description Analysis

Indicator	Mean	Category
<b>Transactional Leadership</b>		
The Head of the Study Program assisted me with the intention of exchanging for performance.	3.58	High
The Head of the Study Program discusses the specific tasks assignments to be given to the lecturers.	3.82	High
The Head of the Study Program shows satisfaction when a lecturer fulfills obligations in teaching.	3.74	High
The Head of the Study Program focuses on the deviation.	3.37	High
The Head of the Study Program is fully concentrated on affairs related to errors at UNITOMO.	3.37	High
The Head of the Study Program waits until an error occurs before taking action.	3.34	Average
The Head of the Study Program indicated that if something still running according to standards, the Head of the Study Program will not provide an evaluation.	3.42	High
Mean Total	3.52	High
<b>Transformational Leadership</b>		
The Head of the Study Program considers the importance of values who is in the Faculty of Economics, UNITOMO.	4.00	High
The Head of the Study Program emphasized the importance of belonging strong purpose.	4.05	High
The Head of the Study Program considers the consequences of the moral of all decisions.	3.74	High
The Head of the Study Program considers optimistic about the times in front of the Faculty of Economics, UNITOMO.	4.13	High
The Head of the Study Program is very enthusiastic about what needs to be done.	3.87	High

The Head of the Study Program indicated that goals of the Faculty of Economics will be reached.	4.03	High
The Head of the Study Program seeks a different perspective when solving problems.	3.53	High
The Head of the Study Program suggests a new way of getting things done.	3.55	High
The Head of the Study Program uses the time to conduct training.	3.50	High
The Head of the Study Program considers individuals to have different abilities.	3.97	High
Total Mean	3,84	High
<b>Job Satisfaction</b>		
I feel satisfied when I can use my ability to carry out tasks to get good results.	4.08	High
I am satisfied with the existing payroll system determined by the UNITOMO.	3.61	High
I feel satisfied when my achievements are rewarded with a promotion from the University	3.89	High
I feel satisfied with the conditions of the work environment.	3.73	High
I feel satisfied because of the togetherness between co-workers.	4.08	High
I feel satisfied because my work is by the abilities that I have.	4.16	High
Total Mean	3,93	High
<b>Lecturer Performance</b>		
I conduct student seminars	4.28	Very High
I guide KKN (Community Service Program)	3.87	High
I am guiding the final project	4.24	Very High
I became an examiner on the final exam	4.21	Very High
I conduct student seminars	4.11	High
I guide KKN (Community Service Program)	3.50	High
I carry out research that can be used by the community	3.87	High
I educate the community	4.16	High
I create community service works	4.00	High
I belong to a professional organization	3.95	High
I am a member of the national delegation for the meeting international	3.55	High
I play an active role in scientific meetings	3.71	High
I received awards during my tenure as a lecturer at the Faculty of Economics.	3.48	High
Total Mean	3,92	High

Note: This shows a description of the respondent's answer to the variable Transactional Leadership, Transformational Leadership, Job Satisfaction, and Lecturer Performance in a high category.

**Table 4.** Result of R-Square Value

Variable	Original Sample – R-Square
Job Satisfaction	0.579
Lecturer Performance	0.693

Note: Job Satisfaction and Lecturer Performance has an R-Square value of > 0.50 which means it is a good model.

**Table 5.** Result of Q-Square Value

Variable	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
Job Satisfaction	507.000	313.061	0.383
Lecturer Performance	494.000	295.040	0.403

Note: It is known that the Job Satisfaction and Lecturer Performance variables have a Q-Square value > 0. So, it shows that the two dependent variables have predictive relevance.

**Table 6.** Path Coefficient Results

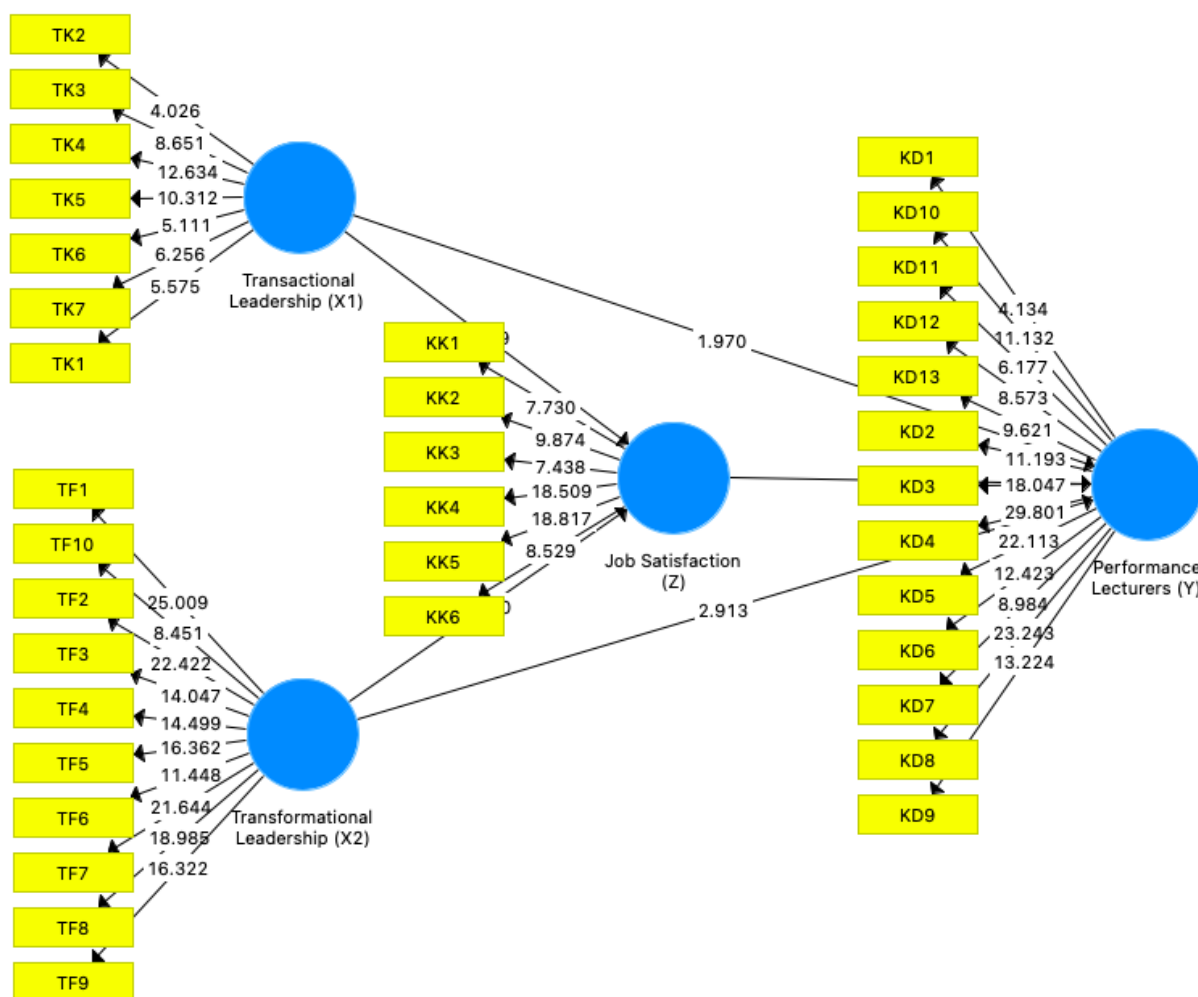
Variable	Original Sample (O)	T statistic	P Values	Notes
Job Satisfaction -> Lecturer Performance	0.349	1.840	0.066	Significant
Transactional Leadership -> Lecturer Performance	0.318	1.970	0.049	Significant
Transactional Leadership -> Job Satisfaction	0.300	2.359	0.019	Significant
Transformational Leadership -> Lecturer Performance	0.331	2.913	0.004	Significant
Transformational Leadership -> Job Satisfaction	0.594	6.340	0.000	Significant

Note: If the original sample value shows a positive value then between variables has a positive relationship effect (vice versa). The value of T-statistics is expected to be > 1.65 to conclude that the relationship between the variables being tested is stated to have a significant effect.

**Table 7.** Results of the Specific indirect Effect

Variable	Original Sample (O)	T statistic	P Values	Notes
Transactional Leadership -> Job Satisfaction -> Lecturer Performance	0.105	1.166	0.244	Not significant
Transformational Leadership -> Job Satisfaction -> Lecturer Performance	0.207	1.787	0.074	Significant

Note: If the original sample value shows a positive value then between variables has a positive relationship effect (vice versa). The value of T-statistics is expected to be > 1.65 to conclude that the relationship between the variables being tested is stated to have a significant effect.



**Figure 3.** Inner Model Results

## RESULTS AND DISCUSSION

### Discussion

#### Transactional Leadership on Lecturer Performance

In this study, it shows the results of the analysis after being processed using partial least square (SmartPLS) that the transactional leadership variable has a significant effect on lecturer performance. This can be proven by the original sample value obtained of 0.318 and the T-Statistics value of 1.970. Thus, it can be stated that transactional leadership at the Head of the University Study Program UNITOMO was able to influence the performance of lecturers. This is also supported by research according to [Noor Azizah et al., \(2020\)](#) that transactional leadership has a significant effect on lecturer performance. The results of this study will show that transactional leadership at the Head of the University Study Program UNITOMO has a strong desire to encourage the performance of the

lecturers and enable them to meet agreed goals. So that lecturers at UNITOMO will get their performance and responsibilities in carrying out their professional duties assisted by the influence of transactional leaders. The lecturers through the influence of transactional leadership on the Head of the University Study Program UNITOMO will be required to accept, approve and obey leaders in exchange for praise, rewards, and resources, or avoid punishment.

#### Transformational Leadership on Lecturer Performance

In this study, it shows the results of the analysis after being processed using partial least square (SmartPLS) that transformational leadership variables have a significant effect on lecturer performance. This can be proven by the original sample value obtained of 0.331 and the T-Statistics value of 2.913. Thus, it can be stated that transformational leadership in the Head of the University



Study Program UNITOMO was able to influence the performance of lecturers. This is also supported by research according to Zainuddin *et al.*, (2019) that transformational leadership will be able to bring higher performance. The results of this study will show that transformational leadership is a leadership model that reflects a leader in the Chair of UNITOMO who tends to motivate UNITOMO to work better and focus on behavior to help transformation between individuals and organizations. So that the transformational leadership applied by the head of the study program UNITOMO in a concept is expected to increase the achievement performance of Dr. University lecturers. Soetomo.

#### **Transactional Leadership on Lecturer Performance with Job Satisfaction as Mediation**

This study shows the results of the analysis after being processed using partial least square (SmartPLS) that the job satisfaction variable does not mediate the effect of transactional leadership on lecturer performance. This can be proven by the original sample value obtained of 0.105 and the T-Statistics value of 1.166. Thus, it is stated that through job satisfaction, lecturers cannot influence transactional leadership to the Head of the University Study Program UNITOMO on lecturers' performance. The results of this study indicate that job satisfaction cannot mediate the impact between transactional leadership and the performance of UNITOMO lecturers. Soetomo, because the person in charge of research planning does not supervise the lecturers in the class every day, so it is difficult to understand students. The action was taken after teaching reports. This cannot have a non-optimal impact on the performance of Dr. University's lecturers. Soetomo, which will affect salaries and assets.

#### **Transformational Leadership on Lecturer Performance with Job Satisfaction as Mediation**

This study shows the results of the analysis after being processed using partial least squares (SmartPLS) that the transformational leadership variable has a significant effect on lecturer performance through job satisfaction. This can be proven by the original sample value obtained of 0.207 and a T-Statistics value of 1.787. Thus, it is stated that through job satisfaction, lecturers can influence transformational leadership at the Head of the University Study Program UNITOMO on the lecturers' performance. These results are the same as research conducted by Paracha *et al.*, (2012) which has indicated that job satisfaction plays a mediating role between transformational leadership variables and employee performance. Transformational leadership has the ability to build a closer relationship between the Chair of the University Study Program and the lecturer, which results on the job satisfaction felt by the lecturers. How the leader guides a team is clearly known to also affect the job satisfaction of Dr. University lecturers. Soetomo. High job satisfaction will show the positive attitude of the lecturer, and the lecturer is an important element in UNITOMO. If the lecturers are satisfied with their work, so they will work according to their capacity and competence and refer to the increased performance that will be generated.

### **CONCLUSIONS AND SUGGESTIONS**

#### **Conclusions**

Based on the analysis that has been done, it can be concluded in this study that transactional leadership has a significant effect on the performance of UNITOMO lecturers, transformational leadership has a significant effect on the lecturers' performance, Job satisfaction does

not mediate the effect of transactional leadership on the lecturers' performance, and job satisfaction mediate the effect of transformational leadership on the lecturers' performance. Supporting Torlak & Kuzey's statement, (2019) that a leader is expected to play an important role in achieving these goals and encouraging employee performance by satisfying their work. In this study, it is known that the quality of lecturers is the main thing in achieving the success of an educational process. Besides, this study concluded that the head of the University Study Program was able to influence performance improvement and positive job satisfaction for lecturers through transactional and transformational leadership styles.

#### **Suggestions**

Through the results of this study, it is known that company management can make recommendations in measuring the effect of transactional and transformational leadership on lecturer performance with job satisfaction as a mediation. This can influence an organization in guiding its subordinates towards a predetermined goal by defining their roles and duties, evaluating all the abilities and potential of each subordinate to carry out their work by looking at the possibility of expanding and the authority of subordinates in the future, enabling an employee in being able to bring out the maximum ability in his work, and can influence the organization in increasing the high productivity of a lecturer.

In addition, based on the average result on the lecturer performance variable, the smallest is 3.48 regarding the opinion related to awards while serving as a lecturer at UNITOMO, it is suggested that UNITOMO appreciated them even more. Because they will feel that their work is more valuable and will affect their behavior at work to be even better. Although it is still in the high category, these results show the smallest average.

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