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The Effect of Transformational Leadership and Knowledge Management on Lecturer Performance in State Polytechnic of Sriwijaya

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Abstract

This study aims to analyze and find out how the influence of transformational leadership and knowledge management on the performance of Sriwijaya State Polytechnic lecturers. This research is a quantitative research, data obtained from questionnaires distributed to lecturers of the Sriwijaya State Polytechnic with a total sample of 65 people. The sampling technique is convenience sampling. The data was processed using SPSS 22. The analysis technique used Multiple Linear Regression. The test results obtained partially transformational leadership does not affect the performance of the Sriwijaya State Polytechnic lecturers and partially knowledge management affects the performance of Sriwijaya State Polytechnic lecturers.

Keywords: Transformational Leadership, Knowledge Management, Lecturer Performance.

1. Introduction

One of the important factors that play a role in the progress of a nation is education. Education is an investment that will improve human quality in the future. Higher education is a very important tool to improve human resources and change people's mindsets to create a democratic society (Mirfani et al., 2012). Both state universities (PTN) and private universities (PTS) in Indonesia are faced with increasingly complex competition along with the significant increase in the number of private universities. It is clear that the public is more interested in universities that have a competitive advantage. Universities that have competitive advantages are universities that are able to create loyalty/satisfaction for their stakeholders not only for the short term but also for the long term. So that universities must be managed professionally in order to have a competitive advantage. The intended stakeholders are all parties who have actual and potential influence, internally and externally either directly or indirectly to the higher education institution (Muhardi, 2004).

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Based on data from the PDDikti website (https://pddikti.kemdikbud.go.id/pt) in 2021 the number of universities in Indonesia will reach 4,498 consisting of universities, high schools, polytechnics, academies, and institutes. However, the increase in the number of universities in Indonesia has not been in line with the improvement in the quality of higher education, this can be seen from the low competitiveness of Indonesian universities in the international sphere. The ranking carried out by Quacquarelli Symonds (QS) World University Ranking 2021 from the QS TopUniversities page (https://www.topuniversities.com/university-rankings/world-university-rankings/2021), Indonesian universities occupy the best position at 254. The position was occupied by Gadjah Mada University. Meanwhile, the University of Indonesia and the Bandung Institute of Technology occupy positions 301 and 313.

The increasing number of universities in Indonesia should be balanced with the improvement of service quality and higher education quality. New problems arising from the increasing number of universities are the quality of education and the quality of graduates. Universities have not been able to produce reliable workers and entrepreneurs who are ready to answer development needs. In fact, the number of educated unemployed increases with the increasing number of universities.

One of the essential components in the higher education resource system is the lecturer. Lecturers have roles, duties, and responsibilities in the intellectual life of the nation. To carry out these roles, duties, and responsibilities, professional lecturers are needed. Lecturer performance is one of the most important components in the education system in higher education. Therefore, the pattern and support for the development of education and lecturers will be the most important determining factor to meet the goals of higher education (Bungai & Perdana, 2018).

In order to create a competitive advantage, an organization must have different resources from its competitors. Knowledge possessed by the lecturer is one of the keys to competitive advantage for universities. Effective use of knowledge not only creates competitive advantage but also improves organizational performance. Knowledge management is a medium so that organizations can identify their knowledge and use it to improve performance and produce various innovations (Munir & Sasanti, 2008). Knowledge management is one of the university's strategies to identify the knowledge possessed by the lecturer so as to create competitive advantage and can improve the performance of lecturers which will certainly improve the overall performance of the university (Samsiah, 2018). The spearhead of the success of an organization is determined by the leader. The leader becomes the command that guides the direction and goals of the organization. Leadership is a very important part of higher education resource management. The leadership of a leader greatly affects the performance of his employees. Likewise in college. The performance of a lecturer is strongly influenced by the leadership of the rector/director who leads the university.

The transformational leadership model is the right leadership model in meeting the achievement of higher education performance in order to be able to compete and be able to transform quickly (Sandiasa, 2017). According to (Nggili, 2006) transformational leadership is a leader who has equipped himself with the establishment of spiritual (SQ), emotional (EQ), intellectual (IQ), and physical (PQ) competencies, can carry out self-transformation and influence subordinates, leaders others and the surrounding environment to carry out the transformation in order to meet the needs of institutions and the interests of competition in a globalized world. Transformational leaders can carry out the role of inspiring subordinates, empowering, building creative power, creating positive psychology, and shaping ethical behavior.

Polytechnic is a form of higher education in addition to academies, institutes, high schools, and universities. State polytechnic of Sriwijaya is one of Polytechnic in Indonesia. In the ranking of Indonesian universities, the names of polytechnics have not been included in the list. The low competitiveness of polytechnic lecturers is inseparable from the low quality of educators, educational effectiveness, and educational facilities. This condition is one of the factors that polytechnics are not included in the best universities in Indonesia. This study aims to examine how the influence of

transformational leadership and knowledge management on the performance of Polytechnic lecturers. The subject of research is the lecturer of Sriwijaya State Polytechnic.

2. Literature Review

Lecturer Performance

Performance is work performance, work implementation, or work results (LAN, 2004). Performance is the output of a process (A. Smith, 1982). Lecturer performance is the ability of lecturers to carry out tasks in order to complete their work (Depdiknas, 2005). According to (Blazey, 2010) educational performance is aimed at (1) improving educational performance, capability, and output (2) facilitating communication and information exchange about the best education, practice of several institutions, and (3) become a tool to understand and improve the performance of educational institutions, as well as a guide for strategic planning.

Transformational Leadership

According to (Ivancevich et al., 2014) Transformational leader motivates followers to work for goals instead of short-term self-interest and for achievement and self-actualization instead of security. According to (Coulcit et al., 2018) Transformational leadership involves inspiring followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from new perspectives. According to (Yulk & L.Gardner, 2021) Transforming leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions.

Knowledge Management

(Djokopranoto & Indrajit, 2014) provide a definition of knowledge management from Megan Santosus & Jon Surmacz; knowledge management is the process through which organizations generate value from their intellectual and knowledge-based assets. Most often, generating value from such assets involves sharing them among employees, departments and even with other companies in an effort to devise best practice. According to (Laudon, Kenneth C, 2008) knowledge management is a series of processes developed within an organization to create, collect, maintain, and disseminate organizational knowledge. According to (R.A.Khan, 2012), Knowledge management is the formalization and access of experience, knowledge and expertise that creates new capabilities that enable superior performance, drive innovation and increase customer value. According to (Nasser H. Zaied et al., 2012) Knowledge management is a process that helps organizations to find, select, organize, disseminate, and transfer critical information and expertise required for activities.

Framework

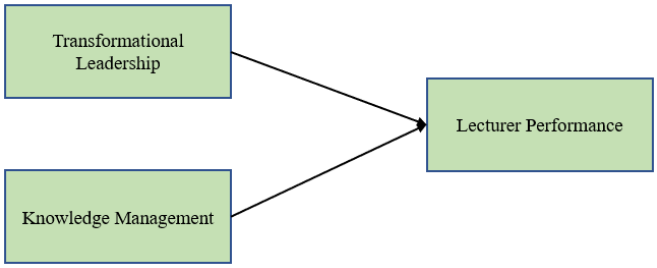

Figure 1. Research Framework

Hypothesis:
H1: Transformational Leadership partially has a significant effect on lecturer performance.
H2: Knowledge Management partially has a significant effect on lecturer performance.

3. Methods

According to (Handayani, 2020) population is the totality of each element to be studied which has the same characteristics, it can be individuals from a group, event, or something to be studied. While the sample is part of the population. The population in this study were Sriwijaya State Polytechnic lectures. This study uses a questionnaire survey data collection technique. The number of samples in this study were 65 respondents who were selected randomly by convenience sampling technique. Convenience sampling is a type of non probality sampling in which people are sampled simply because they are convenient source of data for researcher. The first stage in this research is to test the quality of the data by testing the validity and reliability. Then the classical assumption test was carried out, namely normality, multicollinearity, and heteroscedasticity tests. And finally, the hypothesis was tested with multiple linear regression.

4. Results and Discussion

Validity Test

Validity test is used to measure the accuracy of whether the items in the questionnaire are appropriate in measuring what you want to measure. The results of the validity test are valid items. In this study, the validity is tested by looking at the value of Corrected Item-Total Correlation. The basis for decision making in this test is to compare the value of r-count with r-table. If r-count > r-table then the items in the questionnaire are said to be valid. Conversely, if the value of r-count < r-table, then the items in the questionnaire are said to be invalid (Priyatno, 2017). The result of data processing with SPSS 22 is:

Table 1. Validity Test

Item X1	Corrected Item_Total Correlation	Item X2	Corrected Item_Total Correlation	Item Y	Corrected Item_Total Correlation
X1.1	0.859	X2.1	0.676	Y1.1	0.675
X1.2	0.841	X2.2	0.719	Y1.2	0.692
X1.3	0.875	X2.3	0,790	Y1.3	0.647
X1.4	0.814	X2.4	0.689	Y1.4	0.638
X1.5	0.783	X2.5	0.642	Y1.5	0.605
X1.6	0.844	X2.6	0.725	Y1.6	0.695
X1.7	0.678	X2.7	0.720	Y1.7	0.691
X1.8	0.775	X2.8	0.701	Y1.8	0.617
X1.9	0.778			Y1.9	0.502
X1.10	0.700			Y1.10	0.546
X1.11	0.843			Y1.11	0.603
X1.12	0.671			Y1.12	0.554
X1.13	0.856			Y1.13	0.614
X1.14	0.852			Y1.14	0.442
				Y1.15	0.564

Based on table 1 the corrected item total correlation value of all items X1, X2, and Y is greater than r table (r table = 0.2441). So, it can be said that all of these items are valid.

Reliability Test

Reliability test is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and remains consistent if the measurement is repeated. In this study, the method used for reliability testing is the Cronbach's Alpha method (Priyatno, 2017). According to (Sekaran, 2006) reliability of less than 0.6 is not good, 0.7 is acceptable, and above 0.8 is good.

Table 2. Reliability Test

Variable	Cronbach's Alpha
X1	0.964
X2	0.907
Y	0.907

Based on table 2, it can be seen that the Cronbach Alpha is greater than 0.6. This shows that all statements in this study are said to be reliable or have a good level of reliability so that they can be used in subsequent research analyzes.

Classical Assumption Test

Normality Test

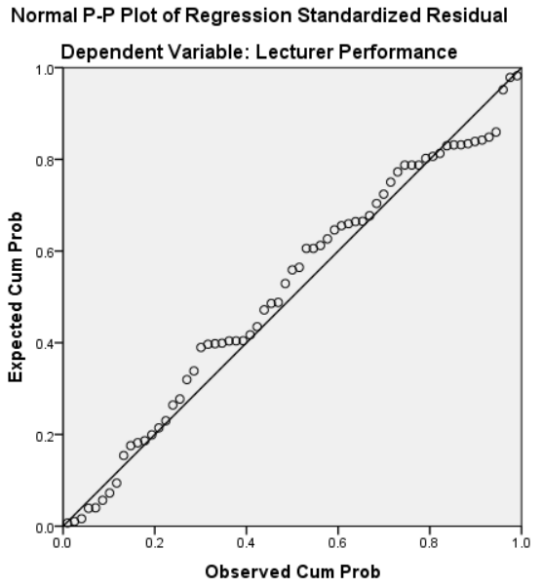

Figure 1. Normality test results

From Figure 1, it can be seen that the data is distributed close to the normal line. So, it can be said that there is no problem of normality.

Multicollinearity Test

Table 3. Multicollinearity Test Results

Variable	VIF
Transformational Leadership	2.584
Knowledge Management	2.584

The VIF value in the table 4 is less than 10, then there is no multicollinearity problem

Heteroscedasticity Test

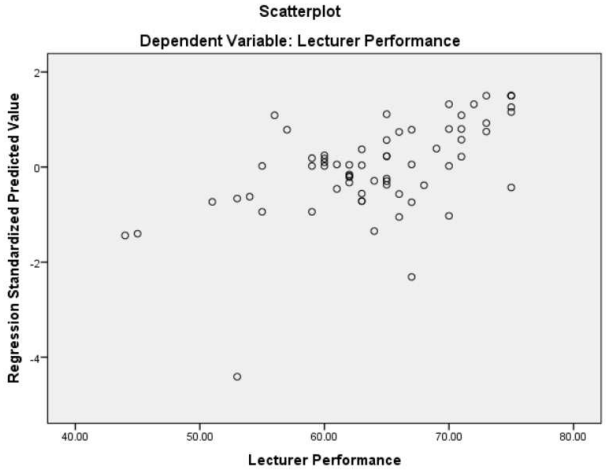

Figure 2. Heteroscedasticity test results

From the figure 2, it can be seen that the data does not form a certain pattern or the data spreads randomly, so there is no heteroscedasticity problem.

Multiple Linier Regression

Multiple linear regression analysis is a linear relationship between two or more independent variables and the dependent variable. This analysis is to predict the value and direction of the relationship between the independent variable and the dependent variable. In the multiple linear regression analysis, the regression coefficient test was carried out together (F test) and the regression coefficient was partially tested (t test). The F test is used to determine whether the independent variables together have a significant effect on the dependent variable. The t test is used to determine whether the dependent variable partially has a significant effect on the dependent variable (Priyatno, 2017).

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.567[a]	0.321	0.299	5.91924

In the model summary table, the adjusted R Square value is 0.299, which means that the percentage contribution of the transformational leadership and knowledge management to lecturer performance is 29.9%, while the rest is influenced by other variables that are not included in this model.

Table 5. Anova

	Sum of Square	df	Mean Square	F	Sig.
Regression	1025.320	2	512.660	14.663	.000[b]
Residual	2167.696	62	34.963		
Total	3193.015	64			

Table 6. Coefficient

Variable	Unstandardized B	Coefficient Std. Error	Standadized Coefficient Beta	t	Sig.
Constant	40.713	4.446		9.157	.000
Transformational Leadership	0.31	0.110	0.047	0.281	0.780
Knowledge Management	0.685	0.218	0.529	3.144	0.03

Regression equation is obtained as follows:

$$Y = 40.713 + 0.31\ X1 + 0.685\ X2$$

The model shows that constant = 40.713, it means if variable transformational leadership and knowledge management are assumed tobe constant, then lecturer performance will increase by 40.713. Transformational leadership value (X1) is 0.31 means that every increase of 1 score for transformational leadership will be followed by an increase lecturer performance of 0.31. Knowledge management value (X2) is 0.685 means that every increase of 1 score for knowledge management will be followed by an increase lecturer performance of 0.685.

Discussion

From anova table, the significance is 0.000 (<0.05), it can be concluded that transformational leadership and knowledge management together affect lecturer performance. From the coefficients table, the significance of transformational leadership is 0.780 (>0.05) and the significance of knowledge management is 0.03 (<0.05), it can be concluded that the transformational leadership and knowledge management variables partially affect lecturer performance. Hypotheses 1 rejected and hypotheses 2 accepted.

5. Conclusion

Based on the results of the analysis, it was found that the significance value for the transformational leadership variable was greater than 0.05 so that hypothesis 1 was rejected. Transformational leadership has no effect on the performance of the Sriwijaya State Polytechnic lecturers. This is because the leader does not arouse the enthusiasm of the lecturers to do the work, does not provide encouragement to use creativity in completing the work, does not give a sense of pride, does not make efforts to develop lecturers, and does not want to listen to the

ideas/ideas/complaints of the lecturers. The significance value for the knowledge management variable is less than 0.05 so that hypothesis 2 is accepted. Knowledge management affects the performance of Sriwijaya State Polytechnic lecturers. This is because with knowledge management, lecturers can easily collect all information related to university assignments easily so that changes in the environment do not hinder lecturer performance.

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