

The Effect of Sinergic Transformational Leaders, Academic Culture On The Sustainability Organization Performance of University Lecturer in Indonesia of the Corona Virus (Covid-19) Era

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ABSTRACT

The study aims to determine and analyze the effect of transformational leaders, academic culture on of the Sustainability Organization Performance of University Lecturers in Indonesia of the Corona Virus (Covid-19) era. This study use quantitative research method with survey technique to respond the test hypotheses that have been formulated. The respondents are 150 lecturers, the sampling technique used was cluster random sampling technique. The instrument of transformational leader, academic lecture and Sustainability Organization Performance were validated with the product moment correlation, while reliability was measured by the Alpha Cronbach. Hypothesis testing using path analysis. The results of data analysis using path analysis, showed that, (1) there is the effect of direct transformational leaders on the lecturers Sustainability Organization Performance, (2) there is the effect of direct academic culture on the lecturers Sustainability Organization Performance, and (3) there is the effect of direct sinergic transformational leaders on the lecturers academic culture. Implications of research efforts to bring down the lecturers Sustainability organization Performance, the effectiveness of sinergic transformational leaders must be increased, the improve the effectivity of academic culture.

Keyword: Sinergic Transformational Leaders, Academic Culture On The Sustainability Organization Performance

I. Intruduction

The impact of the outbreak of the corona virus (Covid-19) has been felt by the world of education. This has been recognized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), that the corona virus outbreak has had an impact on the education sector.

Several schools and universities have temporarily suspended their educational activities. One of the campuses in Malaysia, for example, the International Islamic University Malaysia (IIUM) decided to postpone college entry time in anticipation of preventing the spread of the virus. Meanwhile in China, the Chinese Ministry of Education extended the Lunar New Year holidays for schools and campuses. Teaching and learning activities for the new school year which were supposed to start after January 30 or early February were postponed until an undetermined time. Likewise in South Korea which also extends college holidays.

In Indonesia itself, the world of education has also felt the impact. Various kinds of comparative study program activities abroad (overseas) had to be canceled. Among them, Tazkia IIBS Malang, had to cancel several important activities abroad, such as the Arabic debate competition in Singapore which was supposed to be held in mid-February, canceled by local authorities. This was done after the level of the spread of the corona

virus in Singapore rose from the yellow level to the orange level. Another activity is an overseas comparative study to Japan which was supposed to depart in early March to be canceled. Lecturers are professional educators and scientists whose main task is to transform, develop, and disseminate knowledge, technology and art through education, research and community services. But, in fact, the Sustainability organization Performance of private university lecturers is still low, education and teaching have not been implemented professionally, lecturers' research products are considered to not meet expectations, spiritual intelligence, intellectual intelligence and social intelligence of lecturers are still low (Suhaemi at. al. 2015I).

The role of the lecturer as the main executor of education in Higher Education operationally is the foremost implementer in the management of higher education that is crucial to its success. Lecturers are required to actively make breakthroughs and innovations in managing the implementation of the Three Principles of Higher Education, namely education and teaching activities, research and development, and community service.

In fulfilling the Lecturer Workload, lecturers are required to implement it in accordance with the Tri Dharma of Higher Education namely education and teaching, research and development and community service. But in fulfilling the workload of lecturers it can give birth to Sustainability organization Performance . This is because there is a gap between the demands of work and the ability to meet the demands of work coupled with facilities and budget funds that are not yet in line with the level of lecturers' needs in fulfilling workloads in accordance with the standards of tri dharma universities.

According to Colquit et al (2019)., "Job performance is formally defined as the value of the set of employee behaviors that contribute either positively or negatively to organizational goal accomplishment. It has three components: 1) task performance, or the transformation of resources into goods and services; 2) citizenship behaviors, or voluntary employee actions that attribute to the organization; and 3) counterproductive behavior "

Performance is the value of a series of employee behaviors that contribute either positively or negatively to the achievement of organizational goals. Performance has three dimensions, namely task performance, civic behavior and incapable behavior.

Performance refers to the level of success in carrying out tasks and the ability to achieve predetermined goals. Performance is declared good and successful if the desired goals can be achieved properly. According to Ivancevish (2008) "Performance is a set of employee work related behaviors designed to accomplish organizational goals" Ivancevich's opinion states that performance is a set of employee work related to behavior in accomplishing organizational goals. According to Cascio (2015), performance is a way to ensure that individual workers or teams know what is expected of them and remain focused on effective performance by paying attention to goals, measures and assessments.

Some employee performance measurements, according to Gomes (2005), which can be used as employee performance indicators are as follows: (1) Quantity of work: The amount of work done in a specified period; (2) Quality of work: Quality of work achieved based on terms of suitability and readiness; (3) Job knowledge: The extent of knowledge about the job and its skills; (4) Creativeness: The authenticity of ideas that arise from actions to solve problems that arise; (5) Cooperation: Willingness to cooperate with other people (fellow members of the organization); (6) Dependability: Awareness and

trustworthiness in terms of attendance and completion of work on time; (7) Initiative: enthusiasm to carry out new tasks in enlarging its responsibilities; (8) Personal qualities: Regarding personality, leadership, hospitality, and personal integrity.

Transformational leadership is a leadership style that can change the form of thinking into real action (Danim, 2005: 54). Yukl stated that transformational leadership is a leadership pattern that can foster inspiration, can motivate and be able to change behavior in line with the development of organizational vision (Yukl's, 2004: 29). The implementation of transformational leadership strives to be a successful leader by raising the commitment of its followers by building organizational values, organizational vision, making changes, and seeking new breakthroughs to enhance creativity, innovation and independence of their subordinates. The ideal criteria for transformational leaders is to be able to build awareness of their followers in increasing creativity, developing organizational commitment, awareness of being responsible for maintaining the needs and life of the organization. (Wuradji, 2008: 30-31).

Transformational leadership that influences performance is academic culture. The success of a college can be measured by how far the tertiary institution has implemented its tridharmanas, namely education and teaching, research and community service. This is very related to the extent to which academics foster the development of an academic culture in the implementation of the tridharma of higher education (Malyana at. Al. 2005). Santana 2009 stated that there are five issues that determine the development of higher learning activities, namely the quality of faculties, available facilities, curriculum, the quality of teaching and learning processes and academic culture.

Higher education has a certain culture which is the basis and actions or behavior of lecturers. Culture is one of the factors that determine the success of an education as revealed by Weiner (2005: 66) stating that cultural differences can be a problem in the success of an institution. The alignment of education and culture in higher education is directed at academic culture. The real form of academic culture is to carry out the tridharma of higher education.

II. Theoretical Framework

1. Sustainability organization Performance

According to Suwanto M.S (2014), performance is the behavior or what employees do. There are 2 behavioral characteristics that can be labeled as performance, Colquit et al. (2019)., States Job performance is formally defined as the value of the set of employee behaviors that contributes either positively or negatively to organizational goal achievement. It has three components: 1) task performance, or transformation of resources into goods and services; 2) citizenship behaviors, or voluntary employee actions that attribute to the organization; and 3) counterproductive behavior "Gibson et al., (2012), states" Performance refers to the level of success in implementing the task and the ability to achieve the goals set. Otherwise good performance and successful if the desired goal can be achieved with good quality "According to Ivancevish (2008)" Performance is a set of employee work related behaviors designed to accomplish organizational goals " behavior in completing organizational goals. While Cascio (2015), describes performance as a way to ensure that individual or team workers know what is expected of them and remain focused on effective performance by paying attention to objectives, measures and assessments.

Some measurements of employee performance, according to Gomes (2005) that can be used as indicators of employee performance as follows: (1) Quantity of work: The amount of work done in a specified period; (2) Quality of work: The quality of work achieved is based on conditions of suitability and readiness; (3) Job knowledge: The extent of knowledge about the job and its skills; (4) Creativeness: Authenticity of ideas arising from actions to solve problems that arise; (5) Cooperation: Willingness to cooperate with others (fellow members of the organization); (6) Dependability: Awareness and trustworthiness in terms of attendance and completion of work on time; (7) Initiative: enthusiasm to carry out new tasks in enlarging their responsibilities; (8) Personal qualities: Regarding personality, leadership, hospitality and personal integrity.

2. Sinergic Transformational Leader

The term transformational leadership consists of two syllables, namely leadership (leadership) and transformational (Danim, 2005: 53). In terms of transformational leader terminology is a style of leader that can change the form of thinking into real action. (Danim, 2005: 54). can be said to implement a transformational leader style if it is able to instill trust, obedience, admiration, loyalty and respect for the lecturers, and employees of the institution. The followers of transformational leaders are always motivated to do better things to achieve organizational goals. In relation to Lethwood, as quoted by Sudarman, it is stated that transformational leadership is a leadership pattern that can foster inspiration, can motivate and be able to change behavior in line with the development of the organization's vision (Yukl, 2004: 29).

The implementation of transformational leader strives to be a successful leader by raising the commitment of his followers by building organizational values, developing the vision of the organization, making changes, and seeking new breakthroughs to enhance creativity, innovation and independence of his subordinates. The ideal criteria for transformational leader is to be able to build awareness of their followers in increasing creativity, developing organizational commitment, awareness of responsibility for maintaining the needs and life of the organization. (Wuradji, 2008: 30-31).

The ability of a transformational leader to be able to provide inspiration and motivation requires collaboration of good abilities. Leaders must have a good way of thinking, articulation of the right words, being able to simplify problems. (Suryanto, 2007: 81). The characteristics of transformational leaders are capable of arousing the enthusiasm and motivation of their followers to work hard, being able to develop a spirit of togetherness, discipline and motivation to advance, able to build followers' organizational awareness by developing a sense of belonging, responsibility, and building the highest achievement. (Wuradji, 2008: 52-53). Transformational leaders are known as people who are good at generating creativity in their followers. (Suryanto, 2007: 22). In arousing the creativity of his subordinates, transformational leaders have a clear vision, clarity of vision greatly determines the power of influence of a leader, from this clarity of vision leaders can emerge as leaders can create creative change. (Snair, at. Al: 2008: 135). Transformational leaders must trust vision. (Suryanto, 2007: 22). Another way to communicate a new vision is to give a consistent example (Bennis at al. 2000: 67) and be able to coordinate that vision well and correctly with followers. (Kotter, 2009: 64).

In innovative daily life is the process of exploring the brain into forms of ideas. Innovative attitude encourages the possibility of a person to develop (Moorhead at al., 2005: 721). One's innovative level will describe abilities, motivations, opportunities, and art in creating something both verbal and nonverbal. Robbins argues, that an innovative level is a product of several components that synergize with the creation of motives in carrying out an act. (Hasibuan. 2001: 29). Michael A. West categorizes innovativeness into seven things based on creativity thinking. This becomes a basic concept in the process of building and exploring one's innovativeness. The seven things are: (1) innovating in the workplace, (2) having confidence in creation, (3) being an inventor (innovator), (4) having a vision in the workplace (5) the field of innovation in the organization, (6) being able managing innovation, (7) able to strengthen innovation (Evans. 2004: 5). James R. Evans stated, that innovative attitude is a person's ability to provide a response to something that is seen and felt or experienced through various efforts in overcoming problems. (Evans. 2004: 6-7).

The ability of transformational leaders to generate innovation for their followers requires good collaboration skills. required to have a good way of thinking, articulating the right words, being able to simplify problems and be able to determine how to look at the problem correctly and correctly. (Suryanto, 2007: 81).

Based on the description above, it can be stated that transformational leadership is a process of leadership that requires its subordinates to strive for glory, togetherness and humanity. With indicators, leadership is capable of building motivation, creativity, innovation and independent institutions.

Synergistic leadership is a form of leadership that is based on the interaction between leadership behavior, organizational structure, external forces, and values, attitudes, and beliefs (Trautman, 2000). Five aspects of synergistic leadership theory make it unique: (1) women leaders are included in their development, (2) women leaders can be influenced by external forces, organizational structures, or values, attitudes, and beliefs in ways that male leaders do not. and conversely, (3) women's leadership behavior can interact with the factors of synergistic leadership theory in a different way than male leadership behavior, (4) leaders in various positions or levels can be influenced by these factors in different ways. 5) The four factors are interactive (Holtkamp, 2001; (Trautman, 2000). From the description above, the synthesis of synergistic transformational leadership is a form of leadership that is able to influence and inspire subordinates so as to raise awareness to achieve maximum results and develop leadership capacity with indicators, (1) hard work, capable of cooperation, discipline and encouragement to go forward. (2) initiative, confidence, desire to know, and take risks. (3) Be creative, sensitive and creative at work. (4) beliefs and values, (5) leadership behavior, (6) external factors and (7) organizational structure.

3. Academic Culture

Academic culture as one of the subsystems of higher education plays an important role in efforts to build and develop the culture and civilization of society and the nation that involves itself in academic activities. Academic culture is a lifestyle that is enshrined in three things, namely: (1) efforts to develop new knowledge continuously (2) efforts to

find truth that is done continuously, (3) efforts to maintain the existing repertoire of knowledge from various types of forgery. (Buchari, 1995: 113).

According to Kurniawan, academic culture is a system of higher education that plays an important role in efforts to build and develop culture and civilization of humans and the nation as a whole, where indicators of the quality of higher education are determined by the quality of the academic community in developing and building its academic culture. (Kurniawan, 2014: 45).

Academic culture is a system of shared values and beliefs held by members of the college. (Alvi, 2010: 76). According to Mahfud, "Academic culture is an academic activity outside academic norms which is often a requirement in the learning process. Seminars, discussions and scientific publications are examples of academic culture (Suara Merdeka: 2016).

Academic culture should be cultivated and preserved. Mulyana defines culture as an order of knowledge of experiences of beliefs, values, attitudes, meanings, hierarchies, religions, time, roles, spatial relationships, concepts of the universe, material objects and possessions obtained by a large group of people from generation to generation through individual and group efforts (Mulyana, 2003: 18).

Academic culture is actually a universal culture meaning that it is owned by everyone who engages in academic activities. Paltzian describes academic culture as an art of education and is progressive. This intellectual freedom of thought has implications for intellectual risk in the form of critical thinking, debate and often contrary to authority is commonplace. Unlike the political culture which tends not to be progressive, but tends to the provisions, orders and regulations. (Bowen. 2001: 15).

Based on the opinions above, it can be synthesized academic culture is the habit of academic activities in the form of a set of values, beliefs and norms shared by members of the academic community as guidelines in carrying out activities or actions and problem solving, with indicators providing quality, ideal behavior, networking scientific collaboration, sharing scientific information, observing the provisions that apply to the use of facilities, and mutual respect in scientific meetings.

The dimensions of academic culture are the habits of academic activities in the form of a set of values, beliefs and norms that are shared with members of the academic community as a guide in carrying out activities or actions and solving problems with indicators. (1) responsibility and support (2) A set of academic tradition values with indicators: Value system and Norm (3). academic tradition with indicators: division of labor, rewards and penalties, expectations and adjustments.

III. Research Methodology

The method used in this study is to use the survey method that is conducting research directly into the field. The data collection tool used is a questionnaire. With the data collection tool, data can be obtained in accordance with the research theme. Research data was captured using questionnaires developed by researchers and given to samples from the population. The research respondents were 150 people. The sample is determined using cluster random sampling technique. The instruments of transformational leader, academic culture and Sustainability organization Performance are validated by product moment

correlation, while reliability is measured by Alpha Cronbach. Data is analyzed using path analysis techniques.

IV. Research Results

Based on the path analysis test above, we can explain the following hypothesis testing:

a. Transformational leader (X_1) has a positive direct effect on Sustainability organization Performance (X_3).

To find out the direct effect of transformational leadership (X_1) on Sustainability organization Performance (X_3) a path analysis was performed using the SPSS 22 computer program for Windows:

Table ANOVA X_1 On Y

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	4812.636	1	4812.636	143.385	.000 ^b	
Residual	4967.524	14	354.823			
Total	9780.160	15				

a. Dependent Variable: Sustainability Organization Performance

b. Predictors: (Constant), Sinergic Transformational Leader

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.318	3.443		7.353	.000
	Transformational leader	.642	.054	.701	11.974	.000

a. Dependent Variable: Sustainability organization Performance

From the results of the path analysis of the influence of transformational leadership (X_1) on Sustainability organization Performance (Y) the path coefficient ρ_{y_1} is 0.666 with $t_{count} = 10.860$, while the value of $t_{table} = 1.91$ ($\alpha = 0.05$; $df = 146$). Because $t_{count} > t_{table}$, then H_0 is rejected, H_1 is accepted. Thus it can be concluded that transformational leader has a positive direct effect on Sustainability organization Performance .

b. Academic culture (X_2) has a direct positive effect on Sustainability organization Performance (X_3)

To find out the direct effect of academic culture (X_2) on Sustainability organization Performance (X_3) a path analysis was performed using the SPSS 22 computer program for Windows:

Tabel ANOVA X_2 on X_3

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1	110.117	1	110.117	1.685	.196 ^b
	9670.043	14	690.717		
Total	9780.160	14			

a. Dependent Variable: Sustainability organization Performance

b. Predictors: (Constant), transformational leader

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	60.217	4.625		13.019	.000
	Academic culture	.096	.074	.106	1.298	.196

a. Dependent Variable: Sustainability Organization Performance

The results of the analysis of the influence of academic culture (X_2) on sustainability organization Performance (X_3) the ρ^2 path coefficient is 0, 261 with $t_{\text{count}} = 3.289$ while the value of $t_{\text{table}} = 1.91$ ($\alpha = 0.05$; $df = 146$). Because $t_{\text{count}} > t_{\text{table}}$, then, then H_0 is rejected, H_1 is accepted. Thus it can be concluded that academic culture has a positive direct effect on Sustainability organization Performance .

Transformational leader (X_1) has a positive direct effect on academic culture (X_2)

c. Transformational Leader (X_1) has a positive direct effect on academic culture (X_2)

To find out the direct effect of transformational leader (X_1) on academic culture (X_2) a path analysis was performed using the SPSS 22 computer program for Windows:

ANOVA ^a						
Model		Sum of Square	df	Mean Square	F	Sig.
	Regression	14.996	1	14.996	.188	.665
1	Residual	11816.797	148	79.843		
	Total	11831.793	149			

a. Dependent Variable: Academic Culture

b. Predictors: (Constant), Transformational Leader

Coefficients ^a						
Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta		
	(Constant)	63.887	5.311		12.029	.000
1	Transformational Leader	-.036	.083	-.036	-.433	.665

a. Dependent Variable: Academic Culture

The results of the path analysis the effect of transformational leadership (X_1) on academic culture (X_2) the ρ_{12} path coefficient is 0, 261 with $t_{\text{count}} = 3.289$ while the $t_{\text{table}} = 1.91$ ($\alpha = 0.05$; $df = 146$). Because $t_{\text{count}} > t_{\text{table}}$, then, then H_0 is rejected, H_1 is accepted.

Thus it can be concluded that transformational leadership (X_1) has a positive direct effect on academic culture (X_2).

Discussion

Sinergic Transformational Leader (X_1) has a direct effect on Sustainability organization Performance (X_3)

The results of hypothesis testing, there is the effect of transformational leadership that has a positive direct effect on Sustainability organization Performance . The more positive transformational leadership, Sustainability organization Performance tends to increase.

Transformational leader is one of the variables that constantly and stably contributes to Sustainability organization Performance . From the results of hypothesis testing can be interpreted that efforts to improve Sustainability organization Performance can be initiated by improving transformational leadership first.

Academic culture (X_2) has a positive direct effect on Sustainability organization Performance (Y) and indirect effect through Sustainability organization Performance .

The results of hypothesis testing indicate that academic culture has a direct and indirect positive effect on Sustainability organization Performance . The more academic culture, the better the Sustainability organization Performance of lecturer lecturers.

Sinergic Transformational Leader (X_1) has a positive direct effect on academic culture (X_2).

The results of hypothesis tested indicate that transformational leader has a positive direct effect on academic culture. The more effective sinergic transformational leadership, the more positive the academic culture of lecturers.

Variants of academic culture can be explained by sinergic transformational leadership. Transformational leadership is one of the main variables that constantly and stably contributes to academic culture. From these results it can also be interpreted that an increase in sinergic transformational leadership will make a meaningful contribution to academic culture.

In the management of human resources, sinergic transformational leadership influences academic culture, because leadership that wants its subordinates to strive for glory, togetherness and humanity is done by being able to build motivation, creativity, innovation and an independent campus to build their institutions cthe effect academic management with provide quality services, ideal behavior, build a network of scientific cooperation, share scientific information, comply with the applicable provisions in the use of facilities, and respect each other in scientific meetings. As stated by Kurniatami that transformational leadership has a positive effect on proven Organizational Citizenship Behavior (OCB), so that employees at Muhammadiyah University Surakarta, the level of employee perceptions of transformational leadership at Muhammadiyah University Surakarta is very high, (3) the level of Organizational Citizenship Behavior (OCB) in employees at the Muhammadiyah University of Surakarta are very high. (Kurniatami, 2014).

Thus there is a positive direct effect of transformational leadership on academic culture, the better transformational leadership, the better the atmosphere of academic culture

V. Conclusion

Based on the results of the study, conclusions can be made about the effect of transformational leadership and academic culture on the Sustainability organization Performance of lecturers in Indonesia, both individually and collectively as follows:

1. There is the effect of synergic transformational leadership on the Sustainability organization Performance of lecturers in Indonesia. This means that increasing transformational leadership will increase the Sustainability organization Performance of lecturers in Indonesia
2. There is the effect of academic culture on the Sustainability organization Performance of lecturers. This means that an increase in academic culture will increase the Sustainability organization Performance of lecturers in Indonesia
3. There is the influence of transformational leadership on academic culture This means that increasing synergic transformational leadership will be able to increase the Sustainability organization Performance of lecturers.

Based on the conclusions outlined above, this study has succeeded in tested the hypothesis that transformational leader and academic culture of the effect on the Sustainability organization Performance of lecturers in Indonesia. Therefore, in an effort to increase Sustainability organization Performance , lecturers in Indonesia need to make various strategic breakthroughs that can transform synergic transformational leadership and improve academic culture by using digital media that can be accessed and as a source of information.

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