

# The Effect of Transformational Leadership, Organizational Culture, and Innovation on Lecturers Performance at Esaunggul University, 2019

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**Abstract:** The Lecturer performance plays a role in creating competent student graduates. The College graduates not only work in government with satisfactory academic value, but are able to create their own jobs by mastering the skills of the workforce. Lecturer performance is an activity experienced in achieving goals or results. Some variables that are expected to influence lecturer performance are transformational leadership, organizational culture, and innovation. The purpose of the study was to obtain information and find out the direct effects of transformational leadership, organizational culture, and innovation on the performance of lecturers. This research is associative causal using a quantitative approach. The analytical method used was descriptive and inferential methods. The results show that there is a positive direct effect of transformational leadership on lecturer performance ( $\beta = 0.19$ ); there was a positive direct influence of organizational culture on lecturer performance ( $\beta = 0.41$ ); there was a positive direct effect of innovation on lecturer performance ( $\beta = 0.22$ ); there was a positive direct effect of transformational leadership on innovation ( $\beta = 0.28$ ); there was a direct influence of organizational culture on innovation ( $\beta = 0.23$ ). It can be concluded that lecturer performance is influenced by transformational leadership, organizational culture and innovation.

## 1 INTRODUCTION

Technological advancements allow for automation in almost all fields. New technologies and approaches that combine physical, digital, and biological world will fundamentally change patterns of life and human interaction (Tjandrawinata, 2016). Industrial era 4.0 as a technological revolution phase changes the way human activities operate in scale, scope, and complexity from previous life experiences. Humans will live in global uncertainty; therefore, humans must have the ability to predict a rapidly changing future.

Lecturer performance plays a role in creating competent student graduates. College graduates with satisfying academic skills (hard skills) do not only work in government but can also create their jobs with the mastery of skills (soft skills) in the workforce. Lecturer performance is an experienced activity in achieving goals or results. Several variables are expected to influence lecturer

performance, namely transformational leadership, organizational culture, and innovation.

Performance is the result of a person as a whole during a certain period in carrying out tasks, such as standard results of work, target or target criteria that have been determined in advance and have been mutually agreed upon (Rivai, 2011). Performance is the outcomes, results, criteria and quantities of products and services; the level of customer service (Newstrom, 2011). Performance behavior was the total set of work-related behaviors that expose the individual to display (Griffin and Moorhead, 2014).

There are three main types of behavior that shape performance namely: Task performance, performing the duties and responsibilities that contribute to the production of goods or services to administrative tasks. This includes most of the tasks in a conventional job description. Citizenship. Action that contributes to the psychological environment of the organization, such as helping others when not required, supporting organizational objectives,

treating co-workers with respect, making constructive suggestions, and saying positive things about the workplace. Counterproductivity, actions that actively damage the organization. These behaviors include stealing, damaging company property, behaving aggressively toward co-workers, and avoidable absences. (Robbins and Judge, 2011).

The synthesis of lecturer performance is a person's activity in achieving individual and organizational goals measured through the dimensions of performance, citizenship behavior, and counterproductive behavior. Performance is someone's behavior that is directly involved in the transformation of organizational resources. Creativity behavior is someone who voluntarily contributes positively to the organization. (Robbins and Judge, 2011). Behavior is someone's behavior that hinders the organization's goals. (Robbins and Judge, 2011). Leadership as use and activities of followers toward goal achievement (Colquitt, Le pine, and Wesson, 2011). The Leadership as capability of individuals to exercise influenced and controlled over other members to help a group or organization achieve its goals (George and Jones, 2012). Leadership is the ability to influence a group of people in achieving a vision or set of goals. (Robbins and Judge, 2013). Leadership as the process of influencing others to facilitate the attainment of organizationally relevant goals (Ivancevich, Konopaske, and Matteson, 2014). Transformational leadership is a leadership perspective that explains how leaders change members and organizations through creating, communicating and describing the vision of an organization or work unit and inspiring employees to achieve that vision (McShane, Olekalns, and Travaglione, 2013).

The Transformational leadership is the ability to inspire and motivate employees to achieve results that are more than planned for the benefit of the organization. Furthermore, there are 3 (three) factors that make up transformational leadership, namely: charisma: leaders can instill values of ability, respect, and pride and voice vision; Individual attention: leaders pay attention to the needs of employees and explain the benefits of work so that employees develop individually; Intellectual stimulation: leaders helped employees think rationally to assess conditions, and encourage creativity (Gibson, Donnelly, Ivancevich, Konopaske, 2012)

Transformational leadership play an important role in increasing organizational commitment and performance. In particular, transformational leadership had a direct impact on all dimensions of

commitment and organizational performance. Transformational leadership had a direct effect on performance (Al Zefeiti, 2017). The ethical role of leadership in employee performance was indirectly significant. Leaders could improve the quality of work of employees by allowing each staff to discuss problems, interests, and expectations; actively listen to staff problems and was attentive and sensitive to employees; and do not impose a mindset and paradigm of leadership on staff. (Kelidbari, Fadaei, and Ebrahimi, 2016). The Transformational leadership was the ability of someone to inspire and motivate to achieve results that are more than planned for the benefit of the organization through the dimensions of ideal influence or charisma, inspirational motivation, intellectual stimulation, and individual consideration.

One of the factors of the organizational work environment that influences the performance of lecturers was the organizational culture. Organizational culture is very influential on the behavior of members of the organization. Value systems in organizational culture can be used as a reference for human behavior in organizations that are oriented towards achieving goals or set performance results. The organizational culture is good, then members of the organization are good and quality people. Organizational culture is expected to influence the performance of lecturers both directly and indirectly.

The Organizational culture is what employees perceive and how this perception creates a polarity of beliefs, values, and expectations. So organizational culture is an employee's perception that creates a pattern of beliefs, values, and expectations (Gibson, Donnelly, Ivancevich, and Konopaske, 2012).

The organizational culture was a framework that guides daily behavior and makes decisions for employees and directs employee actions to achieve organizational goals (Rivai, 2013).

The synthesis of organizational culture is the perception of the values and norms that are formulated in an organization that is invested by all employees to achieve organizational goals through the dimensions of innovation and risk-taking, attention to detail, results from orientation, employee orientation, team orientation, aggressiveness, and stability. The innovativeness is a symptom that occurs in a society that is undergoing a process towards a modern direction. The innovative level is the limit where someone adopts a new idea faster than other individuals in the social system. A lecturer is expected to have a spirit of

innovation so that he can develop competencies in an academic environment. Lecturers can teach new ideas and the latest information to students."It was important to innovate and support the innovative culture. Knowledge too was very significant in the innovation process since it is also important input, but also an output of the transformation process." (Hana, 2013). Innovativeness was a result, innovation was a process, and innovation was a mindset (Kahn, 2018)., Organizational learning ability and organizational creativity influence organizational innovation (Sutanto, 2017). Organizational innovation improved export performance either directly or indirectly by maintaining technological innovation (Azaradan Ciabuschib, 2016)., Innovation management factors such as transformational leadership, organizational learning, resource management, and school innovation could affect school performance (Sitthisomjin, 2018).

Two leadership styles and innovations had a positive effect on business performance. Innovation, transformational and transactional leadership had a higher effect on business performance. Coordination and transformational leadership influence employee performance Yıldız, BaştürkdanBoz (2014).

Innovation is the idea of new ideas someone who can produce products from the results of experiences obtained by either individuals or other people about discoveries through refreshing new information and ideas, quickly receive refreshments (updates) and new ideas, follow and accept updating, responding to updates, and not responding to changes and new ideas.

Based on the explanations and several international journals above, the equation of this research is transformational leadership, organizational culture, and performance. Not yet there is research on transformational leadership that has an indirect effect through innovation on lecturer performance; the indirect influence of organizational culture through innovation on lecturer performance, making a difference with other studies.

Novelty or novelty in this study regarding transformational leadership that has an indirect effect through innovation on lecturer performance; the indirect influence of organizational culture through innovation on the performance of lecturers. Researchers are interested in conducting a study entitled "The Influence of transformational leadership, organizational culture, and innovation on the performance of lecturers at EsaUnggul University, 2019".

## 2 RESEARCH METHODOLOGY

This study used a causal associative method with a quantitative approach. It used four instruments, the first for measuring lecturer performance and has 40 items that were tried out. The try-out result showed that 34 of the items were valid and 6 invalids. The reliability coefficient was 0.934. However after the invalid items were discarded, the reliability coefficient was 0.941.

The instrument to measure transformational leadership consists of 40 items that were tried out. The try-out result showed that 32 of the items were valid and 8 invalids. The reliability coefficient of the instrument for measuring transformational leadership was 0.940. However after the invalid items were discarded, the reliability coefficient was 0.948.

The third instrument measures organizational culture and consists of 40 items. After the try-out 33 items were valid and 7 were invalid. The reliability coefficient was 0.917, However, after the invalid items were discarded the reliability coefficient was 0.924.

The fourth instrument measures innovativeness and consists of 40 items. The number of valid items is 32 and the invalid 8. The reliability coefficient was 0.938. However, after the invalid items were discarded the reliability coefficient was 0.949.

This study aimed at obtaining information about and finding out the direct effect of transformational leadership on lecturer performance, of organizational culture on lecturer performance, of innovativeness on lecturer performance, of transformational leadership on innovativeness, and of organizational culture on innovativeness.

This study was done from March to August 2019. The population used in this study consisted of all lecturer performance in the EsaUnggul University, West Jakarta. The sample was selected using probability sampling technique. The sample consisted of 109 lecturer performance in the EsaUnggul University, West Jakarta. This number able to represent the existing population.

The classical assumption testing was done by using a normality test, linearity test, heteroscedasticity test, and multicollinearity test. The data were analyzed with multiple linear regression analysis, path analysis, and path diagram. SPSS Version 23.00 was used to process the data in this study.

### 3 RESULTS AND DISCUSSIONS

The results of classical assumption testing showed that all groups of data had a normal and linear distribution and there was no indication of heteroscedasticity, and there was no case of multicollinearity in the model.

The estimation of inter-variable relations in the sub-structure I of the result of data processing using the computer software SPSS version 23.00 can be seen in Table 1 below.

Table 1: Correlation coefficient matrix transformational leadership (X1), organizational culture (X2), and innovativeness (X3) on lecturer performance(X4).

		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>
X <sub>1</sub>	Pearson Correlation	1	.540**	.401**	.500**
	Sig. (2-tailed)		.000	.000	.000
	N	109	109	109	109
X <sub>2</sub>	Pearson Correlation	.540**	1	.381**	.599**
	Sig. (2-tailed)	.000		.000	.000
	N	109	109	109	109
X <sub>3</sub>	Pearson Correlation	.401**	.381**	1	.450**
	Sig. (2-tailed)	.000	.000		.000
	N	109	109	109	109
X <sub>4</sub>	Pearson Correlation	.500**	.599**	.450**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	109	109	109	109

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2: Path coefficient of a substructure-1 model of transformational leadership (X1), organizational culture (X2), and innovativeness (X3) on lecturer performance(X4).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	47.635	9.946		4.789	.000
Transformational leadership (X <sub>1</sub> )	.152	.072	.190	2.115	.037
Organizational culture (X <sub>2</sub> )	.405	.087	.414	4.665	.000
Innovativeness (X <sub>3</sub> )	.129	.049	.216	2.649	.009

a. Dependent Variable: lecturer performance(X<sub>4</sub>)

The result of the path analysis of Sub-Structure 1 (X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub> and X<sub>4</sub>) showed the following values:

- a.  $\beta_{41} = 0.190$  [ $t_{obs.} = 2.115$  and the probability (sig) = 0.037]

- b.  $\beta_{42} = 0.414$  [ $t_{obs.} = 4.665$  and the probability (sig) = 0.000]

- c.  $\beta_{43} = 0.216$  [ $t_{obs.} = 2.649$  and the probability (sig) = 0.009]

The results prove that all of the path coefficients are significant.

The ANOVA of the sub-structure I model is presented in Table 3 below.

Tabel 3: ANOVA table for sub-structure 1 model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9387.686	3	3129.229	27.507	.000
	Residual	11944.754	105	113.760		
	Total	21332.440	108			

a. Dependent Variable: lecturer performance (X<sub>4</sub>) b. Predictors: (Constant), innovativeness (X<sub>3</sub>), organizational culture (X<sub>2</sub>), transformational leadership(X<sub>1</sub>)

The multiple regression analysis (F-test) of the Sub-Structure I model yielded  $F_{obs.} = 27.507 > F_{c.v.} (3:105)$  at  $\alpha = 0.05$  of 2.69; thus it could be continued with an individual test or t-test.

The recap of the result of the computation and the testing of the path coefficient of the Sub-Structure I Model is shown in Table 4 below.

Table 4: Recap of the result of computation and testing of path coefficient of sub-structure I model

Path	Path Coefficient	$t_{obs.}$	$t_{c.v.}$ $\alpha = 0.05$	Remarks
$\beta_{41}$	0.190	2.115	1.659	Significant
$\beta_{42}$	0.414	4.665		Significant
$\beta_{43}$	0.216	2.649		Significant

The result of the analysis of the inter-variable causal relation of Sub-Structure Model 2 as processed using SPSS version 23.00, is shown as follows.

Table 5: Coefficient of sub-structure 2 model of transformational leadership (X1), organizational culture (X2) on innovativeness(X3).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.133	19.788		1.169	.245
Transformational leadership (X <sub>1</sub> )	.371	.139	.276	2.674	.009

Organizational culture (X <sub>2</sub> )	.381	.170	.232	2.243	.027
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a. Dependent Variable: innovativeness(X<sub>3</sub>)

The result of Path Analysis of Sub-Structure Model 2 (X<sub>1</sub>, X<sub>2</sub>, and X<sub>3</sub>) showed the following values:

- 1)  $\beta_{31} = 0.276$  [ $t_{obs.} = 2.674$  and probability (sig) = 0.009]
- 2)  $\beta_{32} = 0.232$  [ $t_{obs.} = 2.243$  and probability (sig) = 0.027]

The result proves that all path coefficients are significant.

The result of the F-test of the Sub-Structure 2 in the form of a table of the ANOVA of transformational leadership (X<sub>1</sub>), organizational culture (X<sub>2</sub>) on innovativeness (X<sub>3</sub>) is shown in Table 6 below.

Table 6: ANOVA table for sub-structure 2 model

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12010.005	2	6005.003	13.166	.000
Residual	48346.729	106	456.101		
Total	60356.734	108			

a. Dependent Variable: innovativeness(X<sub>3</sub>)

b. Predictors: (Constant), organizational culture (X<sub>2</sub>), transformational leadership(X<sub>1</sub>)

Based on table 6 above, the F-test of Sub-Structure 2 yielded  $F_{obs.} = 13.166 > F_{c.v.} (2:106)$  at  $\alpha = 0.05$  of 3.08; thus, it could be continued with the t-test.

The recap of the result of computation and testing of the path coefficients of Sub-Structure 2 is shown in Table 7 below.

Table 7: Recap of the result of computation and testing of path coefficients of sub-structure 2

Path	Path Coefficient	$t_{obs.}$	$t_{c.v.}$ $\alpha = 0.05$	Remarks
$\beta_{31}$	0,276	2,674	1.659	Significant
$\beta_{32}$	0,232	2,243		Significant

Based on the result of path coefficients of Sub-Structure 1 and Sub-Structure 2, the entire inter-variable causal relations of variables X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, and X<sub>4</sub> can be drawn as follows.

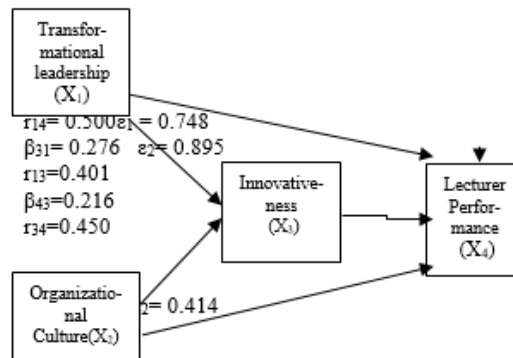


Figure 1: Causal Relation of Variables X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, and X<sub>4</sub>

The result of path coefficients of Sub-Structure 1 and Sub-Structure 2 changes into the equation of structure as follows.

$$X_4 = \beta_{41}X_1 + \beta_{42}X_2 + \beta_{43}X_3 + \beta_4\epsilon_1 \text{ and } R^2_{.4321} \quad (1)$$

$$X_4 = 0.190X_1 + 0.599X_2 + 0.216X_3 + 0.748\epsilon_1 \text{ and } R^2 = 0.440$$

$$X_3 = \beta_{31}X_1 + \beta_{32}X_2 + \beta_3\epsilon_2 \text{ and } R^2_{.3212} \quad (2)$$

$$X_3 = 0.276X_1 + 0.232X_2 + 0.895\epsilon_2 \text{ and } R^2 = 0.199$$

The results of the calculation of transformational leadership on lecturer performance obtained a path coefficient score ( $\beta$ ) of 0.190; t count is  $2.115 > t$  table (1.659 at  $\alpha = 0.05$ ). Thus H<sub>0</sub> is rejected, the results of the study prove that transformational leadership has a positive direct effect on lecturer performance. That is the higher transformational leadership, the higher the performance of lecturers at Esa Unggul University, Jakarta. The research results say, transformational leadership plays an important role in increasing organizational commitment and performance. In particular, transformational leadership has a direct impact on all dimensions of commitment and organizational performance.

Transformational leadership has a direct effect on performance (Al Zefeiti (2017).Putrawan, et al (2016) said, there is a direct effect of leadership on trust; there is a direct effect of leadership on performance; there is a direct effect of trust on performance; there is an indirect effect of leadership on performance through trust. Kelidbari, Fadaei, and Ebrahimi (2016) said, the ethical role of leadership in employee performance is indirectly significant. Leaders can improve the quality of work of employees by allowing each staff to discuss problems, interests, and expectations; actively listen to staff problems and are attentive and sensitive to



employees; and do not impose a mindset and paradigm of leadership on staff.

The results of the calculation of organizational culture on the performance of lecturers obtained by the path coefficient score ( $\beta$ ) of 0.414; t count is 4,665 > t table (1,659 at  $\alpha = 0,05$ ). So H0 is rejected, the results of the study prove that organizational culture has a positive direct effect on the performance of lecturers. This means that the higher the organizational culture, the higher the lecturer performance of EsaUnggul University in Jakarta. There is a direct and indirect influence between organizational culture and organizational performance, which mediates employee organizational commitment. Where the indirect impact is far higher than the direct impact. Organizational culture and organizational performance have direct influence and indirect if mediated by employee organizational commitment. Nikpour (2017). Kampf, et al (2017) said that organizational culture places emphasis on employees, customers, and traditions.

Loyalty and teamwork are important tools for business success. Lecturers who have high motivation can influence the efficiency of the work process in the right way and improve performance. Shahzad, Luqman, Khan, and Shabbir (2012) claimed that if employees are committed and have the same norms and values as those of the organization, it can improve performance to achieve overall organizational goals. Managers and leaders must develop a strong culture within the organization to improve employee and organizational performance.

The results of calculating innovation on the performance of lecturers obtained a path coefficient score ( $\beta$ ) of 0.216; t count is 2.649 > t table (1.659 at  $\alpha = 0.05$ ). Thus, H0 is rejected, the results of the study prove that innovation has a positive direct effect on the performance of the lecturer. This means that the higher the innovation, the higher the performance of the dossier of EsaUnggul University in Jakarta. Gunday, Ulusoy, Kilic, and Alpkan (2011) stated that innovation is an important component of competitiveness in the organization's structure, processes, products, and services related to performance. Innovation has a positive effect on employee performance. Yıldız, Baştürk dan Boz (2014) showed that two leadership styles and innovations have a positive effect on business performance. Innovation, transformational and transactional leadership have a higher effect on business performance. Coordination and transformational leadership affect employee

performance. Sitthisomjin (2018), that innovation management factors such as transformational leadership, organizational learning, resource management, and innovation schools can affect school performance. Najafi-Tavani (2018) said that these findings suggest that the ability of corporate innovation only if the company manager has developed the capacity to scan and acquire external knowledge.

The results of the calculation of transformational leadership towards innovation obtained a path coefficient score ( $\beta$ ) of 0.276; t count of 2.674 > t table (1.659 at  $\alpha = 0.05$ ). Thus H0 is rejected and the results of the study prove that transformational leadership has a direct and positive effect on innovation. This means that the higher the transformational leadership, the higher the innovation of lecturers at EsaUnggul University, Jakarta.

The development of innovation in the field of technology can be felt by every human being who directly reacts with real. Benaim (2018) said, that the internet represents a source of the widespread innovation in various sectors (from cultural industries to less expansion of investments such as finance). Martiskainen (2016), claimed that community leadership can contribute to the development of grassroots innovation. Community leadership has benefits and is embedded in social networks, with the same vision, and in decision making. Sitthisomjin (2018), said that innovation management factors such as transformational leadership, organizational learning, resource management, and innovation schools can affect school performance. Minh (2016) said, "The technical competence of leaders has an innovative relationship with work behavior and subordinate learning." Yıldız, Baştürk dan Boz (2014) show that two leadership styles and innovations have a positive effect on business performance. Innovation, transformational and transactional leadership have a higher effect on business performance.

The results of the calculation of organizational culture on innovation obtained the path coefficient score ( $\beta$ ) of 0.232; t count is 2,243 > t table (1,659 at  $\alpha = 0,05$ ). Thus H0 is rejected, the results of the study prove that organizational culture has a positive direct effect on innovation. That is, the higher the organizational culture, the higher the lecturers' innovation at EsaUnggul University in Jakarta. This is following the results of the study by Sitthisomjin (2018), that innovation management factors such as transformational leadership, organizational learning, resource management, and innovation schools can

affect school performance. Najafi-Tavani (2018) said that a company is able to innovate only if the company manager has developed the capacity to scan and acquire external knowledge.

Idowu (2017) said understanding organizational culture is increasingly seen as a must for high performance in organizations. The culture of an organization can have a significant impact on organizational success. Cultural organizations exist and play an important role in shaping lecturer innovation in organizations. Azara and Ciabuschi (2016) said that organizational innovation improves export performance either directly or indirectly by maintaining technological innovation. Kelidbari, Fadaei, and Ebrahimi (2016) said the ethical role of leadership in employee performance is indirectly significant.

The results of the calculation of transformational leadership through innovation on lecturer performance obtained multiplication between transformational leadership and innovation that is equal to 0.276, with innovation towards lecturer performance = 0.216, so that  $0.276 \times 0.216 = 0.059$ . The total effect given by transformational leadership on the performance of lecturers is a direct effect plus indirect effects namely:  $0.276 + 0.059 = 0.336$ . The path between transformational leadership and innovation and innovation path to lecturer performance are both significant (0.009 and 0.009) because  $\alpha < 0.05$ . As for the path coefficients of other variables outside the model,  $\beta_1$  is 0.748.

This is by the results of research from Gunday, Ulusoy, Kilic, and Alpkan (2011), who said that innovativeness is an important component of competitiveness in the organization's structure, processes, products and services related to performance. Innovation has a positive effect on employee performance. Innovation, transformational and transactional leadership have a higher effect on business performance. Coordination and transformational leadership affect employee performance.

Al Zefeiti (2017) says, transformational leadership plays an important role in increasing organizational commitment and performance. In particular, transformational leadership has a direct impact on all dimensions of commitment and organizational performance. Transformational leadership has a direct effect on performance.

The Transformational leader behavior involves all people by asking followers to overcome the interests of the team or organization and increasing employee awareness of the importance and norms of goals Baldwin, Bommer, and Rubin (2013).

The results of the calculation of organizational culture through innovation on the performance of the lecturers obtained multiplication between organizational culture and innovation that is equal to 0.232, with innovation on lecturer performance = 0.216, so  $0.232 \times 0.216 = 0.050$ . The total influence given by organizational culture on the performance of lecturers is a direct effect plus indirect effects:  $0.232 + 0.050 = 0.282$ . The path between organizational culture and innovation and innovation path to lecturer performance are both significant (0.027 and 0.009) because  $\alpha < 0.05$ . As for the path coefficients of other variables outside the model,  $\beta_1$  is 0.748.

Research by Waheed, Shah, Memon, Samo, (2017) underlines that organizational culture has a significant relationship with business performance in the banking industry in Pakistan. Idowu (2017) said that understanding organizational culture is increasingly seen as a necessity for high performance requirements in organizations. Culture of an organization can have a significant impact on the success of the organization. Cultural organizations exist and play an important role in shaping behavior and performance in the organization.

## 4 CONCLUSIONS

From the results of hypotheses testing, the following findings can be stated:

Transformational leadership has a positive and significant direct effect on the performance of lecturers. The increase value of transformational leadership will result in the increase of the lecturer performance at EsaUnggul University, Jakarta.

Organizational culture has a positive and significant direct effect on the performance of lecturers. The organizational culture increase will cause increase lecturers performance at EsaUnggul University, Jakarta.

Innovativeness has a positive and significant direct effect on the performance of lecturers. Increasing the lecturer innovation will increase the performance of lecturers at EsaUnggul University, Jakarta. Transformational leadership has a positive and significant direct effect on innovation. Increasing value of transformational leadership will increase the lecturer innovation at EsaUnggul University, Jakarta.

Organizational culture has a positive and significant direct effect on innovation. Increasing organizational culture will cause the lecturer

innovation increase too at EsaUnggul University, Jakarta.

Transformational leadership has an indirect influence on the performance of lecturers through innovation. The total effect given by transformational leadership on the performance of the lecturers is a direct effect plus indirect effects:  $0.276 + 0.059 = 0.336$ . The path between transformational leadership and innovation and innovation path to lecturer performance are both significant (0.009 and 0.009) because  $\alpha < 0.05$ . As for the path coefficients of other variables outside the model,  $\epsilon_1$  is 0.748.

Organizational culture has an indirect effect on the performance of lecturers through innovation. The total influence given by organizational culture on the performance of lecturers is a direct effect plus indirect effects namely:  $0.232 + 0.050 = 0.282$ . The path between organizational culture and innovation and innovation path to lecturer performance are both significant (0.027 and 0.009) because  $\alpha < 0.05$ . As for the path coefficients of other variables outside the model,  $\epsilon_1$  is 0.748.

Based on the findings of the study, it was concluded that if lecturer performance was to be improved, factors such as transformational leadership, organizational culture, and innovation needed to be improved as well.

The effort to improve the factors that can be made like what is stated in the following implications:

- 1) Policy implication; policies regarding training activities, workshops, training and seminars on lecturer performance. Licensing and scholarships for lecturers who continue their studies.
- 2) Theoretical implication; dimensions and indicators have not been found in measuring the performance of lecturers that affect, such as:
  - a) Transformational leadership, with dimensions of ideal influence or charisma, inspirational motivation (inspirational motivation), intellectual stimulation, and individualized consideration.
  - b) Organizational culture with dimensions of innovation and risk-taking, attention to detail, results in orientation, employee orientation, team orientation, aggressiveness, and stability.
  - c) Innovation with indicators interested in information refreshment, fast receiving updates, following updates, responding to updates, and not responding to changes.
- 3) Research implication; use other variables and involve more variables using more complex

methods and analysis such as experiments, ex post facto, Partial Least Square (PLS), correlational and LISREL.

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