Research Article

The Influence of Transformational Leadership, Organizational Climate and Motivation on the Performance of Prof Dr Moestopo Jakarta University Lecturer

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Abstract:

This research explores how transformational leadership, organizational climate, and motivation affect the performance of lecturers at Prof. Dr. Moestopo University in Jakarta. Using a quantitative research design, the study applies survey techniques and path analysis to evaluate relationships among variables. Data were obtained from 77 lecturers via structured questionnaires. The results indicate that transformational leadership has a significant effect on lecturer performance, both directly and indirectly through motivation. Motivation itself has a positive influence on performance, confirming its role as a mediating factor. Conversely, organizational climate does not directly influence performance but has an indirect effect mediated by motivation. These findings underscore the importance of transformational leadership and motivation in enhancing lecturer performance, suggesting that higher education institutions should prioritize developing leadership capabilities and fostering motivation to improve academic performance.

1. Introduction

Education is a lifelong process and closely related to learning activities. According to Government Regulation No. 47 of 2008, every educational institution is required to implement 12 years of compulsory education, covering Elementary School (SD), Middle School (SMP), and High School (SMA). Beyond this, higher education plays a crucial role in preparing students to become competent members of society (Government of Indonesia, 2008). The quality of higher education is heavily influenced by the competence of lecturers responsible for delivering knowledge.

Lecturers, as educators and researchers, have a vital role in producing high-quality graduates. Law No. 14 of 2005 defines lecturers as professional educators tasked with transforming, developing, and disseminating knowledge, technology, and the arts (Government of Indonesia, 2005). Engaging and effective teaching methods are necessary to ensure optimal learning outcomes. Therefore, universities must ensure that lecturers meet high professional standards to support student success and overall educational quality.

The Indonesian government emphasizes the development of superior human resources, integrity, and competitiveness as part of the 2022 State Budget Plan (RAPBN). This includes equalizing education access, improving lecturer quality, and fostering applied research and innovation (Ministry of Finance, 2022). Private universities, in particular, face challenges in maintaining high academic standards while adapting to future demands. Achieving good lecturer performance is essential for sustaining the quality of human resources and supporting national development.

Educational institutions bear increasing responsibility for producing graduates who meet labor market demands. The effectiveness of universities depends on strong leadership that can guide institutional changes and create a conducive

work environment. Lecturers play a strategic role in achieving institutional goals, necessitating high levels of performance. A supportive organizational climate is crucial for enabling lecturers to navigate challenges and continuously improve their capabilities.

Lecturer performance is defined by their success in fulfilling professional responsibilities and achieving institutional objectives. According to Sikula (1981), performance evaluation includes the 5W+1H framework (Who, What, Why, When, Where, and How). Universities striving for global recognition must meet World Class University (WCU) criteria, such as having at least 40% of lecturers with doctoral degrees and producing a minimum of two international publications per lecturer annually. Private universities often struggle with these requirements due to funding constraints and research limitations.

Observations at Prof. Dr. Moestopo University indicate that lecturer performance requires improvement. Many lecturers face challenges in developing materials, enhancing competencies, and adapting to modern teaching methods. Transformational leadership is a key factor in addressing these issues, as it fosters motivation and commitment among faculty members [71]. Studies by Sani, Ahmad, Maharani, & Vivin (2012) and Dwiantoro et al. (2017) confirm that transformational leadership positively influences lecturer performance.

In addition to leadership, organizational climate and motivation significantly impact lecturer performance. Organizational climate shapes workplace dynamics and affects motivation levels [12]. Motivation itself is a driving force that enhances performance. Addressing lecturer performance issues requires an integrated approach, focusing on leadership, organizational climate, and motivation. Therefore, further research is necessary to examine these factors at Prof. Dr. Moestopo University Jakarta.

2. Material and Methods

2.1. Transformasional Leadership

Transformational leadership, first introduced by Burns and later expanded by Bass, focuses on inspiring followers by transforming their values to align with organizational goals [57]. This leadership style emphasizes trust, vision-sharing, and motivation, fostering a work environment where subordinates feel empowered and committed [22]. A transformational leader influences major changes in attitudes, assumptions, and commitments, encouraging subordinates to work beyond personal interests toward the organization's greater mission. According to Yukl, transformational leadership is characterized by a high level of commitment, motivation, and trust from subordinates, which enhances overall performance and organizational growth.

The core components of transformational leadership, known as the 4Is, include idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration [26]. Leaders exhibiting these traits inspire loyalty, creativity, and a strong sense of purpose among employees. Bass (1990) further elaborated that transformational leaders stimulate enthusiasm, develop followers' potential, and encourage innovative problem-solving. They act as agents of change, set high performance standards, and provide guidance tailored to individual employee needs. These leaders are also visionaries who communicate organizational goals effectively, ensuring a shared understanding among their teams.

Northouse (2001) highlights that effective transformational leaders empower subordinates, act as role models, foster collaboration, and drive organizational change. Leadership effectiveness is measured through the impact on employees, particularly in how leaders elevate their awareness of work importance, prioritize group interests, and fulfill higher-level needs such as self-esteem and self-actualization. In academic settings, transformational leadership is crucial, as faculty leaders who embody these principles can create an environment that enhances motivation, innovation, and performance among lecturers and staff.

2.2. Organizatioonal Climate

Organizational climate refers to the internal environment within an organization that influences its members' behaviors and interactions. Davis and Newstrom (2001) define it as the atmosphere perceived by employees in their efforts to achieve organizational goals. Litwin and Stringer [68]. further describe it as a stable characteristic that affects member experiences and behaviors. A positive organizational climate fosters open communication, motivation, and trust, allowing employees to express opinions and concerns without fear of retaliation. This climate not only impacts individual performance but also strengthens an organization's overall cohesion and image [54].

Several factors shape organizational climate, including the external environment, organizational strategy, settings, historical influences, and leadership. For example, different industries often exhibit similar climates due to shared external influences, while leadership plays a crucial role in

shaping employees' behaviors and motivation. The McKinsey 7S framework highlights the interplay of structure, systems, and strategy in creating an organization's unique atmosphere. A strong historical foundation can also embed traditions and expectations that define the work environment, ultimately shaping employee engagement and productivity.To measure organizational climate, Stringer (2002) identifies six key dimensions: structure, standards, responsibility, rewards, support, and commitment. A well-defined structure provides clarity, while high standards and responsibility drive motivation. Fair rewards and recognition enhance engagement, and strong peer support fosters collaboration. Additionally, commitment reflects employees' pride and loyalty to the organization. Other models, such as Pines, incorporate psychological, structural, social, and bureaucratic dimensions, emphasizing the role of work environment, autonomy, and role clarity. Ultimately, a conducive organizational climate positively impacts employee well-being, productivity, and the organization's overall success.

2.3. Motivation

Motivation is a psychological force that drives individuals to take action to achieve specific goals. Experts define motivation differently; Sperling (1987) views it as an internal drive leading to self-adaptation, while Stanton (1981) sees it as a need-stimulated drive for satisfaction. Stanford (1969) defines motivation as a condition that directs human actions, and Gibson (1996) describes it as the driving force behind behavior. According to McCormick (1985), in the work environment, motivation influences behavior by generating, directing, and maintaining work-related actions. These definitions emphasize that motivation involves effort intensity, consistency, and the drive to fulfill needs, which collectively shape individuals' engagement and performance.Several theories explain motivation, particularly those focusing on needs. Maslow's hierarchy of needs categorizes motivation into five levels: physiological, safety, belonging, esteem, and self-actualization. McClelland (1961) identifies three primary human needs—achievement, affiliation, and power—that influence workplace motivation. Meanwhile, theories such as the instinct theory (Darwin, Freud, McDougall), drive theory (Hull), and field theory (Lewin) further explain motivation from different psychological perspectives. In work settings, unmet needs create a drive that leads individuals to take actions to achieve specific goals, and the fulfillment of these needs results in satisfaction.Effective motivation strategies involve applying principles and techniques that

enhance employee engagement and productivity. Mangkunegara (2007) highlights key motivational principles, including participation, communication, recognition, delegation of authority, and attention to employees' needs. Techniques such as fulfilling basic needs (Maslow's hierarchy), persuasive communication (AIDDAS model), and extralogical influence play crucial roles in workplace motivation. Leaders who understand employees' needs and create structured, engaging, and rewarding environments can drive motivation effectively, ensuring both individual and organizational success.

2.4. Lecturer Performance

A person's performance can be assessed based on their level of competence, which includes the ability to perform tasks rationally, job-related skills, understanding of minimum success standards, motivation, and mastery of skills recognized by relevant authorities. Performance is also linked to efficiency, effectiveness, and productivity in achieving organizational goals, whether individually or as a group. The two main factors determining performance are ability and motivation, where ability is influenced by education, experience, and training, while motivation is affected by physical and environmental conditions.Performance evaluation is conducted based on standards that reflect the quality and quantity of work [52]. According to Peter Drucker (1991), performance is measured by achievements that meet efficiency, effectiveness, and productivity criteria. Sayles and Strauss (1997) emphasize that performance standards serve as a guideline for job responsibilities. Bacal (2001) adds that performance management involves continuous communication between employees and supervisors to ensure a clear understanding of work expectations and the achievement of organizational goals.In addition to internal factors such as ability and motivation, performance is also influenced by external factors, including the work environment and organizational support. In the educational context, teachers' or lecturers' performance is determined by professional competence, which includes mastery of subject matter, teaching methods, and the use of educational resources [34]. Therefore, improving teachers' and lecturers' professionalism through continuous training is crucial for enhancing the quality of learning and educational outcomes [42].

2.5. Theoritical Framework

Research on the influence of transformational leadership, organizational climate, and motivation

on lecturer performance is based on the following theoretical framework.
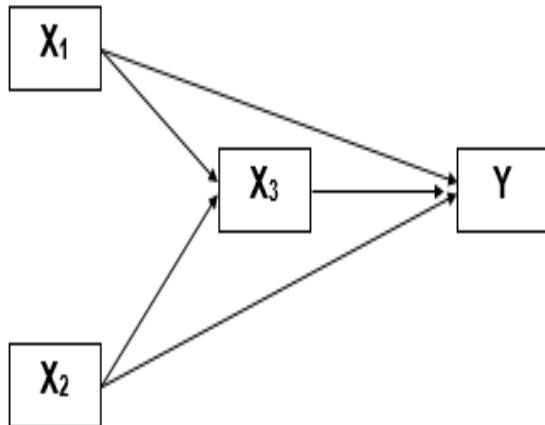
Figure 1. Hypotetic Model

This research's hypothetical model or constellation is the direct or indirect influence between exogenous variables and endogenous variables. The endogenous variable (dependent variable) in this research is Lecturer Performance (Y), while the exogenous variables (independent variables) include Transformational Leadership (X1), Organizational Climate (X2), and Motivation (X3)

2.6. Research Methods

The method used in this research is a survey method with a path analysis approach. The research variables consist of three exogenous variables, namely X1 (transformational leadership), X2 (organizational climate), and X3 (Motivation), with an endogenous variable, namely Y (lecturer performance). To obtain data in the field, measuring tools (instruments) are used as questionnaires prepared based on the indicators in the research variables. The primary data needed is about Transformational Leadership, Organizational Climate, Lecturer Motivation, and Performance.

This research is included in the type of quantitative research, which is descriptive. Sugiyono (2013) states that quantitative research refers to positivistic methods to research a specific population or sample by collecting data using research instruments and analyzing the data in the form of numbers that will be managed statistically. Sugiyono (2013) states that descriptive data analysis is presented as a frequency distribution table, such as a pie chart. This is related to the research theme, namely looking for the relationship between the symptoms/phenomena of Transformational Leadership, Organizational Climate, and Motivation with Lecturer Performance. An analysis of the research data is carried out so that the conclusions obtained from testing the research hypothesis can be justified scientifically. The analysis used on research data includes descriptive analysis, analysis of requirements tests, and inferential analysis.

3. Results

3.1. Descriptive

The instrument was distributed to 77 lecturers at UPDM (B) Jakarta, so an overview was obtained regarding the influence of transformational leadership, organizational climate, and motivation on the performance of lecturers at UPDM (B) Jakarta. The data is expressed in variable scores, which include Lecturer Performance (Y), Transformational Leadership (X1), Organizational Climate (X2) and Motivation (X3). The data description is explained using statistical techniques, including minimum score, maximum score, average, median, variance, and standard deviation, as shown in table 1.

Table 1 Descriptive Research Variables

Statistics		Transformational Leadership (X1)	Organizational Climate (X2)	Motivation (X3)	Lecturer Performance (Y)
N	Valid	77	77	77	77
	Missing	0	0	0	0
Mean		**4.13**	**4.06**	**4.15**	**4.14**
Median		4.13	4.10	4.20	4.13
Mode		4.13	3.23	4.07	4.90
Std. Deviation		0.44	0.51	0.43	0.48
Variance		.191	.255	0.18	0.23
Range		1.90	2.23	1.83	1.83
Minimum		3.10	2.77	3.17	3.17

Maximum		5.00	5.00	5.00	5.00
Sum		317.92	312.23	319.81	319.06
Percen tiles	25	3.93	3.73	3.90	3.83
	50	4.13	4.10	4.20	4.13
	75	4.42	4.45	4.43	4.47

3.2. Prerequisite Testing

3.2.1. Normality

This normality test aims to find out whether the data that has been obtained is normally distributed or not. The normality test was carried out using the Kolmogorov-Smirnov test. The testing criteria for data that is considered normally distributed is when it meets the following conditions:
The data will generally be distributed if the significance level is > 0.05.
The data is not generally distributed if the significance level is < 0.05.
The normality tests carried out include the following.

***Table 2.** Normality Test*

Model	Sig value	Critical Value	Information
Sub model 1: X1, X2 and X3 against Y	0.200	>0.05	Normal
Sub model 2: X1 and X2 against Y	0.200	>0.05	Normal

3.2.2. Linearity

A linearity test is carried out after knowing that the two research variables are normally distributed and the regression equation is significant. The linearity test aims to determine whether the two variables in the research have a linear relationship. The testing criteria for a regression equation are considered linear, namely when they meet the following conditions:

If the Sig value is Deviation from Linearity > 0.05, it means there is a linear relationship between the independent variable and the dependent variable.
If the Sig value. Deviation from Linearity < 0.05 means there is no linear relationship between the independent and dependent variables.
The linearity tests carried out include the following

***Table 3.** Linearity Test*

Relationship	Sig value	Critical Value	Information
X1 with Y	0.062	>0.05	Linear
X2 with Y	0.862	>0.05	Linear
X3 with Y	0.975	>0.05	Linear
X1 with X3	0.123	>0.05	Linear
X2 with X3	0.464	>0.05	Linear

3.2.3. Model Testing

The data obtained by researchers came from primary data (UPDM B Jakarta lecturers). Data on four variables: Lecturer performance, transformational leadership, organizational climate, and motivation was obtained through a questionnaire. After the data obtained from the field is processed and goes through the various required tests, the next stage in testing the causality model is to carry out path analysis. A path analysis diagram will be obtained based on the causal model formed theoretically, and the coefficient values for each path will be calculated. The value that needs to be known for further calculations is the simple correlation coefficient value. A summary of simple correlation coefficients (Pearson) between research variables can be presented in the following matrix table

***Table 4.** Correlation Coefficients between Model variables*

Track	Correlation Coefficient	Significance Value
X1 with Y	0.960	0.000
X2 with Y	0.833	0.000

X3 with Y	0.912	0.000
X1 with X3	0.895	0.000
X2 with X3	0.861	0.000

3.2.4. Hypotesis Testing

In this research, two path analysis model structures were created, namely: Structure One is the structure of Transformational Leadership (X1), Organizational Climate (X2), Motivation (X3), and Lecturer Performance (Y), while Structure Two is Transformational Leadership (X1) and Organizational Climate (X2) through Motivation (X3) on Lecturer Performance (Y). The results of the path analysis calculation for Structure One and Structure Two can be seen in the table below
Submodel 1:

Table 5. Submodel 1

		B	Std. Error	t	Sig.	VIF
1	(Constant)		.142	-2.500	.015	
	X1	**.708**	.075	10.390	**.000**	5.263
	X2	**.054**	.057	.897	**.372**	4.046
	X3	**.232**	.086	3.009	**.004**	6.737
Coefficient of Determination = 0,933 (93,3%)						

1. With a coefficient of determination value of 0.933, the three independent variables, transformational leadership (X1), organizational climate (X2), and motivation (X3), can explain lecturer performance by 0.933 or 93.3%, and the remaining 6.7% is other variables.
2. From the picture above, it can be seen that:
3. Transformational leadership has a direct positive effect on lecturer performance. This shows that the path coefficient for transformational leadership on lecturer performance has a calculated t value of 10.390, more significant than the t table with a = 0.05, 1.991.

4. Organizational climate does not have a direct positive effect on lecturer performance. This shows that the motivation path coefficient on lecturer performance has a calculated t value of 0.897, which is smaller than the t table with a = 0.05, namely 1.991.
5. Motivation has a direct positive effect on lecturer performance; it is shown that the motivation path coefficient on lecturer performance has a calculated t value of 3.009, which is greater than the t table with a = 0.05, namely 1.991
Submodel 2:

Table 6. *Submodel 2*

		B	Std. Error	t	Sig.	VIF
1	(Constant)		.183	2.557	.013	
	X1	**.577**	.077	7.403	**.000**	3.024
	X2	**.389**	.066	5.001	**.000**	3.024
Coefficient of Determination = 0,848 (84,8%)						

1. Transformational leadership has a direct positive effect on motivation. It is shown that the path coefficient for transformational leadership on motivation has a calculated t value of 7.403, which is greater than the t table with a = 0.05, namely 1.991.
2. Organizational climate has a direct positive effect on motivation. It is shown that the path
3. coefficient of organizational climate on motivation has a calculated t value of 5.001, which is greater than the t table with a = 0.05, namely 1.991

3.2.5. Mediation Effect

From the calculation results above, the path coefficient value is 0.232 x 0.577 = 0.139. Based on the partial significance test using the t-test, the resulting t-count was 7.403 for path X1 to lecturer performance (Y). The role of motivational variables in mediating the influence of transformational leadership on lecturer performance is significant. From the calculation results above, the path coefficient value is 0.389 x 0.232 = 0.09. Based on a partial significance test using the t-test, the resulting

t count is 5.001 for path X2 to the lecturer (Y). The role of motivation variables in mediating the influence of organizational climate on lecturer performance is very significant. This can be seen from the insignificant influence of organizational climate on lecturer performance. However, the indirect influence is significant and has a more considerable coefficient value, 0.09 > 0.054.

4. Discussion

Transformational leadership positively influences lecturer performance, as evidenced by a path coefficient of 0.708. This means that higher transformational leadership leads to better lecturer performance, while lower transformational leadership results in poorer performance. Effective leadership is essential for achieving organizational goals by fostering attention to members, improving communication, and providing intellectual stimulation.

Research supports the significant impact of transformational leadership on employee performance. Bass emphasized that transformational leadership enhances subordinate performance. Similarly, Rosnani (2012) found a direct influence of transformational leadership on lecturers at Tanjungpura University, with a coefficient of 1.143, confirming its positive effect. Transformational leaders improve employee output through understanding, analysis, planning, and motivation.

Bass identified three key components of transformational leadership: charisma, individual consideration, and intellectual stimulation. These elements influence motivation and enhance unit performance. Thus, universities that implement effective transformational leadership can expect better lecturer performance.

In contrast, the second hypothesis reveals that organizational climate does not directly affect lecturer performance, as indicated by a path coefficient of 0.054. This suggests that changes in the organizational climate do not significantly impact lecturer performance.

Motivation positively influences lecturer performance, as shown by a path coefficient of 0.232. This means that higher motivation leads to better lecturer performance, while lower motivation results in poorer performance. Nuraeni (2011) found that motivation, measured through achievement needs, power needs, and social needs, affects private university lecturers in Kopertis Region II Palembang. Similarly, Safrijal (2010) found that motivation directly influences lecturer performance at Tanjungpura University by 24.6%, and Marrung (2013) highlighted the role of intrinsic and extrinsic

motivation in teacher performance at NU Al-Mansuryah Islamic Boarding School.

Sufianti and Permana (2015) also stated that motivation is crucial in determining lecturer performance at Bandung Tourism College (STPB). Their study emphasized that recognition from leadership contributes to lecturers' sense of value and commitment to their students' progress. This reinforces the idea that motivation is a key driver of performance.

Transformational leadership indirectly affects lecturer performance through motivation, as indicated by a path coefficient of 0.139. Wibowo (2010) explained that motivation involves generating, directing, maintaining, and sustaining effort toward achieving goals, ultimately enhancing lecturer performance. High motivation leads to discipline, initiative, and efficient responsibility fulfillment.

Research by Saputro and Siagian (2017) found that leadership affects employee performance indirectly through work motivation (0.353). Irvansyah, Baharuddin, and Iksan K. (2019) also confirmed this with an effect size of 0.138. Leadership not only provides direction but also boosts motivation, ultimately improving lecturer performance. Burns (1978) emphasized that transformational leadership stimulates both leaders and followers, fostering high motivation and moral standards.

Organizational climate also indirectly affects lecturer performance through motivation, with a path coefficient of 0.090. Yun and Chuan (2012) found that organizational climate influences motivation and serves as a moderating factor for innovation. Suliman and Abdulla (2005) similarly linked organizational climate to motivation, while Prabhjot (2009) highlighted its role in fostering employee motivation.

A positive organizational climate creates a comfortable environment, enhancing performance. Safrijal (2014) found that organizational climate directly influences lecturer performance, with a path coefficient of 0.446 (44.6%). This suggests that a supportive organizational climate leads to better performance.

Safrijal (2014) also reported that organizational climate indirectly influences lecturer performance through motivation by 12.3%. A strong organizational climate enhances motivation, which in turn improves lecturer performance. Thus, fostering a positive work environment is crucial in higher education institutions.

5. Conclusion

Based on the results of hypothesis testing, several conclusions are put forward, as follows:

1. Transformational leadership has a positive influence on lecturer performance. The path coefficient value obtained was 0.708.
2. There is no influence of organizational climate on lecturer performance. The path coefficient value obtained was 0.054.
3. Motivation has a positive influence on lecturer performance. The path coefficient value obtained was 0.232.
4. Transformational leadership has an indirect and positive influence on lecturer performance through motivation. The path coefficient value obtained was 0.139.
5. The organizational climate indirectly and positively influences lecturer performance through motivation. The path coefficient value obtained was 0.090.

Author Statements:

- **Ethical approval:** The conducted research is not related to either human or animal use.
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