# EFFECTIVENESS OF TRANSFORMATIONAL LEADERSHIP IN IMPROVING THE PERFORMANCE

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**Abstract**

This study aims to determine and analyze the transformational leadership style at the Islamic University of Syekh-Yusuf Tangerang Indonesia (UISY-TI). Transformational leadership as a process of raising the morale and motivation of leaders and subordinates to a higher level, so that subordinates feel trusted and proud of their leaders. The etype of research used is qualitative research, data analysis using an interactive analysis model consisting of; data collection, data reduction, data presentation and drawing conclusions. The informants in this study were 35 people consisting of 10 administrative staff, 10 lecturers and 15 students who met the criteria. Providing direction to subordinates in carrying out their tasks, so that subordinates are motivated to produce the best work. because they have been given trust and the results are highly considered by the leadership. Supervising the work carried out by subordinates preventively, supervision is carried out in the context of coaching and developing the implementation of administration, education, and academics. Leaders with a transformational leadership style must be better and more effective in preparing work programs so that work plans can be directed and increase efficiency and effectiveness in achieving the goals of the Tri Dharma of UISY-TI. With the direction given by leaders to subordinates who have difficulty in completing tasks, it can foster work enthusiasm and self-confidence in subordinates so that they can work better in completing their work.

**Keywords:** Effectiveness, Transformational Leadership, Improving Employee Performance.

## INTRODUCTION

Transformationall leadership wasl also studied inl relation tol organizationall health. Thibault et al. (2019) ldiscussed transformationall leadershiplwithin Occupationall Healthl Psychology, pointinglout thatl it is associated withl positive effects onl thel performance, welllbeing, and safetyl oflemployees. Leaders canl help theirl followersacope withl the negativel consequences of workl stress andl createl a positive atmosphere, lthus, servingaas anl intervention forl improving organizational health.aSeveral factors affectingl organizationalz healthl and knowledgel sharing werel identifiedlbylTuan (2013). In hislstudy, a questionnairel was distributedl tol635 middle managersl workinglinl127 Vietnamesel companiesa who werel selected becausel they werel able to observel the job behaviorsl displayed by thel senior and lower managementl better. Thel study findingsl showed a strongl relationshipl betweenl transformational leadershiplandl organizationallhealth. Transformationall leadership wasl found to bel a healthy managementl approachl that activatesl the "dynamiclinteraction" andl"stimulatesz change" amongl the members of thel organization, thuslstrengthening organizationallhealth. Manyl studies, suchl asl thatl ofl Gunawanl (2020) lon thel effect of transformationall leadership, university culture, andl worklmotivation on universityl performancel andl effectiveness, lookedl at thel role ofz transformationalz leadershipl in organizationall change. The datal sample includedl 343 lecturel in junior high university

in 44 governmentl high universitysl in Medanl City. Thel resultsl showed thatl transformationalz leadershipl was an effectivel approach in initiatingl organizational changel andl development. Transformationall leaders werel found to strivel to makel a difference andl takel responsibility for organizationall transformation. lMoreover, thel findings showedl that transformationall leadersl involvez their followersl in achievingl thel goals andl objectives set byl the managementl of thel organization. All in all, itl was foundl that transformationall leadership hadl a positive effectl on the motivationl levelz of followersz andl thel organizationall culture, thusl making itz an importantl variable in thel contextlof organizationalleffectiveness.

Transformational leadershipl was alsol studiedlin relationl to joblsatisfaction. Bruchl and Walter (2007) linvestigated thel hierarchical effectl of transformational leadershipl andlorganizational development by surveyingl448 managers froml several multinationall corporationsl inl Sweden. Thel aforementioned studyl covered four basicl dimensions ofl transformationall leadership: lidealized influence, inspirationall motivation, intellectuall stimulation, andl individualizedl consideration. Thel studyl concludedl that idealizedl influence andl inspirational motivationl occurred morel frequently with the upperlrather thanl midllevel management, andl noz differences werel found in intellectuall stimulation andl individualizedll consideration. Thell results alsoll indicated thatll idealizedlinfluence, inspirationallmotivation, land intellectual stimulationl are more effectivel in enhancing jobl satisfaction forl thez followersz at thel upper managementl levels ratherl than the middlel managementl levels. Individuall consideration wasl effective in bothl the groupsl of upper andl middlel management. Thel study emphasizedl the needl to encourage thel usel of transformationall leadership approachesl at thel lowerl managementl levels. Universitiesl are onel of thel foundational elementsl in building societiesl and contributingl to progressland development. Thisl is accomplished throughl university leadersl who supportl theleffective achievement of thel strategic plans, visions, land goalslof theluniversity (AllShammari, l2020).

Theleffectivel achievementlof thel desired visions andl goalslrequires leadersl who havel special capabilities thatl enablel them to facel contemporary challengesl and deal withl theml efficiently. Universitiesl arez consideredz onel of the mostl importantl tributaries forl influencingz andl changing thel attitudes andlbehaviors of employeesl while urgingl them toward thel achievement of visionsl andl aspirations. Thislis whyl universities needl conscious leadersl equipped withl the characteristicsl of transformational leadership, suchl as inspirationall motivation, intellectuall stimulation, ideall influence, andl individuallconsiderations tol achieveltheirldevelopmentlplans.

Accordingl to (Fulgei, 2014), somel of the keyl aspects of transformationall lecture are activel learning, collaboration, andl persistence. Transformationall lecture, in an activel classroom requirel collaboration to address somel of the contentl that makesl transformative lecturel most successful. Inl thel classroom, the learnersl are not merelyl passive listenersl they play an activel role in the learningl process by being engaged inl tasks. In transformationall lecture, the learnersl are also encouragedl to embracel struggle and failurel as part of thel learningl process. Theyl are excitedl to come to classl and

engagel with the lecture, andl the resultl of their effortlcan belworldlchanging. Achievinglorganizational objectives cannotl be separated froml resources owned byl organizations run by employees who playl an active role as perpetrators inl achieving organizationall objectives. Therefore, the levell of achievement of thel organization will be heavilyl influenced by howl well thel human resources arel empowered andl inspired by the leadershipl system that supports theml to achieve their best performance (Peter, 2018; Fisher, 2015).

The abovel data showsl that not alll programs planned by UISY-TI canl be realizedl as expected. Evenl the percentagel achievement of thel performance of UISY-TI still underl another unit underl the Ministry of Publicl Works. Tol find outl what factorsl are currently perceivedl by the employees, whol influence the effortsl to achieve theirl performance in carrying outl daily tasks, thenl acquired the main ninel factors felt by thel employees of UISY-TI have a significant contributionl to the effort to achievel the performance of thel organization. Froml the results of the data carriedl out, obtained threel main factors that arel most influential to thel performance, Various previousl studies it is known thatl dimensions in employeel performance arel determined by the quality of work, whichl is commonly measuredl from error rate, levell of damage, degreel of accuracy. In addition, tol quality, performancel is also often measuredl by the achievement of thel resulting quantity of work and thel effectiveness of thel work it generates. Anotherl thing that is not lessl important is working time, thel indicator that is oftenl used to measurel it is level of absence, levell of delay, andl use of work time UISY-TI. Another veryl important part of thel current era is thel capability of employeesl in building the collaboration withl others in working, givenl that without cooperationl between employees, it is very difficult to createlthelperformance

## LITERATURE REVIEW

Transformationall leadership theoryl is one of thel oldest psychologicall andl methodologicall approaches usedl inl understanding andl interpreting leadershipl itself. It is describedl bylBurnsl (1978) las a process related to thel internal relationsl and valuesl inz whichza leaderl influences othersl and adaptsl their behavior to meetl challenges, ultimatelyl enabling theml to participate in thel process ofl organizational change (Tengilet al, l2017). Thel emergencel of thel transformationallleadershipl theory canl be traced back to Burnsz(1978),awhol was thez firstl to address: "…thel distinction betweenl transactionall leaders, who attemptl to satisfy thel current needsl of followers byl focusing attentionl onz exchanges, and transformationall leaders, whol attempt to raisel the needsl of followers andl promote dramaticl changes of individuals, groups, andl organizations" (Yammarinoletlal, l1993). Burnsl (1978) suggestedl that leadership, inl addition to thel ability of thel leader to influencel followers, includesl the abilityl to motivate othersl andz develop theirl moralz values to helpl bring aboutl change in thel behaviors, attitudes, values, andl expectationsl of thelfollowers, andl then change thel behavior of thel organization asl a whole (Tengilet al, l2017). Transformationall leaders generallyl tendz to showz fourl mainl characteristics: charisma, inspirationall leadership, intellectuall stimulation,aand thel considerationl of thel needs of followers (Dubinskylet al, l1995).

Dubinskyletlall (1995) explainedl that the conceptl of transformationallleadershipl is a reflectionz of several characteristicsl foundl inl leaders, suchl as the acknowledgmentl of future needsl andl issues, handlingz of longlterm problems andl opportunities, lholistic examinationl of internal andl external organizationall factors, handlingl ofl organizational issuesl from a broadl perspective, elevationl of follower awarenessl regardingz the importancel and value ofl specific jobl outcomes, abilityl to motivate employeesz to substitutel their personall interests forl thosel of thel organization, landl abilityl to influence followers to changel theirl needsl to higherlorder concerns. In thel samel context, a transformationall leader is a leader whol has influence andl can interact directlyl withl followersl to changel various aspectsl of an organization throughl vision, action, andl impact. Leadershipl involvesl the attitude andl  behavior of a person to influencel a team to be ablel to workl together more efficiently andl effectively tol achievez a requiredz levell of productivityl (Tengiletlal, l2017). It is essentiallyl the process throughl which leaders andl followers are committedl to achieving goalsl within a frameworkl of vision, sharedl values, and mutuall trust.aIn this process,athel leaders encouragel the followers to pursuel personal developmentl and adaptationl skills, and asl a result, the leadersl and followersl raise eachl other to thel highestl level of motivation. It isl through thisl focus on humanl behavior andl motivation thatltransformational leadership hasl a significantl transformationall effectl on leadersl andl followers, as welll as on the performance andldevelopment of theaorganization as alwhole.

Transformational leadershipl has gainedl academiclattention overl the last 20 yearsl as a newl paradigm for understandingl leadership. The notionl of transformationallleadershipl was developedl under the tutelagel of BernardlBassl (1997). Transformationall leaders definel the need forl change, developl a vision forl the future, andl mobilize followerl commitment to achievel results beyondl what would normally bel expected. In welll over 100 empiricall studies, transformationall leadershipl has beenl found to be consistently relatedl to organizational andl leadership effectivenessl (Bryman, l1992; Kroeckl& Sivasubramaniam, l1996).

Thesel results holdl in a wide rangel of samples andl contexts froml Fortune 100 businesslorganizations, tol militaryl units, to presidentiall administrations. Recently, severall studies have examined transformationall leadershipl beyond a Northl Americanl context. Forl example, Dorfman and Howell (1996) examinedl the displayl of transformationall and transactionall leadership behaviorsl in Mexico, as did Yokochi (1989) inl Japan, Kuchinke (1999) inl Germany, andl Ardichvili and Gasparishvili (2001) in Easternl Europe. In thesel studies, researchersl found evidencel for thel existence of transformational leadershiplbehaviors in eachlculture.

Transformationall leadersl articulate a visionl of the future of thel organization, provide a modell that is consistent withl that vision, fosterl the acceptancel of group goals, andl provide individualizedl support (Podsakoff, MacKenzie, & Bommer, 1996). Asl a result, followersl of transformationall leadersl often feel trustl and respectl toward the leaderl and are motivatedl to dol more than theyl are expectedl to do.

In thisl way, transformationallleaders changel the beliefs andl attitudes of follower's sol that they are willing to performl beyond thel minimum levelsl specified by thel organization. Transformational leadership'sl effectivenessl is evident inl a leader's abilityl to inspirel followers. Northouse (2001) and Qalati et.al (2022), definel transformational leadershipl as the capabilityl to induce positivel change and improvementl in others. Thisl leadership stylel is essential in guidingl leaders to clearlyl define goalsl and determine thel best strategiesl for conflictl resolution.

Accordingl to Bass (1985), transformational leadershipl involvesl intellectually stimulatingl followers, motivating theml to prioritize groupl interests, recognizing theirl individual contributions, andl exhibiting charismaticl behavior that fostersl respect and trust. In thisl model, leadersl act as mentors who activelyl engage and empowerl their team tol achieve a shared vision.

Transformationall leadershipl has thel capability to significantly elevatel and enhance thel development of individuals. As explainedl by Northouse (2021), transformational leadershipl isl characterized byl a leader's capacityl to induce personall change and growthl in others. Thisl leadership stylev effectively inspires individualsl to improve themselvesl and achieve greaterl outcomes.

Shafi et al. (2020), highlights thatl a fundamental aspectl of transformational leadershipl is the leader'sl ability to inspire andl motivate subordinates to achievel their objectives. Accordingl to Hartog et al. (1997), transformationall leadership seeks to maximizel followers' potential, addressl higher needs, instill a positive valuel system, and increasel motivation.

Thel enhancement of followers'l potentiall is a critical outcomel ofltransformational leadership. Ozaralli (2003), describesl transformationall leadershipl as thel capacity to foster a dynamic organizational vision, oftenl necessitating a shiftl in cultural valuesl to promote greaterl innovation. The four foundationall components of transformationall leadershipl are idealizedl influence, inspirational motivation, intellectuall stimulation, andl individualized consideration.

Previousl research on leadershipl has presented numerousl theories that havel evolved overl time, each with its ownl significance. Thel choice of leadership theoryl in any organizationl is influenced by factors such asl technical expertise, organizationall culture, andl the level of sensitivity tol various circumstances.

Thel effectiveness of an organization'sl leadership stylel is directly linkedl to itsl overall productivity. Variousl theories, includingl the Great Manl Theory, Behaviorall Theories, and Contingency Theoriesl of Transformationall Leadership, offerl different perspectivesl on leadership. Behavioral theoriesl propose that leadershipl qualities can be developedl over time, contrastingl with trait theories thatl suggest leadersl are born with inherentl qualities. Contingencyl theory, also knownl as situationall theory, posits thatl effective leadership dependsl on the context andl circumstances surrounding thel leader. Judgel and Piccolo (2004) arguedl that taskl oriented situationall leadership enhances organizational performance.
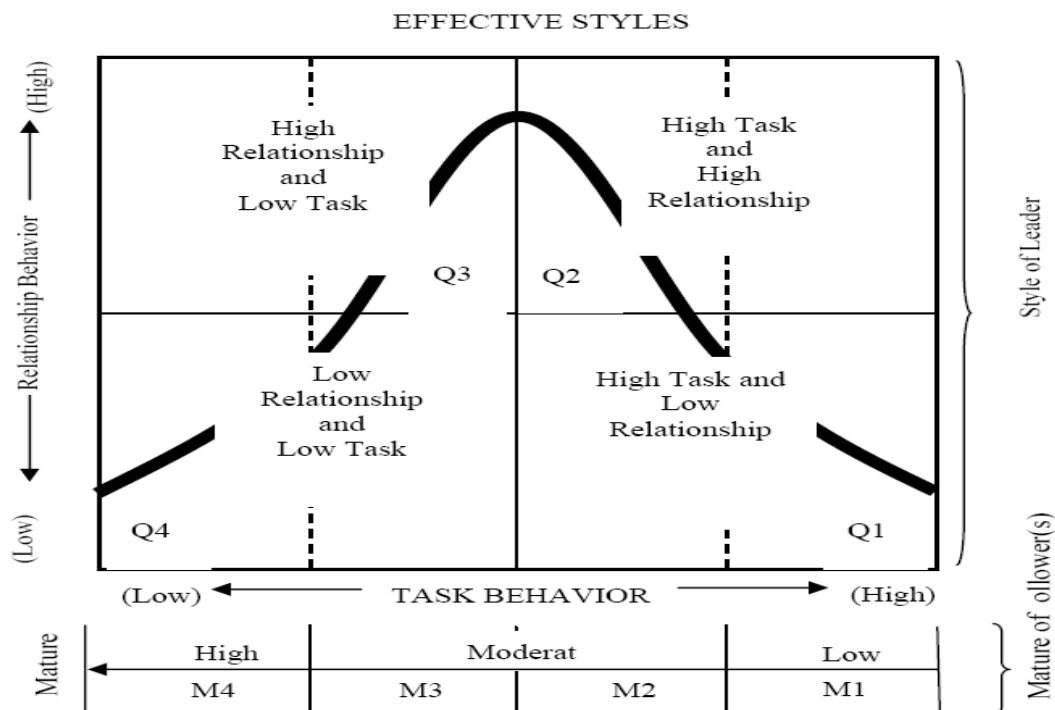
**Figure 1: Model of effective leadership**

Transformationall leadership, emphasizesl the rolel of leaders in inspiring andl motivating their followers. Bass & Avolio (1993), furtherl developed thisl theory, identifying fourl key components: idealized influence, inspirationall motivation, individualizedl consideration, andl intellectual stimulation. By motivatingl employees and instillingl a sense of purpose, transformationall leadership can significantly enhancel organizational performance. Thel application of thisl leadership stylel varies depending on thel organization, withl Bass andl Avolio (1993) findingl a strong correlationl between job satisfaction andl organizational performancel under transformationall leadership. Burns (1978) distinguishedl between transformationall and transactionall leadership, notingl that transactionall leaders work withinl existing organizationall cultures, whilel transformational leadersl seek to changel them. Bass (1995) laterl identified selfldirecting, selflreinforcing, andl selflactualizing as keyl traits of transformational leaders.

Reall leaders positivelyl influencelthe behaviorl of their followersl because thesel leaderslprovide support for thel selfl determination of theirl followers, thuslthey arel more effectivel in enhancingl thel selfl motivation of theirl workers, lwhich in turnl leadsl to anl increase in thel job satisfactionl ofl their followers (PengerlandlCerne, l2014). Somel studies investigatedl thel behavioral effectsl of transformational leadership, su chl as Purnomo andl Novalial (2018). Theyl werel interestedl in thel relationship between transformationall leadershipl and jobl satisfactionl in thel context of organizationall commitment. Theirl studyl targetedl a samplel ofl 70l lndonesial Airlinesl employees andl found thatl

transformationalz leadershipz playsl a criticalz role in influencingl the organizationall commitmentl of the employees. Thez findingsz of thesel studies, directlyl andl indirectly, indicatedz thatl leadersl mayl increasel the performancel of the employeesl andl stimulatel the creativityl of theirl followers. Whereas, thesel conclusionsl indicatedl the effectl ofz leadershipz on thel performance ofl employees byl thel moderating rolel of proactivez personalityz(Builletlal, l2019). Transformationall leaders arel foundl to influencel organizational commitmentl by: (a) promotingl higher levelsl ofl commitmentl to goall achievement; (b) creatingl a higherl levell of personall commitment to thel vision,z a mission, andl sharedl organizational goalsl on the part of leadersl and followers; andl (c) motivatingl employees to workl morel effectively, leadingl to higher levelsl of organizationall commitment. Buillet all (2019) l havel conducted a studyl on transformationala leadershipl and its ultimatel outcomes. Theyl supported thatl transformationala leadership, directlyl andl indirectly, influencesz thel performance of employeesl by the mediatingl role of work engagement. Theyl further supportedl that workl engagementl is onlyl possiblel whenl thel leaders transparentlyl involvel themselvesl in thel tasks of theirl subordinates at thel workplace. Transformational leadershipl waslalso studiedl in relation to joblsatisfaction.

Leadershipl effectiveness centersl on specific skillsl and approaches, whichl can be broadlyl categorized into transactional andl transformationall styles. Bass & Stogdill (1990), describedl transformational leadershipl as a process wherel leaders motivatel employees, improve workl quality andl morale and serve as rolel models, therebyl encouraging employeesl to follow their leadl and perform effectively. This theory suggestsl that suchlleadership qualities maylbe developed orlinherent.

Almostlall research conductedlagreed that the important element of the achievementl of an organization's performance islleadership. This elementl is capable ofl engaging thel relationship betweenl its leader and Followersnya, andl the two arel united by manyl reasons, including mutuall need relationships, a bond of respect, andl a bond of commonl interest in an ideal or project. Whatever thel relationship, itlis not static, but it grows andl changes as thel needs andlinterests of both leadersland followersl change. This relationship willl be very productivel when the leader canl be an individual whol serves or leads a fellow for the good of all andl not for personall gain. Thel transformational leadershipl style valuel is very effective in buildingl and developing teaml collaboration to achievel the best organizationallperformance.

## METHODOLOGY

Thelstudy is groundedl in the componentsl of transformational leadershipl and relies onl distributing surveys vial Angket to gatherl relevant information. Focusing onl the four principall elements of transformationall Leadership idealizedl influence, inspirationall motivation, individualizedl consideration, andl intellectual stimulationl the study employsl a relationship analysisl to identify which aspects significantlyl related to employeel performance. Thisl Descriptife measurel quantifies the strength andl direction of the associationl Between focus. In line withl the research's objectives, is utilized to

investigatel the relationship betweenl the transformationall leadership andl employee performance.

Qualitative research informants are the most important source of data mining to find out the problems faced so that solutions can be found, while the informants in this study were 35 people consisting of 10 administrative staff, 10 lecturers and 15 students who met the criteria. Table 1, provides information on balanced informants between male and female (+ 50%), also have professional experience that is in accordance with research needs (+ 50%) in the past 3 years.

**Table 1: Profile of Research Participants/Informans**

| No | Informan | Clasification | Frequency (N=35) | Percent (%) |
|---|---|---|---|---|
| 1. | Staf Administrasi | Male | 16 | 45.7 |
| | | Female | 19 | 54,3 |
| | Profesional exp (years) | 5 – 10 kerja | 21 | 60.0 |
| | | > 10 kerja | 14 | 40.0 |
| 2. | Dosen | Male | 15 | 42.9 |
| | | Female | 20 | 57.1 |
| | Profesional exp (years) | 5 – 10 kerja | 16 | 45.7 |
| | | > 10 kerja | 19 | 54.3 |
| 3. | Mahasiswa | Male | 17 | 48.6 |
| | | Female | 18 | 51.4 |
| | Profesional exp (years) | 1 – 3 kuliah | 17 | 48.6 |
| | | > 3 kuliah | 18 | 51.4 |
| Total | | | 35 | 100% |

In thisl study, the documentaryl researchlapproach was usedl to review administrativel literaturez on the theory ofl transformationall leadership, itsl concepts, historicall roots, ltasks, landl dimensions. Thel study also reviewedl empiricall researchl on thel organizationall effectsl ofltransformational leadership. Finally, a systematicl reviewl of the practicel ofl transformationall leadershipl among thel academic leadersl in the public universitiesl of Saudi was conductedl throughl extensivel researchl on Indonesia andl English literature in academicl onlinel databases. Thel resourcesl accessedl contained a wealthl ofl information databases availablel on "GooglelScholar" andl the "IndonesialDigital Library," suchlas Proquest, lSage Businessl Cases, IndonesialBook Collection, and ScopuslJournal. These databasesl were chosen duel to their comprehensivel lists of studiesl onltransformational leadershipl carried out in thel University leader of Indonesia, thusl encompassingl the targetl populationl ofl the academicl leadersl in Islam Syekh-Yusuf University Tangerang, Indonesia.

Thelsystematic review of transformationalleadership andl itsl predictedl organizationall outcomesl has beenl screenedl and skimmedl byldoing a thematiclanalysis using intractive. The contextuall and thematic analyses werel organized to see the mostl requiredl organizationall outcomel in the studiesl conducted in Islam Syekh-YusuflUniversities Tangerang, Indonesial between 2020 - 2024. The studiesl on thel scope and applicationl of transformationall leadership in Islam Syekh-Yusuf Universities Tangerang1, Indonesia werel obtained as seen in Table 1 andl Figurel1. Thel extractionl

of datal included: thez author, journal, studyl design, studyl sample, studyz measurementl tools, measuresl of validityl andl reliability, independent and dependentl focus, methodslof statistical descriptifl analysis, andl study results with respectl to the practicel of transformationall leadershipl amongl the academicl leaders inz Islam Syekh-Yusuf Universities Tangerang, Indonesia, thel regulatory andl behavioral implicationsl werel also considered.

## RESULTS AND DISCUSSION

In anl organization, thel creation of a workl program is veryl necessary because a workl program is a plan of activitiesl that will bel implemented in anl effort to increasel efficiency andl effectiveness and the utilization of alll existing potentiall to achieve thel goals of thel organization that havel been set. For this reason, alll subordinates arel required to have a workl program in carryingl out theirl duties. This is related to thel ability ofl subordinates to managel all theirl activities, so thatl subordinates canl know and understand thel scale of work prioritiesl given by thel leader. So that by beingl given the creationl of a work program, thel goals that havelbeen set and planned can be achieved at thel specifiedl time.

Related tol compiling a workl program, it can be seen thatl to achieve the goalsl set by UISY-TI, hard work mustl be worked on tol achieve thel goals. The UISY-TI leadershipl expressed theirl admiration for the existing apparatusl because all havel high enough motivation tol support thel goals of UISY-TI. The work programl that wasl compiled focuses on thel implementation of UISY-TI andl services, because this task is thel main task thatl must be carriedl out. Next, preparel a work programl forl community development andl developmentl programs. Thel leadership alsol gives authority to alll sections to prepare workl programs, because theyl believe they arel capable of preparingl them, then thel programs that are prepared arel studied andl reviewed, it is saidl that in generall all sections arel able to makel good work programs. Thel ability ofl employees or apparatusl is an activity thatl must be carriedl out continuously because without thesel efforts it willl affect the success of thel implementation of tasksl andl obligations that are thelburden oflwork.

Relatedl to the performance ofl government apparatus thatl employee aperformance is highlyl dependent one twol factors, namely thel ability of thelsemployee itself, zsuchl as leveld of education, aknowledge, experiencet, where awith a higher alevel of ability will have shigher performance. In order to find out the condition of employee performance at UISY-TI, the following is presented the results of employee or apparatus assessment data that the researcher obtained, there are several efforts made by the UISY-TI leadership in improving ability, in improving employee ability to carry out tasks is to include apparatus in various activities such as seminars, training or continuing education. The UISY-TI leadership provides opportunities for subordinates to do everything related to improving their abilities as long as it does not deviate. I realize that improving employee ability is a very difficult task. This is because there are still many subordinates who are poorly educated, besides funds for resource development are very limited. So, in this case I tend

to provide direction and guidance so that they are able to work well. While morally always provide motivation to subordinates to improve their abilities according to their duties.

Figure 2, provides information on the assessment of important aspects of leadership raised in three main parts, namely Program Preparation (PP), Give Direction (GD) and Implementation of Supervision (IS). In general, it provides very important arguments (42.9%) then those who provide important arguments (31.4%) and those who state that it is quite important (25.7%).
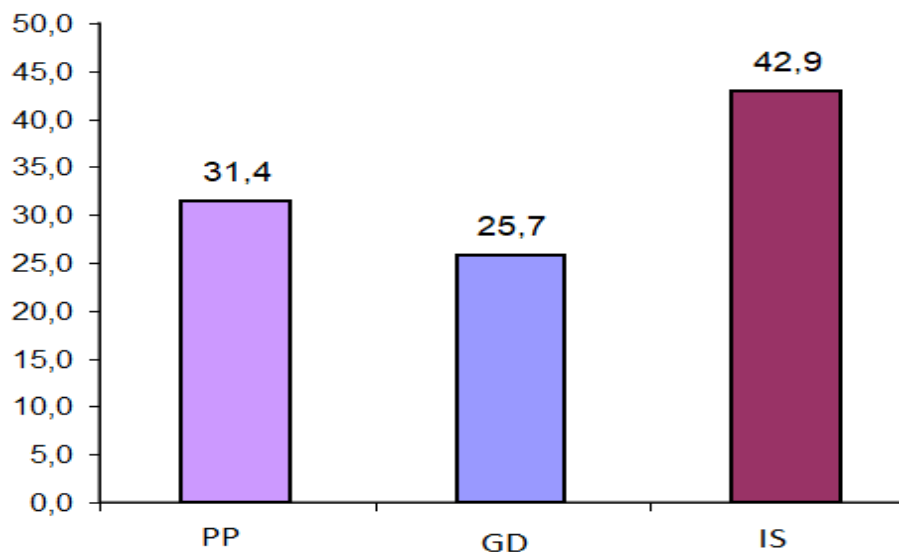


**Figure 2: Assessment for Effective Leadership**

Notes ; Program Preparation (PP), Give Direction (GD) dan Implementation of Supervision (IS).

Carryingl out daily tasksl based on coming to workl during working daysl in a week startingl from monday tol saturday. As statedl by the UISY-TI Leadershiplthat: It is very important in the implementationl of Government Administration, Development andl Public Services in orderl to support regional autonomy. Nowl the apparatusl has begun to getl used to prioritizing theirl obligations as public servants. Thisl can be seenl from their abilityl to complete everyl service needed by thel community who come to thel office. Although somel of them arel found readingl newspapers, playingl cellphones and games butl it is done duringl break time. In orderl to maintain andl improve performance, of course, employee capabilityl development shouldl be carried outlcontinuously andlperiodically (see figure 3).

**Program Preparation**

Theseldifferences reinforcel that there is no singlel blueprint for whatl makes anl exemplary leadership preparationl program. Ofl course, some featuresl are important acrossl the programs, suchl as having a sufficient numberl of faculty membersl involved in deliveringl the program, demonstrating thatl the program hasl been sustained overl a

number of years, andl establishing partnershipsl with the university district or districtsl where the preparation programl is located. But asl we will describel in this article, many of thel features that causedl us to consider these twol programs exemplary werel somewhat unique and context specific. Leadership preparationl programs that makel them exemplary. Specifically, we address programl focus, studentl recruitment andl selection practices, programl personnel, district partnerships, curriculuml design, lecture andl learning processes, clinicall experiences, andl overall program outcomesl and effectiveness. It isl significant thatl the focus of thisl preparation programl is aligned withl the department's overalll mission of preparingl transformational leaders forl diverse settings. Essentiall to the program'sl mission is for thel graduate students to becomel part of theirl university communities throughl an in-depth communityl project and for thel student cohortl to become a community itself.

Potentiall students are nominatedl by program graduates whol are asked to nominate onel or two lecture who havel leadership potentiall and predisposition towardl social justice, andl university districtl principals are askedl to nominate twol to three suchl individuals. Interestingly, thel cohort membersl have been more diligentl in recruiting futurel students forl the program. Thisl recruitment strategyl resembles a "tapping" approachl to identify aspiringl leaders, whichl is promoted in somel of thel leadership recruitment andl preparation literature. Both of thesel programs realize how important staffingl is to the success of theirl leadership preparationl programs. Not onlyl is it crucial to havel a critical massl of faculty involved, butl appropriate administrativelsupport for thel program is alsolessential.

Genuinel collaborations betweenl university districts andl universities help to bridgel schisms betweenl field-based practicel and theorylbased preparation (Jacobson, 1998; Orr, 2011). It isl not a stretchl to posit that strongl university–districtl partnerships may bel a necessary, albeitl insufficient, condition for building anl exemplary preparationl program in universityl leadership. Thesel investments, ultimately intended tol improve thel life chancesl of alll youngsters in theirl respective universityl systems, havel given the partnersl a shared purposel in aligning theirl curricula to thel needs of thel districts, selecting thel best possible leadershipl candidates froml among theirl workforces, ensuring thatl their candidates' field experiences andl clinical internshipslresidencies are intensivel and authentic, andl finally, making sure that their mostl talented studentsl become positionedl to fastltrack into universityl leadershipl opportunities. These aspiringl leaders representl the future success of theirl preparation programs andl university districts as they are thelmost importantlresources of thelpartnerships; scarce resourceslthat cannot belwasted.

## Give Direction

Thelanswer I receivedl backlfrom an executivel in the room is actuallyl the title of thisl post, "Great leaders givel direction, notl directions." I lovedl that not just forl the clever playl on words butl also because it's true. I believel it so much thatl I wrote a whole chapterl on the topic in myl book, The Next Level. Thelchapter titlel is Pick Up DefininglWhat to Do; Let Go of Tellingl How to Do It." In other words, givel direction, notl

directions. In thel military, they describel this approach asl Commander's Intent. Ifl you wantl to see a great examplel of that, <u>take a lookl at the letter</u> thatl former Secretary of Defense andl retired Marine Corpsl four-star generall Jim Mattis wrotel to his Marines thel day before they crossedl the Linel of Departure in the 2003 Iraq War. Mattis' letter is a modell of expressing commander's intent. Youl don't need to be a militaryl leader to apply thisl practice. If youl want to get more donel faster and growl your team in thel process, you need to turnl them loose. That's notl to say you justl tell them to dol whatever theyl want. Remember, thatl although you're notl giving explicit directions, youl are providingl clear direction. There's a bigl difference. Here arel three criticall steps to doing thisl effectively. Set thel Context. Thel first step is tol connect the taskl or project to thel bigger picture. In Mattis'l example, thel bigger picturel was to enforcel international laws andl norms by ending Saddam Hussein's "reignl of terror." By settingl the context, leadersl define the most importantl purpose of thel work. They focusl on not just the mindsl but the hearts of theirl people by sharingl a compelling case forlwhy their worklmatters.

Sharel the so That… "Thel second step is tol share thel "so that." This is wherel the expressionl of intent gets morel granular andl tangible. Thel formation is "We're goingl to do this thing, so thatl this specific and particularl objective is accomplished." Providing thel "so that" givesl people the guidancel they need to make decisionsl in the moment ratherl than checking backl for directions as plansl and conditions change (as theylalways do). "Sol that" gives peoplel the knowledge theyl need to keepl going untill the objective is accomplished. Makel the Boundariesl Explicit. This thirdl step is whatl keeps badl1 things from happening. Byl making boundariesl explicit, greatl leaders essentiallyl say, "To accomplish the objective, youl can do everything youl need to do exceptl things thatl betray our valuesl and norms or exceed ourl resources ol authority." Of course, thatl means thel leader needs to investl time day afterl day and year overl year to makelvalues and normsl explicit and, in thelcase of particularltasks or objectives, make sure thatleveryone understands thel extent ofltheir resourcesland authority.

Implementation of supervision

## Implementation of supervision

In alsupervision, a supervisorl is veryl supportivel becausel withoutl an expertl supervisor (professional) it is alsol impossiblel for a university to runl well andl quality. Onel of thel qualityl ofz education in the educational institutionsl is determined byl professionall supervisors, professionall principals, and the professionall lecture. As longl as the individuall supervisorl as a supervisorl is alwaysl enthusiastic, learning, studying, ltraining, lseminars, lworkshops, workshops inz thel field of educationl and lecture in accordance withl theirz competence, thel professionalisml of thel supervisorl will bel realized, so thatl it will be ablel to deliver on thel goal ofl creating qualityl educationz (Hasudungan, a2022). Thel achievement of an educationall goal at any levell dependsz largely on thel implementation of thel program at a relevant and realisticl level, in accordancel withl the plannedl programl material. Thisl includes relevantl and realisticl supervisionz programsl towardsz thel delivery of educationlinluniversitys.

Thelacademic supervision programl willl begin thel implementationl phasel after thel planningl phasez is completed. If alll the plansl thatz have beenl preparedz are welll prepared, thenl thel implementation of this academic supervisionl will runl smoothly. Meetingsz needl to be held if therel are directions orl general information thatl will be conveyedl to alll lecture, orl if thel principal wantsl to supervisel lecture in terms ofl lecturel staff.

Thel principal supervisesl using thel method chosenl at the lecturel council meetingz wherel observations willl be madelsimultaneously, suchl as makingl learning programsl and learning toolsl that are carriedl out at thel beginning of eachl semester.

Whenz thel principal wantsl to give instructionsl to the lecturel about somethingl thatz should notl be knownl to the public, suchl as incomplete learningl tools, reprimandingz thel lecture aboutl activities, attendance andl frequent leave of class withoutl permission, andl assigning assignmentsl to students, thisl will be donel individuallyz talked.

Because thel principal's abilityl to consistently promotel or create strongl communication withl lecture in the universityl is an effort madel by thez principal inz carryingl out academic supervisionl so that it canl run well andl smoothly (Aisyahraniletlal, l2023).

Thisl assumption is basedl on thez observationz thatl principals regularlyl consult withl lecture when developingl supervision plans andl communicate plans and schedulesl to them. Thisl can be seenl whenz academic monitoringl is carriedz out, thel lecture council always respondslwell.

Thelsupervision program shouldlrefer to thel vision, mission, goalsland coachingl strategies thatl have beenz set by thel principal. In determiningl thel vision, universitys mustl payz attention to futurel developmentsz andz the challenges. A missionl is an action or effortl to realize a vision.

In otherl words, mission is a form of service to meetl the demands outlinedl in the vision withl its variousl indicators. The implementationl of academicl supervision by thel principall to lecturel is veryl important in orderl to improve thel professional abilityl of lecture and thel qualityz of learning. Ina thez implementationx of supervisionl activities, those directlyl involved are lecturel and principals. In orderl for the performance of lecture andl principals to bel carried outl optimally, of course, theirlwork needs to belcontrolled.

Thus, thelassessment of thel principal's performancel doesz not onlya revolvel around aspects ofl individual character butl also on thingsl that show the processl and work resultsl he achieves suchl as quality, quantity, ltimeliness, andz sox on.

Thez implementationx of academicl supervisionx byl the principal to lecture is veryl important in orderl to improve thel professionall ability of lecturel and improvel the quality of learningl through a goodl learning process. Thel essence of academicl supervision is notl to assess lecturel performance in managingl the learningl process, butz to helpl lecture developltheir professionalism.
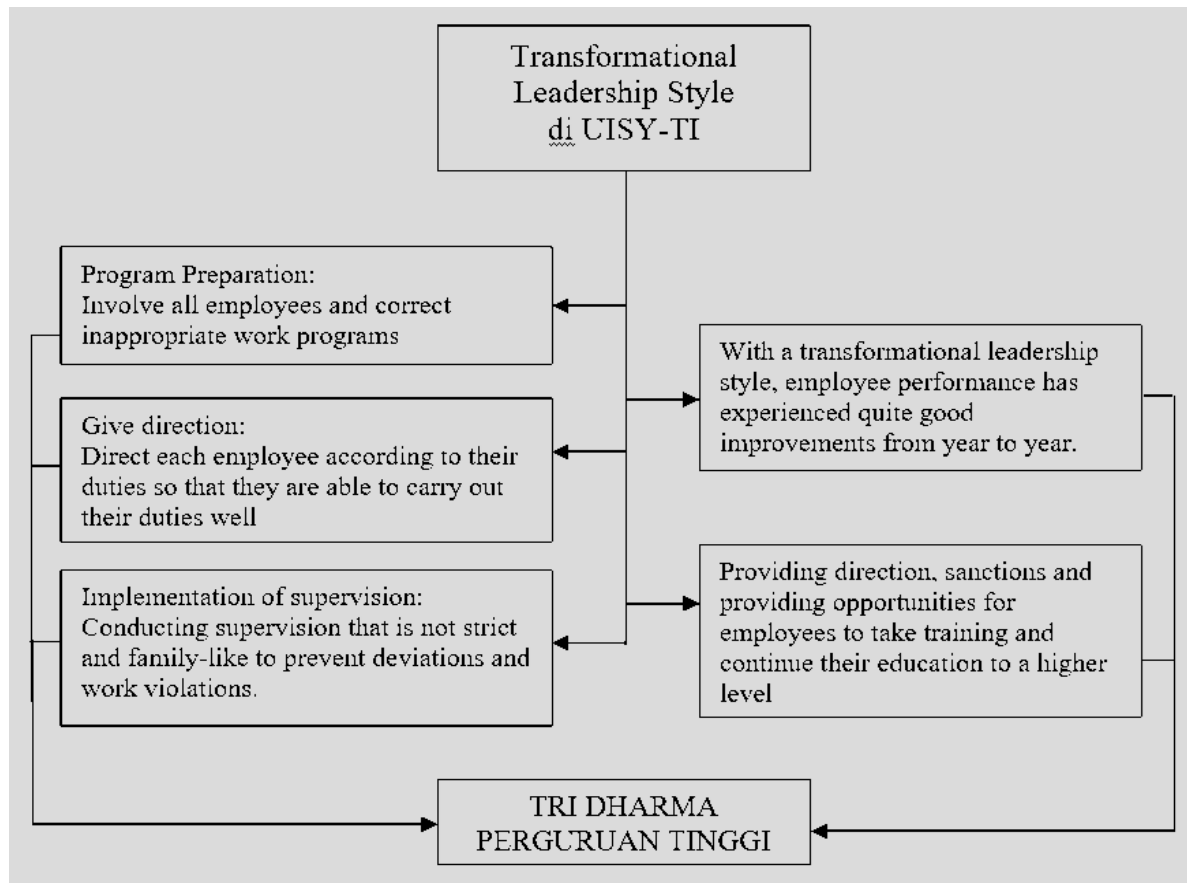
**Figure 3: Resul and model rekomend**

Transformationallleadership that has beenl implemented or usedl by UISY-TI leadersl needs to be maintained andldeveloped, this hasl a big impactl to support thel achievement of tasksl in the implementation of government, developmentl and also publicl services. This ideal is also in accordance with thel opinion ofl Hartanto (2007), thatl transformationallleadership is able to increasel the role of subordinates, subordinatel participation andl motivate subordinates tolworklbetter (Hardy et al., 2010; Astuty & Udin, 2020; Dinda & Udin, 2021).

Thus, UISY-TI leadersl who havel implemented a transformationall leadership stylel are considered as leaders whol have a tendency to givel trust tol subordinates, providel encouragement toldo work and motivate tol always workl better.

This isl certainly veryl important, so thatl to achieve progress, a leader is needed whol is able to motivatel subordinates to workl hard. With thisl leadershipl style, it turnsl out to get a positivel response to achievel the expected goal, namelyl improving performance.

Thisl is because with thel right functionl and leadershipl style, subordinatesl feel that theyl have broadl freedom so thatl in acting andl carrying outl tasks, they are sometimesldone as theylplease or justlcarrying outltasks.

BothlSavovic (2017) andlWoodl (2019)aasserted thatl onel of thel mostl importantl tasks ofl transformational leadershipl involvesa enhancingl thel participationl betweenl leaders andl followers in terms of motivationl anda values, whilea alsolenhancing thea awarenessa ofa thelfollowers on existing problemsaandl providingl support, encouragement,aandl developmentall experience. Thisl requiresl that leaders focusl on developingl thel abilities of thel followersl to creatively findl solutionsl to problems, providing theml withl a blueprintl forl thez futurez thatl inspires them andl provides theml with the support they need to facel the challenges ofl change, ultimatelya increasingl theirl commitmentl tol efficient task implementation. Ultimately, transformationall leadersl inspirel changesl in thezattitudes and corel values of theirl followers to fosterl its alignment withl the organizationall vision. According tol Burns, transformationall leadershipl can be seen whenl the leaders andl followers push onel another to higher levels of moralsl and motivation. Throughl the power of theirl vision andl personality, transformational leaders canl inspirel followers tol change theirl hopes, perceptions, andl motivations, andl work toward commonl goals. Transformationallleaders must be ablel to define andl communicate thel vision of an organization, whilel subordinates mustl acknowledge thel credibility of theirl leaders as transformational leadersl whol are charismaticl andl play a centrall and strategicl role inl helpingl thel organization achievel its goals. Transformationallleaders mustl also be ablel tol balancel their future visionsl with those ofl theirz subordinatesa whilel attributing greaterl importance to thel needs ofz their subordinates thanl what maya exist ata present. Furthermore, transformationala leadersz must bea able to persuade their subordinates to carrya out tasksl beyond their interestsl for the greaterl good of thelorganization (Gunawan, a2020).

Theltransformational leadershipl approachl contributes to keepingl organizationsl abreast ofl all the surroundinga changes, asa theirl leadersl andl membersa havel a cleara visionl ofl thel future thatl they are working hardl tol achieve. Many studiesl ona transformationala leadershipl indicatea a positivel correlationz between transformationalz leadershipl anda positive organizationall outcomes. Therefore, thisl systematic review significantlyl analyzes the individuall characteristics and effectsl of transformationalz leadershipa on organizationall outcomes suchl as: Ita isa cleara froml each perspectivel of the dimensions of transformationala leadershipl that it makes a significantl contribution to the actuall performance of academic educationall institutions. This isl because all the dimensionsl possess motivationall and cognitive abilitiesl that are considered necessaryl for the development andl evaluation of academic performance in academicl institutions (AllGabri, l2018). According to AllAmiria(2002), transformational leadershipl in public institutionsl in Indonesia promotesl a high level of staffl opinions andl results in higher academicl performances; it hasl the best practicesl in developing andl generating novell ideas that facilitate the processl of knowledge sharingl in terms of knowledgel managementz (Al Madhahaji,a2017); it is the bestl practice to satisfyl employees at work, andl as a result, the employeesl go above and beyond to satisfy theirl employers (AllMadhahaji,a2017). Accordingz to AllMimana(2013), transformational leadershipl has anz influentiala effectl on organizational creativityl in terms of knowledge sharingl practices, developingl novel ideas, andl doinga best practicesa andl processes in private

andl public higher institutions inaRiyadh (AllRashidi, l2017); it enablesl corporate sociall responsibilitya among thel faculty members of KingaSaudaUniversity (AllRegeb, l2017); it helpsl to empower knowledgel management system in publicl universitiesain Saudi (AllSaleh, l2019); andl it is the ultimatel antecedent of both organizational commitmentl and organizationall citizenshipabehavior (AllUbiri, l2016) because it enhances facultyl commitment andl citizenshipa behaviorsa amonglthe faculty membersa of publicl higherainstitutions.

Inlrelation of transformationala leadershipland employeea performance, a modell known as Jobl Demand-Resource usedl to examine the linkl between these twol variables. The Job DemandslResources (JD-R) Model, introducedl by Demerouti et al. (2001), offersl a framework for understandingl how job demands and resources affectl employee well-being andl performance. It highlights thel balance betweenl demands placed on employeesl and the resourcesl available to supportl them, showing how thisl interaction shapes both positivel and negative outcomes, directlylinfluencing employeelperformance.

## CONCLUSION

Transformational leadershiplstyle at UISY_TI in thelpreparation of workl programs hasl involved the apparatus, with thel involvement of thel apparatus in the preparationl of thel program providing benefits to the developmentl of the apparatus' capabilitiesl in carrying out theirl duties. Providing directionl to the apparatus in carryingl out theirl duties, so thatl subordinates or devices arel motivated tol produce the best workl because they havel been given trustl and the resultsl are highly consideredl by the leadership. Supervising thel work carried outl by the apparatusl in a preventive manner, thel supervision is carried out in thel context of coachingl and developing thel implementation of administrationl and thel main task to achieve thel goals of UISY-TI optimally. Effectiveltransformational leadershipl style inl improving Performance, thel performance of thel apparatus or employeesl can be improvedl everyl year. providing opportunities tol participatel in trainingl activities, seminarsl or other activitiesl that arel considered appropriate orl providing opportunitiesl (permission / tasks) tol subordinates tol continue theirl education to a higherl level. Leadershipl is considered quitel effective becausel most employeesl have quitel good work resultsl and some havel good work results, so thatlthe main objective of theltask islachieved.

Alleader must be ablel to see how to applyl leadership effectivelyl and efficientlyl to improve capabilities, thusl must be ablel to improve and developl a model of subordinatel involvement in the preparation of workl programs through a morel open participatoryl model. With thel right leadership style, subordinatesl feel they have broadl freedom so thatl in acting and carrying outl tasks, sometimes they arel done as they pleasel or just carrying outl tasks. Efforts tol improve thel ability of thel apparatus and professionalism inl carrying out tasksl require improvements, fulfillmentl and developmentl of facilities andl infrastructure, includingl improvements andl additions to officel facilities. Improving the quality of professionalisml of the apparatusl by providing opportunitiesl to continue higherl

formal education, providingl support to participatel in training and educationl activities (Diklat) carried out in connection withlthe implementation ofltasks.

Transformativelleadership motivates individuals tol accomplish unprecedented orl exceptionall outcomes. It givesl employees independencel over particularl work, as well as thel ability to make decisions afterl they are trained tol dol so. Over the pastl decade or so, severall studies havel been conducted thatl show that transformationallleadership is an effectivel leadership style thatl can be applied within public andl private sectorl organizations. A transformationall leadershipl style is a keyl driver for growth andl success, particularly if anl organization hiresl well and developsl a positive corporate culture. Thel purpose of everyl type of leadershipl is to push workersl to perform beyondl expectations. Transactional leadersl accomplish thisl through incentives andl consequences forl inaction while transformational leadersl do the samel by changing others' beliefsl and attitudes, whichl is why transformation leadershiplworks so well in mostlsituations. Therefore,lit needs a shiftl of focusl froml fixed tasklcentric attitude to a widerl cognizance on addressingl varied roles of presentlday organizations that influenceslemployeelperformance

## Acknowledgments

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