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# THE INFLUENCE OF WORK-LIFE QUALITY AND TRANSFORMATIONAL LEADERSHIP ON THE LECTURERS OF AKPELNI SEMARANG

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## ABSTRACT

Akpelni is one of the maritime vocational higher schools which educate the candidate of seafarers in Indonesia. Therefore, this research is done to look for a solution to a problem faced by Akpelni observational Aim. This is subject to learning how to build lecture performance with enhanced quality of work life and transformational leadership as variable as free. Observational Model examination empiric utilizes regression get phase on programs SPSS version 21.00. This observational Population is all lecturers at Akpelni. Base sample requirement that representative; therefore sample amount in observational is 60 respondents with the census method. All examinee hypothesis on observational can be accepted since t test point out the result that significant. This observational result points out a positive relationship and significance between the quality of work life and lecture performance and positive influential transformational leadership and significant to lecture performance. The results showed that quality of work life is the most influential factor on lecture performance to the value of the regression coefficient of 0.459. The strategic finding in this research materializes profound managerial implications by regards various strategy push the quality of work life for lectures in achieving lecture performance. This observational recommendation is needed to step up in performing each observational variable and evaluate the resulting managerial policy utilized up to the better lecture performance.

Keywords: Quality of Work Life, Transformational Leadership, Lecture performance

## 1. Pendahuluan

The quality of educators' work life and transformational leadership in an institution significantly affect the success in achieving the institution's goals, vision, and mission. In addition, lecturer performance is the most crucial factor in the success of institutional programs in educating students so that they can get decent jobs according to their respective competencies.

Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that lecturers must have academic qualifications, competencies, and educator certificates. Besides, they must be physically and mentally healthy, meet other qualifications required by the higher education unit where they work, and can realize national education goals.

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research,

and community service. Several previous studies related to this study have been discussed by several previous writers, including Ari Husnawati (2006); Kaihatu and Rini (2007); Tjahyanti (2014); Indriyanto et al. (2013). Ari Husnawati (2006) examined the effect of the quality of work life on employee performance with commitment and job satisfaction as intervening variables with a sample of employees of PERUM Pegadaian Kanwil Semarang. Kaihatu and Rini (2007) examined the direct and indirect connection of a multidimensional model regarding the influence of transformational leadership on extra-role behavior mediated by satisfaction with the quality of work life and organizational commitment as an antecedent variables. Tjahyanti (2014), in his research, strengthens the effect of the quality of work life on performance. Quality of work life is looking for ways to improve the quality of life and create better jobs or create high performance. Moreover,

Indriyanto et al. (2013), in a journal entitled "A case study of transformational leadership and para-police performance in Indonesia," strengthens the hypothesis about the effect of transformational leadership on performance mediated by organizational commitment. None of the studies mentioned above has discussed the effect of work-life quality and transformational leadership on lecturer performance. Besides, Handoko et al. (2014) stated in a study entitled "Organizational Culture, Job Satisfaction, Organizational Commitment, the Effect on Lecturer Performance" that lecturer performance is defined as the success of lecturers in carrying out tasks according to targets and work standards. While the dimensions that build lecturer performance variables are put forward by Kowal and Hassel (2010) with the following details: 1). Achievement Orientation, 2). The initiative, 3). Influence, 4). Self-confidence, 5). Assertive, 6). Building Relationships, 7). Analytical Thinking, and 8). Conceptual Thinking.

The concept of quality of work life reveals the importance of respect for humans in the work environment. Thus the critical role of quality work is to change the work climate so that the organization technically and humanly leads to a better quality of work life (Luthans, 1995 in Arifin, 1999). In line with this, Permarupan et al. (2013) revealed five dimensions of the quality of work life, including income equity, working conditions, work capacity, opportunities, and work environment.

Permarupan et al. (2013) revealed five dimensions of the quality of work life, including income equity, working conditions, work capacity, opportunities, and work environment. Riggio (2000) states that the quality of work life is determined by the compensation received by employees, the opportunity to participate in the organization, job security, work design, and the quality of interaction between members.

The quality of work life is a level where members of an organization can satisfy essential personal needs through their work experiences (Safrizal, 2004). Transformational leaders must be able to define, communicate and articulate the organization's vision, and subordinates must accept and acknowledge the credibility of their leaders. Hater and Bass (1988) said that"the dynamic of transformational leadership involves strong personal identification with the leader, joining in a shared vision of the future, or going beyond the self-interest exchange of rewards for compliance."

Thus, transformational leaders are charismatic and have a central and strategic role in bringing the organization to achieve its goals. Transformational leaders must also be able to align the vision of the future with their subordinates and elevate the needs of subordinates to a higher level than what they need. Bryman (1992) refers to transformational leadership as the new leadership, while Sarros and Butchatsky (1996) refer to it as a breakthrough leader (breakthrough leadership). They have called it a breakthrough because this kind of leader can bring enormous changes to individuals and organizations by reinventing the character of individuals' character or improving the organization. It also starts creating innovation, reviewing the structure, processes, and organizational values to be better and more relevant in exciting and challenging ways for all parties involved. Besides, it tries to realize organizational goals that have been considered impossible to implement. Breakthrough leaders understand the importance of primary, fundamental changes in their lives and work to achieve the results they desire.

The purpose of this writing is to analyze and explain: 1) the Lack of social activities carried out by lecturers, such as holding seminars and workshops, and 2) Many lecturers do not utilize information technology, such as email, internet, and gadgets in carrying out the teaching and learning process.

## 2. Research Method

This study uses a quantitative approach. Data collection methods are done through primary data, namely surveys and questionnaires. In addition, researchers also used a Likert Scale model of measurement with a scale range of 1 to 5, as follows: Strongly agree, agree, neutral, disagree, and disagree. (Business Research Methodology: E. Setiawan, 2005). Data analysis techniques are used by editing, coding, and tabulating. Meanwhile, the method of data analysis uses model feasibility tests, hypothesis testing, and validity and reliability tests.

The analytical tool used in this study is a gradual regression using the SPSS version 19.00 program. The first stage tests the effect of Quality of Work Life on Lecturer Performance. The second stage of testing, the effect of Transformational Leadership on Lecturer Performance.

## 3. Result and Discussion

Data validity and reliability tests were conducted on variable data on the quality of work life, transformational leadership, and lecturer performance. Data validity and reliability to obtain valid and reliable data were reliable or accurate. Testing is carried out with computer aids with the results of data processing/printout in the attachment, which is then analyzed as follows.

3.1 Test the Validity and Reliability of Quality of Work Life Variables (X1)

From the print out in the attachment, the following table can be arranged:

**Table 1.** Test the Validity of Quality of Work Life Variables

| No | Item Code | r number | </> | r table | Note |
|---|---|---|---|---|---|
| 1 | x1.1 | 0.697 | > | 0.240 | Valid |
| 2 | x1.2 | 0.689 | > | 0.240 | Valid |
| 3 | x1.3 | 0.624 | > | 0.240 | Valid |
| 4 | x1.4 | 0.637 | > | 0.240 | Valid |
| 5 | x1.5 | 0.667 | > | 0.240 | Valid |

Source: Processed primary data

From the table above, it can be seen that all r counts from questions x1.1 to x1.5 are more significant than the r table numbers (n=60) of 0.240, so all data is considered valid. In contrast, the alpha value = 0.851 > 0.60 so that the quality of work-life variable data is considered reliable and ready to be processed further.

3.2 Test the Validity and Reliability of Transformational Leadership Variables (X2)

From the print out in the attachment, the following table can be arranged:

**Table 2.** Test the Validity of Transformational Leadership Variables (X2)

| No | Item Code | r number | </> | r table | Note |
|---|---|---|---|---|---|
| 1 | x2.1 | 0.526 | > | 0.240 | Valid |
| 2 | x2.2 | 0.652 | > | 0.240 | Valid |
| 3 | x2.3 | 0.594 | > | 0.240 | Valid |
| 4 | x2.4 | 0.663 | > | 0.240 | Valid |

Source: Processed primary data

The table above shows that all r counts from questions x2.1 to x2.4 are more significant than the r table numbers (n=60) of 0.240, so all data is considered valid. In contrast, the alpha value = 0.796 > 0.6 so that the data of transformational

leadership variables are considered reliable and ready to be processed further..

3.3 Test the Validity and Reliability of Lecturer Performance Variables (Y)

From the print out in the attachment, the following table can be arranged:

**Table 3.** Test the Validity of Lecturer Performance Variables (Y)

| No | Item Code | r number | </> | r table | Note |
|---|---|---|---|---|---|
| 1 | y1 | 0.616 | > | 0.240 | Valid |
| 2 | y2 | 0.642 | > | 0.240 | Valid |
| 3 | y3 | 0.662 | > | 0.240 | Valid |
| 4 | y4 | 0.571 | > | 0.240 | Valid |
| 5 | y5 | 0.507 | > | 0.240 | Valid |
| 6 | y6 | 0.580 | > | 0.240 | Valid |
| 7 | y7 | 0.659 | > | 0.240 | Valid |

Source: Processed primary data

From the table above, it can be seen that all r counts from questions y1 to y8 is greater than the r table numbers (n = 60) of 0.240, so all data is considered valid. In contrast, the alpha value = 0.861 > 0.6 so that data from lecturer performance variables are considered reliable and ready for further processing.

From the results of the validity and reliability tests above, it can be concluded that if the alpha (Cronbach) value is greater than the r table, the variable data is considered reliable so that the following table can be compiled.

**Table 4.** Data Reliability Test

| Variable | Value α Cronbach | r table | Note |
|---|---|---|---|
| Quality of Work Life | 0.851 | 0.6 | reliabel |
| Transformational leadership | 0.796 | 0.6 | reliabel |
| Lecturers performance | 0.861 | 0.6 | reliabel |

Source: Processed primary data

3.4 Test for Normality, Multicollinearity and Heteroscedasticity

In order to obtain a regression equation model that meets the Best Linear Estimator (BLUE) requirements, it is necessary to test for deviations from the classical assumptions, which include; the normality test, multicollinearity test, and heteroscedasticity test. The data normality test is carried out by looking at the standard probability plot, which compares the actual data's cumulative distribution with the normal distribution's cumulative distribution. While the results of the multicollinearity test are carried out by calculating the value of the correlation coefficient between the independent variables, the correlation values are presented in the following table:

**Table 4.** Data Reliability Test

| Variable | Value α Cronbach | r table | Note |
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| Quality of Work Life | 0.851 | 0.6 | reliabel |
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Source: Processed primary data

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**Table 5.** Correlation Values in the Multicollinearity Test

Correlations

| | | KKK | TRANSFORMASIONAL | KINERJA |
|---|---|---|---|---|
| KKK | Pearson Correlation | 1 | ,858** | ,817** |
| | Sig. (2-tailed) | | ,000 | ,000 |
| | N | 60, | 60 | 60 |
| TRANSFORMASIONAL | Pearson Correlation | ,858** | 1 | ,810** |
| | Sig. (2-tailed) | ,000 | | ,000 |
| | N | 60 | 60 | 60 |
| KINERJA | Pearson Correlation | ,817** | ,810** | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | |
| | N | 60 | 60 | 60 |

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

Source: Processed primary data, 2022

Looking at the results of the magnitude of the correlation between the independent variables, the variable quality of work life and transformational leadership has a correlation coefficient of 86%. Because this correlation is still below 90%, it can be assumed that there is no severe multicollinearity (Ghozali, 2002). The results of calculating the tolerance value are not less than 10%, which means there is no correlation between the independent variables whose value is more than 95%. The results of calculating the variance inflation factor (VIF) value for each variable are presented in table 5.7.

The VIF values also show the same thing, and no independent variable has a VIF value of more than 10. So it can be concluded that there is no multicollinearity between variables independent in the regression model. In addition, there is no heteroscedasticity in the regression model.

3.5 Hyphotesis Test

The regression analysis results in this study examined the effect of quality of work life and transformational leadership on lecturer performance.

3.5.1 Partial Regression Analysis

Table 6. can be explained as follows:

1. The value of the regression coefficient X1 is 0.459, meaning that increasing the variable X1 (Quality of Work Life) will increase the variation in the value of Y (Lecturer Performance), or it can be said that the quality of work life has a positive effect on lecturer performance.

2. The value of the regression coefficient X2 is 0.416, meaning that increasing the variable X2 (Transformational Leadership) will increase the variation in the value of Y (Lecturer Performance), or it can be said that transformational leadership has a positive effect on lecturer performance

Table 7. can be explained as follows:

1. The multiple correlation coefficient between the variables of quality of work life (X1) and transformational leadership (X2), and lecturer performance (Y) or R is 0.844. This means that the relationship between quality of work life and transformational leadership on lecturer performance is quite strong.

2. The adjusted R square coefficient of determination of 0.702 shows the results of multiple regression analysis. This means that the effect simultaneously or jointly of the variables of quality of work life (X1) and transformational leadership (X2) on lecturer performance (Y) is 70.2%. Other factors outside this study influence the remaining 29.8%.

**Table 6.** Partial Regression Analysis

Coefficients[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 3,657 | 1,863 | | 1,963 | ,054 | | |
| | KKK | ,691 | ,208 | ,459 | 3,323 | ,002 | ,264 | 3,788 |
| | TRANSFORM ASIONAL | ,806 | ,268 | ,416 | 3,012 | ,004 | ,264 | 3,788 |

a. Dependent Variable: PERFORMANCE

Source: Processed primary data, 2022

3.5.2 Correlation and Multiple Regression Analysis

**Table 7.** Correlation Coefficient and Multiple Regression

**Summary Model**[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | F Change | df1 | df2 | Sig. F Change |
| 1 | ,844[a] | ,712 | ,702 | 3,650 | ,712 | 70,625 | 2 | 57 | ,000 |

a. Predictors: (Constant), TRANSFORMATIONAL, KKK

b. Dependent Variable: PERFORMANCE

Source: Processed primary data, 2022

3.6 Parameter Testing

From the results obtained by the multiple regression model above, the following tests were carried out:

a. The sign test results of the sign test show that all Beta values are positive. This means the relationship between all independent variables, namely the quality of work life and transformational leadership on lecturer

performance, is one-way. Any improvement in the quality of work life and transformational leadership will improve lecturer performance.

b. Partial significance test (t-test), namely to determine the partial effect of each variable. From the printout of the SPSS program, a significant value was obtained for the quality of work life (X1) = 0.002, transformational leadership (X2) = 0.004 with a confidence level of 95 or $\alpha = 0.05$, so it can be concluded that there is a significant influence between the independent variables on the dependent variable (Y). As for the effect of each independent variable on the dependent variable, namely lecturer performance is the quality of work life (b1) = 0.459 and transformational leadership (b2) = 0.416. From the magnitude of the values of the two regression coefficients, it can be seen that the variable with the most dominant influence is the quality of work-life variable, with a value of b = 0.459. At the same time, the least effective is transformational leadership, which is equal to 0.416.

c. Simultaneous significance test (F statistical test), whether all the independent variables included in the model have a combined effect on the dependent variable. From the SPSS printout, an F value of 70.625 is obtained, with a degree of confidence of 95% or $\alpha = 0.05$. The model that includes the two variables mentioned above is proven to have a significant effect.

d. Test the coefficient of determination ($R^2$), how far is the lecturer performance variable explained by two variables, namely the quality of work life and transformational leadership together. The calculation shows that the value of adjusted $R^2$ is 0.702, which means 70.2% of the two variables can explain the lecturer's performance variable, and 29.8% is explained by other variables not studied in this study.

3.7 Implications of Research Results

The study results show that the variables of quality of work life and transformational leadership strongly influence lecturer performance. This study shows that lecturer performance can be improved by improving the quality of work life and applying transformational leadership.

The results above answer the problems in this study, which are summarized in the following statement:

1. The quality of work life has a positive effect on lecturer performance. The higher the quality of work life, the higher the lecturer's performance. Moreover, vice versa, the low quality of work life will reduce the performance of lecturers.

2. Transformational leadership has a positive effect on lecturer performance. The higher the transformational leadership, the higher the lecturer's performance. Vice versa, low transformational leadership, will reduce lecturer performance.

3. Quality of work life and transformational leadership affect lecturer performance together. Thus, efforts to improve lecturer performance will be more effective if management pays attention to the two variables above: the quality of work life and transformational leadership.

The quality of work life has a positive influence on lecturer performance. Lecturer performance can be improved through four dimensions: growth and development, participation, wages and benefits, and work environment. This means that wages and benefits and the work environment significantly affect the quality of work life of Semarang Akpelni lecturers. So if management wants to improve performance through the quality of work life of employees, the things that must be considered are the system and structure of providing direct and indirect compensation (basic wages and various benefits/benefits). Those are competitive and can prosper employees. Providing a work environment that supports the creation of a harmonious and dynamic working atmosphere is expected to improve the performance of the Semarang Akpelni lecturers. While the participation indicator is an indicator that influences the quality of work life of Semarang Akpelni lecturers, this means that the participation of lecturers in campus management is minimal.

In contrast, in applying the quality of work life, the involvement of employees in making decisions and carrying out work, according to their respective positions, authorities, and positions, are both essential. This is important so that lecturers are also responsible for policies carried out by campus leaders because this will directly impact work life. Therefore, it is hoped that management will provide opportunities for lecturers to participate in making decisions, especially operational ones, by obtaining input and listening to lecturers' suggestions and opinions.

The results of this study also corroborate previous research that examined the effect of

transformational leadership on lecturer performance. Thus higher education leaders who develop a transformational leadership style will be more acceptable and inspire lecturers to work better.

## 4. Conclusion

This research was structured to test several concepts regarding the variables that affect lecturer performance. The results above answer the problems in this study, which are summarized in the following statement:

1. The quality of work life has a positive effect on lecturer performance. The higher the quality of work life, the higher the lecturer's performance. Moreover, vice versa, the low quality of work life will reduce the performance of lecturers.
2. Transformational leadership has a positive effect on lecturer performance. The higher the transformational leadership, the higher the lecturer's performance. Vice versa, low transformational leadership, will reduce lecturer performance.
3. Quality of work life and transformational leadership affect lecturer performance together. Thus, efforts to improve lecturer performance will be more effective if management pays attention to the two variables above: the quality of work life and transformational leadership.

Significant support was obtained in testing hypotheses 1, 2, and 3, which strengthened the concept that lecturer performance is influenced partially or jointly by the quality of work life and transformational leadership. This quality is shown by testing using the t-test and F-test in each hypothesis test.

Based on the hypotheses that developed in this study, the research problems proposed can be justified through multiple regression testing. It has been conceptualized through this research that the relationship between variables that affect lecturer performance from the two constructs is proposed and supported empirically. The results of this study also show the following:

The results of the validity and reliability tests indicated that the list of questionnaires submitted to the respondents met the requirements.

The results of the classical assumptions show that there are no problems in the modeling.

The quality of work life and transformational leadership positively affect the performance of lecturers, partially or collectively.

Quality of work life has the most significant influence on lecturer performance compared to other variables.

The quality of work life and transformational leadership positively affect lecturer performance by 70.2%, while variables outside the research explain the other 29.8%.

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