

The Improvement of Lecturers Performance at Marine High School Human Resources Development Agency of the Ministry of Transportation During the Covid-19 Pandemic

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Abstract

This research aims to analyze the transformational leadership towards lectures' performance at Marine High School Human Resources Development Agency of the Ministry of Transportation During the Covid-19 Pandemic. In testing the direct effect, this research conducts the Multivariate Structural Equation Model (SEM) technique. This research used 277 lecturers with a sample of 145 lecturers who already have academic positions in the Human Resources Development for Marine Transportation of the Ministry of Transportation. The result of this research demonstrates the performance of the lecturer of the Matra Laut College of Human Resources Development Agency. The result shows that the transformative leadership of study program leaders has beneficial effects on lecturers' performance, and the lecturer's performance was influenced by their competence and creativity in implementing the Tridharma of Higher Education.

Keywords: Transformational Leadership; Competence; Creativity; Job Performance

1. Introduction

Human resources are a living asset of the institution, where asset maintenance activities are a treatment that must be carried out by

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every organization (Ariyabuddhiphongs and Kahn, 2017). There are some factors that must be done by educational organizations in maintaining the motivation of human resources in it. Motivation itself is the strength or energy for employees to work (Luthans and Doh, 2018). Motivation can form the employee morale at work, reflected in how employees relate to stakeholders, complete the work that is their obligation, and is closely related to employee performance. Meanwhile, the quality and quantity of work that received by a person called performance. It is carrying his duties according the responsibilities which given to him (Imhangbe et al., 2019). In the academic environment, lecturers have an important role in the educational process, with the Tridharma of Higher Education's utilization in achieving the learning objectives. The obligations of lecturers have been explained into 3 components, such as Education and teaching, Research and Development, and Community Service. Lecturer performance depends on the combination of abilities, efforts, and opportunities obtained by the lecturer in completing his work.

Performance evaluation is one of the management steps taken by the organization for improving the quality of human and organizational resources continuously (Robbins and Judge, 2019). Recently, the educators must be specialized in their field. In addition, being professional should have competencies relevant to their field of work (Lester, 2017). The tasks of lecturers include conveying updated knowledge and information according to their fields, therefore lecturers are required to be proficient in the use of learning media, especially digital (Prestridge and Tondeur, 2015). The development of technology is very fast. The students and lecturers are required to apply technology in their learning process (Burden et al., 2016).

In addition, education is a way for improving the equality of Indonesian citizens. Education is closely related to the quality of its teaching staff. It is supported by the results of research conducted by Omar that a good competency of teacher will affect the students' academic development and ability. It also help teachers to develop their teaching method (Omar et al., 2018). Furthermore, Barnes explained that the quality of educational institutions can be decided by academic staff competence (Barnes et al., 2018). Therefore, to get quality education personnel, one of the steps is to provide training following their respective fields of work. In educational process, lecturers are required to arrange the right method and approaches based on students' need to maximize the students' understanding and the lecturers' performance itself.

Lecturer performance is a very important thing for an institution and has its composition in the assessment of the accreditation of Study Programs and Institutions. In each educational institution, it is generally led by a chief who is assisted by several managers. To

improve the performance of lecturers, a leader's role is needed in managing all of this following the vision and mission of the organization. Various problems, both positive and negative, that have an impact on lecturer performance have been explained by researchers. The government as a regulator, especially the Ministry of Transportation through the Human Resources Development Agency (BPSDM) of the Ministry of Transportation continues to develop all educational institutions, especially shipping under its auspices. It is also for continuing the quality improvement of its graduates to meet the expectations of the world's shipping market share in Indonesia and the world.

The research conducted by Dewi and Rauf, (2021) conclude that Higher education institutions must attend the evaluation by integrating the Tridharma of Higher Education's aspects. It will be able to evaluate the lecturer's quality. Thus, according to Adenuddin (2022), to manage teaching along COVID-19 pandemic, lecturers must have the skill, versatility, and fluidity to collaborate to gain knowledge. Ensuring optimal lecturers' quality can be seen in how lecturers manage themselves in studying at home. Lecturer participation in online courses and training had a beneficial impact on lecturer performance along the Covid-19 pandemic (Novitaa & Mochklas, 2021). Khan (2020) stated that transformational leadership has an important positive connection to job performance. Meanwhile, Prabowo (2018) concluded that the transformational relationship has no impact on employee however it has a impact on job satisfaction. From all the previous research above, the researchers will conduct the research on the transformational leadership on lectures in improving their performance during the pandemic. Therefore, this research aims to analyze the transformational leadership towards lectures' performance at Marine High School Human Resources Development Agency of the Ministry of Transportation During the Covid-19 Pandemic.

2. Literature Review

The lecturer performance is a concept that is quite broad in meaning because it is closely related to the individual behavior of lecturers in carrying out the work that is their duty and responsibility in higher education. The performance is seen as a manifestation of the achievement or fulfillment of the tasks assigned to it. Generally, performance is a set of principles that contribute positively or negatively to lecturer attitudes in achieving organizational goals (Colquitt, J., LePine, J. A., & Wesson, 2020). In addition, performance is one of lecturers' attempts concerning their skills, their duty in the job, or their obligations that perceived in term of actions in the

workplace; therefore, the performance itself can be defined as the result of a person's relationship with his work in certain circumstances (Rue, L. W., Ibrahim, N. A., & Byars, 2015). Meanwhile, in focusing the research of organizations particularly that reflected the human resources which is vital and should be monitored on current basis also can be mentioned as performance (Yu et al., 2018). It means that a person's performance can be determined by the lecturers' behavior in an organization particularly how they are beneficial for the organization (Singh, 2018), such as behaving politely to customers and stakeholders. The lecturers' performance is closely related to transformational relationship concept as stated by Choiria (2020) that there are Transformational leadership and teacher quality have a productive correlation.

Transformational leadership is the most prevalent idea in strategic leadership nowadays (Buil et al., 2019). It engages followers by changing perceptions about organizational goals to create valuable and innovative interactions (Niessen et al., 2017). Through a transformational leadership approach, people change their perspectives for contributing the vision of organization. It will convince the followers that the organization's goal for giving the beneficial effects to them. In addition, transformational leadership has four aspects: personality, inspiration, mental challenge, and idealized influence (Schermerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, 2012).

Furthermore, transformational leaders have several characteristics. It is characterized by skills that carry out the significant changes to participants and the organization (Daft, 2018). The transformational leaders are able to attend the changing of strategy, idea or vision, and organizational culture including an innovation in a product and technology. Transformational leadership changes the status quo of values and understanding of subordinates to consciously lead to higher values and understanding. The transformational leader must be capable of directing discussions to resolve difficulties that his subordinates encounter for their excellent. Therefore, it can be stated that transformative leadership is an exemplary attitude that manifests a leader's attitude in optimally empowering organizational resources to reach the goals that have been set, with following indicators, such as charisma, motivation, idealised influence and personal attention

In educational process, the lecturers' competence plays an important role in delivering the materials to students with the aims to achieve the learning objectives. Competence is when a person does a job which is indicated by his skill in performing the tasks and roles according to the standards set by an institution. The institution in question is an independent institution and has compliance with what has been determined about a particular base of expertise.

Competence can be mentioned as a primary characteristic of a person that implies the way of thinking, performing, acting, and writing conclusions that can be carried out and maintained by a person at a particular time.

Competence predicts who performs something well or bad as determined by particular criteria or standards, as defined by criteria reference. Therefore, competence is a feature that underpins a person and shows proper methods of behaving, thinking, or generalizing events in the long term. A person's degree of competence is divided into two components. The basis of personality refers to what can be seen and developed, such as knowledge and abilities, while the center or core of personality refers to what cannot be seen and is difficult to grow, such as qualities, motives, attitudes, and values.

Meanwhile, competences may be classified into two groups based on expected work performance requirements, namely Threshold competencies are important features such as knowledge and abilities required for a person to be productive at work, but they do not differentiate between superior and worse employee in normal performance. Competence is a personal talent or workability that a person possesses and is highly significant; yet, competence does not ensure a person's success only if it is supported by a dedication to his work (Schermerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, 2012). Competence is a person's technical knowledge as demonstrated by his job abilities (Robbins, S. P., & Coulter, 2018). Based on the statements above, it can be defined that competence is a person's skills and abilities to do a good job with indicators of intellectual competence, emotional competence, and social competence.

Beside the competence, the lecturers' also need to come up with a new idea or concept in delivering the material to students during the teaching and learning process. It requires the creativity aspect in order to create the new class situation and make students not bored during learning. The creativity concentrates on two fundamental elements. First, creativity must include something new or distinctive. Second, creativity must be relevant to the work at hand and successfully achieve its goals. These two elements quickly bring attention to the result or outcome of innovation, which is the product (Cropley, D. H., & Cropley, 2013). Meanwhile, creativity is a potential that every human being possesses; human creativity is born with the development of the human being. Every human being has shown a tendency to be self-aware from birth. Creativity performs a vital role in our life since it is a crucial capacity in the process of one's existence.

Furthermore, Stenberg said that the general definition of creativity is described as the capability to create new acceptable and of excellent quality items, which are ultimately used by the majority of scholars. From the description above, it can be synthesized that creativity is an

effort made by someone to explain a new concept that he or she found as a result of his efforts in developing ideas to make his work effective and efficient with indicators of person, process, press, and product.

3. Research Methodology

This study used a multivariate Structural Equation Model (SEM) approach because SEM may integrate measurement models and structural models concurrently when compared to other multivariate techniques. It is able to examine direct and indirect impacts (direct and indirect). In processing this data, AMOS 22 is used as the software and the SPSS program as a descriptive statistical measurement tool.

4. Results

This research was conducted at Marine High School Human Resources Development Agency of the Ministry of Transportation During the Covid-19 Pandemic with a total of 145 respondents, based on academic positions, the number of respondents with an expert assistant position was 40 people, namely 27.6%, the number of respondents with a lector position was 71 people, namely 49.0% and the number of respondents with the position of head lector is 34 people, which is 23.4%. based on the latest education, the respondents with the most recent education in DIV is 11 people, which is 7.6%, the respondents with the most recent education is S1 (bachelor) as many as 1.4%, the respondents with the most recent education is S2 (master) as many as 119 people, namely 82.1% and the number of respondents with the latest education S3 (doctoral) as many as 13 people, which is 9.0%. The description of each variable can be summarized as follows.

Table 1. Research Data Description

		Transformational leadership	Competence	Creativity	Job Performance
N	Valid	145	145	145	145
	Missing	0	0	0	0
Std. Error of Mean		,750	1,136	,917	,628
Mode		43	63 ^a	53	41
Std. Deviation		9,029	13,685	11,047	7,561
Variance		81,525	187,267	122,033	57,171
Range		36	52	45	31
Minimum		14	21	14	13
Maximum		50	73	59	44
Sum		5083	7666	6285	4741

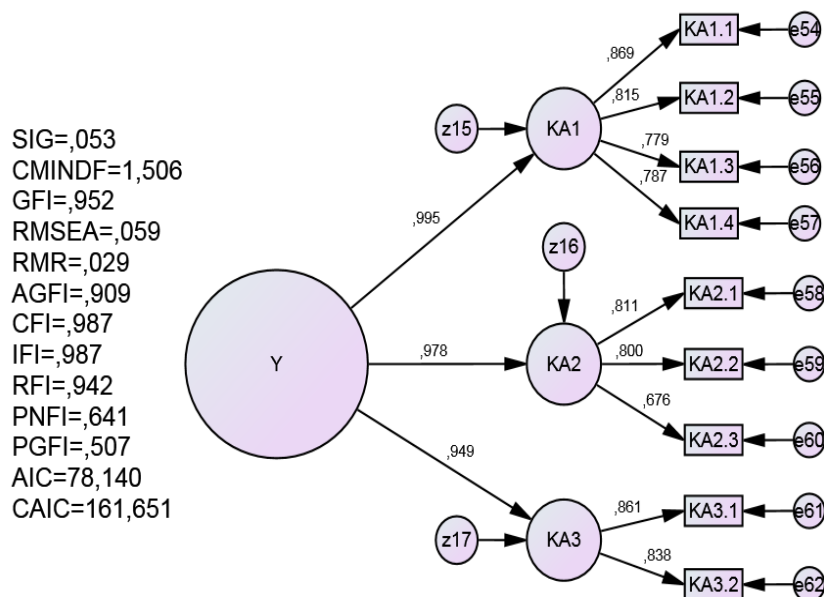
In this study, inferential analysis was combined with modeling using structural equations analysis. It is carried out in two phases (Two-Step

Approach). The first stage measures construct variables in forming a latent variable with confirmatory analysis techniques (Correlational Factor Analysis to obtain a fit merged endogeneous and extraneous structure. If the CFA model fits the credibility and accuracy database schema well, it may be implemented.

Furthermore, the second stage is used for testing the structural equation modeling research model through its trials by integrating the measurement and structural models into a single or complete model to be examined and estimated. If the model fits the overall model appropriateness requirements and assesses the structural model to create an acceptable full model, it is considered outstanding or fit.

The performance variable (Y) has three variable dimensions, namely the task performance dimension (KA1), which is measured by four indicators, the voluntary behavior dimension (KA2), which is measured by three indicators, and the unproductive behavior dimension (KA3) which is measured by two indicators. The results can be seen in the following figure:

Figure 1. Confirmatory Factor Analysis of Performance Variables (Y)



Based on the picture above, the standardized loading factor value of the performance variable indicator (Y) can be summarized as shown in the following table:

Table 2. Standardized Loading Factor Performance Variable (Y)

Dimension ← Laten	Construct Dimension ←	Standardized Loading Factor	Construct Reliability (CR)	Average Variance Extracted (AVE)
KA1 ← Y		.995	0,982	0,949
	KA1.1 ← KA1	.869		
	KA1.2 ← KA1	.815		
	KA1.3 ← KA1	.779		
	KA1.4 ← KA1	.787		
KA2 ← Y		.978		
	KA2.1 ← KA2	.811		
	KA2.2 ← KA2	.800		
	KA2.3 ← KA2	.676		
KA3 ← Y		.949		
	KA3.1 ← KA3	.861		
	KA3.2 ← KA3	.838		

SLF = Standardized Loading Factor, good SLF score ≥ 0.50

CR = Construct Reliability, good CR value ≥ 0.70

AVE = Variance Extracted, good value $V \geq 0.50$

The concurrent validity test, also known as the goodness of match test. It is used to assess the applicability of the data with the conceptual framework or the relevance of exact information (correlations structure) with the presented model's assumptions. The result can be proven in the table 3 and table 4 below:

Table 3. Confirmatory Model Fitment Test for Performance Variable Analysis (Y)

Absolute Fit Measure			
Goodness-of-Fit	Cut-off Value	Result	Compatibility
p-value (Sig.)	> 0,05	0,053	Good Fit
Chi-Square/df	≤ 3	1,506	Good Fit
GFI (Goodness of Fit)	$\geq 0,90$	0,952	Good Fit
RMSEA (Root Mean square Error of Approximation)	$\leq 0,08$	0,059	Good Fit
RMR (Root Mean Square Residual)	$\leq 0,05$	0,029	Good Fit
Incremental Fit Measure			
Goodness-of-Fit	Cut-off Value	Result	Compatibility
AGFI (Adjusted Goodness of Fit Index)	$\geq 0,90$	0,909	Good Fit
CFI (Comparative Fit Index)	$\geq 0,90$	0,987	Good Fit
Incremental Fit Index (IFI)	$\geq 0,90$	0,987	Good Fit
Relative Fit Index (RFI)	$\geq 0,95$	0,942	Marginal Fit

Parsimonious Fit Measure			
PNFI (Parsimonious Normed Fit Index)	0,60-0,90	0,641	Good Fit
PGFI (Parsimonious Goodness Of Fit Index)	0,50-1,00	0,507	Good Fit
AIC (Akaike Information Criterion)	< 90	78,140	Good Fit
CAIC (Consistent Akaike Information Criterion)	< 268,953	161,651	Good Fit

Table 4. Path Coefficient and C.R. (t-value)

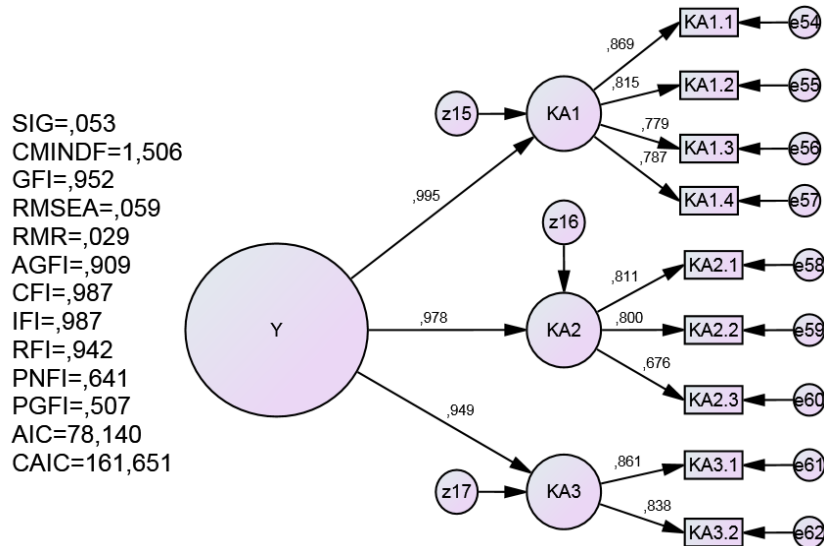
Endogenous Latent Variables		Exogenous Latent Variables	Standardized Estimate	Unstandardized Estimate	S.E.	C.R.	P
Y	<--	X1	,143	,161	,080	2,006	,045
Y	<--	X3	,294	,266	,066	4,022	***
Y	<--	X4	,561	,547	,090	6,060	***

Based on the results of the Structural Equations Modeling estimation of the direct impact of transformational leadership (X1) on performance (Y), correlation and path value γ_1 as large as 0,143 and CR (tcount) of 2.006 because the value of CR (2,006) 1,96, accept H0, reject H1, and it can be analyzed that there is a substantial positive force of transformational leadership on performance.

The direct effect of competence (X3) on performance (Y), path coefficient value γ_3 as substantial as 0,294 and CR (tcount) as meaningful as 4,022 since of value CR (4,022) 1,96, then accept H0, reject H1, and it can be interpreted that there is a significant positive direct influence of competence on performance. According to the findings of the Modeling of Structural Equations calculation of the direct impact of creativity (X4) on performance (Y), correlation and path value γ_4 as large as 0,561 and CR (tcount) as large as 6,060 due to value CR (6,060) 1,96, accept H0, reject H1, and it is possible to analyzed that there is a positively significant direct impact of creative thinking on performance.

The performance variable (Y) has 3 variable dimensions, namely the task performance dimension (KA1) which is measured by 4 indicators, the voluntary behavior dimension (KA2) which is measured by 3 indicators, and the unproductive behavior dimension (KA3) which is measured by 2 indicators. It can be seen in the following figure 2:

Figure 2. Confirmatory Factor of Job Performance Analysis (Y)



Based on the picture above, the standardized loading factor value of the performance variable indicator (Y) can be summarized as shown in the following table 5:

Table 5. Standardized Loading Factor Performance Variable (Y)

Dimension ← Laten	Construct ← Dimension	Standardized Loading Factor	Construct Reliability (CR)	Average Variance Extracted (AVE)
KA1 ← Y		.995	0.982	0.949
	KA1.1 ← KA1	.869		
	KA1.2 ← KA1	.815		
	KA1.3 ← KA1	.779		
	KA1.4 ← KA1	.787		
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	KA2.3 ← KA2	.676		
KA3 ← Y		.949		
	KA3.1 ← KA3	.861		
	KA3.2 ← KA3	.838		

SLF = Standardized Loading Factor, good SLF score ≥ 0.50

CR = Construct Reliability, good CR value ≥ 0.70

AVE = Variance Extracted, good value $V \geq 0.50$

According to the confirmatory factor test results on the performance variable (Y), all metrics fulfil the criteria to be utilized as an analyzing variable for every aspect of the covariate, establishing the latent construct due to their principal loading value of 0.50. As a result, valid

indicators are employed to assess or improve latent constructs. The variable aspects with the maximum component load-carrying values are the KA1 dimension with a factor loading value of 0.995; the variable aspect with a convergent validity valuation of 0.978; and the variable component with the shortest convergent validity valuation is the KA3 aspect with a composite reliability valuation of 0.949. The value of Construct Reliability (CR) of the performance variable (Y) is greater than the minimum requirement for construct reliability ($0,982 \geq 0,70$) and the average Variance Extracted (AVE) value surpasses Variance Extracted's the lower amount (0.949 0.50). It is possible to say that the overall build variable that metrics the performance variable (Y) is relatively accurate. The convergent validity test, also recognized as the goodness of fit test, attempts to evaluate the applicability of the data with the conceptual framework or the assessment or actual contribution (correlations multiverse) with the presented model's forecasts. The results can be proven in the following table 6:

Table 6. Confirmatory Model Fitment Test for Performance Variable Analysis (Y)

Absolute Fit Measure			
Goodness-of-Fit	Cut-off Value	Result	Compatibility
p-value (Sig.)	> 0,05	0,053	Good Fit
Chi-Square/df	≤ 3	1,506	Good Fit
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RMR (Root Mean Square Residual)	$\leq 0,05$	0,029	Good Fit
Incremental Fit Measure			
Goodness-of-Fit	Cut-off Value	Result	Compatibility
AGFI (Adjusted Goodness of Fit Index)	$\geq 0,90$	0,909	Good Fit
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Relative Fit Index (RFI)	$\geq 0,95$	0,942	Marginal Fit
Parsimonious Fit Measure			
PNFI (Parsimonious Normed Fit Index)	0,60-0,90	0,641	Good Fit
PGFI (Parsimonious Goodness Of Fit Index)	0,50-1,00	0,507	Good Fit
AIC (Akaike Information Criterion)	< 90	78,140	Good Fit
CAIC (Consistent Akaike Information Criterion)	< 268,953	161,651	Good Fit

Most model fit characteristics fall into the perfect fit classification, as determined by the model build fit test results. According to Latin, 4-5 goodness-of-fit standards are sufficient to evaluate the validity of a

framework i.e. absolute fit measure, goodness-of-fit quantify, and similarity measure. As a result, the goodness-of-fit test of the confirmed factor analysis of the achievement variable (Y) framework is possible. To put it another way, the data collected pursues the study design. Based on the theoretical and empirical studies that the researchers did, the researchers proposed a formula to improve lecturer performance. Several things must be considered, both externally and internally, in the performance model of lecturers at sea level university Transportation Human Resources Development Agency of the Ministry of Transportation.

For externals, including transformational leadership, things that must be improved, namely the ability of leaders to motivate and inspire, this is still very rarely found in the field, besides that, the variable side of organizational culture needs to be considered, namely "artifacts" which can be used by leaders. to unite all lecturers and employees to have an organization and love the organization where they work. Internally, the level of competence of the lecturers themselves includes emotional competence which is very much needed in working and dealing with cadets and cadets, on the other hand, is no less important is the important creativity variable, namely the process of working is an important thing that was to get maximum results that are to understand each process what each job is. The combination of external and internal that has been described above can give birth to voluntary behavior of lecturers at work which can ultimately improve task performance of lecturers and institutions.

5. Conclusion

In this research, it is proven that the transformational leadership of the study program leader has a contribution of 36.2% to the performance of lecturers, one factor that needs to be considered is how the head of the study program can motivate and inspire lecturers in their work. Competence on performance. In this study, it was proven that the lecturer's performance was influenced by the lecturer's competence of 19.5% based on the calculation results that emotional competence had a dominant role. Creativity to performance. In this study, it was proven that the creativity of lecturers in carrying out the Tridharma of Higher Education contributed 41.9% to the performance of lecturers.

Acknowledgements

The author would like to thanks Banten Merchant Marine Polytechnic and other parties who have supported this research.

Funding

There is no significant financial support for this article.

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