Research Article

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The Transformasional Leadership to Increase the Lecturers' Creativity at Higher Education in Indonesia

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Abstract: This study aimed to analyze lecturers' perceptions of transformational leadership on lecturers' creativity in independent campus at higher education in Indonesia. The research design used is a quantitative study in which hypotheses are tested through survey methods. The sampling technique in this study was targeted sampling using a non-probability sampling method, and the criteria were lecturers at higher education in Indonesia who had been on the Freedom Campus for > 1 year. Data analysis technique using SEM – PLS (Smart PLS). The findings of this study were that perceptions of transformational leadership had positive effect to lecturers' relationship, however, there was no impact to increase on lecturers' creativity.

Keywords: transformational leadership, higher education, lecturers, creativity, independent campus.

Introduction

Independent Campus is a policy issued by the Ministry of Education and Culture by giving rights to students to take courses outside the study program for 1 semester and activities outside college for 2 semesters. Universities are given the freedom to provide Independent Campus activities that suit the needs and interests of their students (Purwanto et al., 2020).

The Independent Campus Learning Policy complies with Permendikbud No. 3 of 2020 on National Higher Education Standards. Article 18 states that fulfillment of the time and learning load of undergraduate or applied bachelor's students can be achieved. 2) Follow the learning process within the learning program to fill a portion of the learning time and load, and perform the rest according to the learning process outside the learning program (Ferdinan & Lindawati, 2021).

The implementation of the independent learning program during a pandemic gave lecturers the flexibility to make learning action plans to increase innovation and carry out lesson plans. Does not require the achievement of basic competencies that have been designed in the syllabus and described in the RPP (Ismaya, 2019).

Lecturers are professional educators and scientists whose primary mission is to transform, develop and communicate science, technology and the arts through teaching, research and community service (Act 14 of 2005). Lecturers are defined as professional educators and scientists whose mission is to transform, develop and communicate science, technology and the arts the tridharma of higher education and who are responsible for fulfilling that mission. This main task is aimed at realizing the goal of mass education (Hafidz et al., 2019). Therefore, a professional educator (lecturer) is required not only to provide teaching, but also to develop knowledge. The process of developing knowledge can be carried out and obtained through a series of creative actions in implementing the Tridharma of higher education (Supriyanto et al., 2020).

Following up on this matter, efforts are needed to improve the quality and quality of the implementation of the Tridharma of higher education by lecturers at the Merdeka Campus.

One of these efforts can be done by carrying out new ideas and creative new ways in implementing the Tridharma of higher education which includes the process of learning, research and community service. These new ideas and methods (creativity) are expected to be able to realize an increase in the quality and quality of education according to the mandate of the law (Saipul Wakit et al., 2021).

Several studies on the effect of transformational leadership on employee creativity have been carried out. (Idawati & Mahadun, 2021) conducted research on 395 leaders and employees in the hospitality industry in Taiwan. The study shows that there is a direct and indirect effect on employee creativity. Leaders can encourage employee creativity directly by providing positive feedback and encouraging employees to find new solutions. Leaders can also encourage employee creativity indirectly through job complexity. The results of the study show that transformational leadership does not directly affect job creativity, but there is an element of job complexity (Setiawati et al., 2022).

In addition to job complexity, the influence of transformational leadership on employee creativity can be seen from creativity. Based on research (Mutohar et al., 2020), that someone who has high creativity can produce creative performance and is more likely to be involved in creative activities. This creative can be generated through the support of transformational leadership through the development of employee knowledge and skills (Quddus et al., 2020). So it can be concluded that creative acts as a mediating influence between transformational leadership on employee creativity.

LITERATURE REVIEW
Perceptions of Transformational Leadership

According to Avolio, et al. (2015) defines that perception as a process of organizing and interpreting sensory impressions to give meaning to the environment. Furthermore, Robbins stated that perception is the way an individual or group perceives something, and one's perception of a reality will underlie one's behavior. Transformational leadership theory is a type of leadership theory that has emerged in many studies on leadership in the last two decades (Bahzar, 2019). An important aspect of transformational leadership is evaluating all followers who are considered to have the potential and ability to fulfill their commitment to the organization, as well as providing an overview of their future responsibilities (Palupi, 2020). In addition, employee development and performance are the final targets expected of this transformational leadership.

Furthermore (Somantri, n.d.) states that, transformational leadership can occur when leaders expand and increase their interest in the interests of their followers, when leaders are able to move their followers to have awareness of the acceptance of organizational goals and missions, and when they can move followers to see something outside of personal interests, for the benefit of the group. A transformational leader will achieve the above results in various ways, including, the leader must have charisma in front of his followers and be able to inspire his followers, the leader is able to meet the emotional needs of his followers and the leader is able to stimulate his followers intellectually (Faculty of Administrative Science Universitas Brawijaya et al., (2019).

Transformational leaders do more with their followers, and make exchanges and agreements with followers that are ultimately expected to achieve the most targeted results. Transformational leaders do the following in communicating with their followers or an approach known as "Four I's" (Akbari & Pratomo, 2022). This approach consists of the influence of idealism, motivation by inspiring followers, spurring the thinking power of followers and giving full attention to followers.

Lecturers' creativity

In the decree of Indonesian Teachers and Lecturers, Act No.14 Year 2005 mentions that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and the arts through education, research, and community service. Human resource management in higher education institutions is required particular intervention to support their lecturers, as an organization of higher education must be managed with modern techniques such as resource management concerning the efficiency, effectiveness, productivity and accountability that is generic and applicable to all types of organizations.

Employee creativity is central to the long-term survival of an organization, because with creativity employees will be able to create useful new ideas and develop existing products or services (U. Umalihayati, 2022). According to (Ahmad & Rochimah, 2021) creativity can be part of the employee's job requirements. (Zhou and George 2001) define creativity in the workplace as the creation of innovative, useful ideas and solutions. (Karyana & Aryani, 2021) defines employee creativity as new and useful ideas that employees have. Employee creativity is also defined as perceptions or judgments related to new or original and useful product development ideas, practices, services or organizational procedures generated by employees. Supervisors were asked to report how often each of their employees could be described according to the item (Supriyadi et al., 2020)

When talking about creativity it will relate to innovation, there is a difference between creativity and innovation. Creativity tends to develop ideas that meet several aspects, namely new, original, relevant and useful for the company. Meanwhile innovation itself is the implementation of new ideas carried out by people who are in the company (Pratiwi et al., 2022). An innovation produced by a company will start with creative ideas. This is also referring to the creativity of lecturers in higher education, by having good lecturers in the high quality of their performance, universities can formulate the programs and the most modern curriculum to ensure the graduates qualified by the development of the global market.

The Transformational Leadership to support lecturers' creativity at higher education in Indonesia

Transformational leadership style has a significant influence on the psychological empowerment of lecturers (Ripki et al., 2020). Psychological empowerment is defined as a set of psychological states needed by individuals to be able to feel that they have control over the work they are doing (Ghani, 2016). Psychological empowerment is built by four cognitive dimensions, namely meaning, competence, self-determination, and impact (Kallapadee et al., 2017). Lecturer empowerment is giving responsibility to lecturers for making decisions regarding all developments as something that is very important in the current competitive work environment, because it can provide excellence to the campus in a sustainable manner. This emphasizes the importance of leadership behavior in this effort. (Susanti & Ardi, 2022) revealed that lecturer empowerment is a practice in a management process designed to give lecturers flexibility in taking actions that will lead to increasing campus effectiveness in innovation. The direct relationship that occurs between leader behavior and lecturer empowerment activities can shape the attitude of lecturers and leaders to become important for a campus in facilitating changes that occur (Bakti, 2017).

(Sokol et al., 2015) added that transformational leadership attracts a lot of attention in campuses because it is very influential for campus innovation, campus learning and lecturer creativity. According to (Adiebah & Pradana, 2022) creativity is a general ability to

create something new, as the ability to provide new ideas that can be applied in solving problems, or as the ability to see new relationships between pre-existing elements. . Creativity is also the ability to initiate ideas, see new or unexpected relationships, the ability to formulate concepts that are not just memorized, create new answers to existing questions, and get new questions that need to be answered. Meanwhile, according to (Supermane, 2019) stated that creativity is a person's ability to give birth to something new, both in the form of ideas and real works that are relatively different from what already exists.

A leader who can encourage and motivate lecturers to have confidence in their own abilities and be able to do work in accordance with their freedom to think and imagine in determining directions and attitudes based on the capabilities they believe in, will make lecturers more creative. The psychological perspective is focused on how leaders make lecturers experience or feel that their work is important for the progress of the campus. This perspective refers to empowerment as the personal beliefs that lecturers have about their role in relation to the campus. Transformational leaders who empower lecturers psychologically lead to increased lecturer creativity.

Lecturer creativity greatly determines the progress of the campus, especially through the role of a transformational leader, who raises the performance expectations of his lecturers and seeks to change lecturers' personal values and personal concepts, and move them to a higher level of needs and aspirations (Al-Husseini et al., 2021). The leadership needed to increase creativity is a transformational leader who motivates lecturers to continue to develop creative ideas in dealing with a problem, inspires subordinates to achieve results beyond what was previously set, stimulates lecturer creativity to find new approaches, and acts as a creative role model for the lecturer.

RESEARCH METHOD

The data analysis method used in this study uses a partial least squares (PLS) approach. PLS is defined by two equations, an inner model and an outer model. The internal model specifies the relationships between structures and other structures, and the external model specifies the relationships between structures and their indices. PLS works against the constructive relationship model and its indicators, which are reflective and formative.

DISCUSSION AND RESULTS
Measurement Model Assessment Analysis

The measurement model, model R-squared, and equation model path coefficients for validity and reliability tests are shown in Figure 1 below.

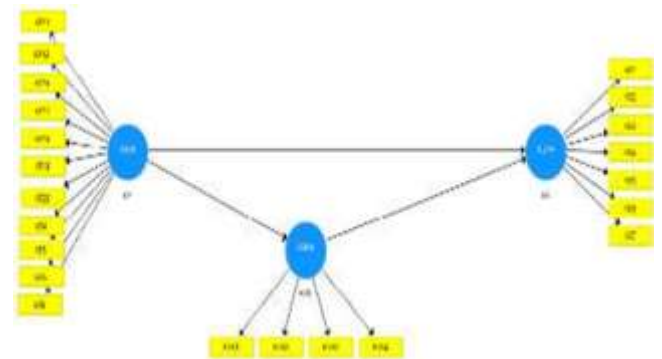**Image 1**
PLS Algorithm Results Display

*Figure 1 display of measurement model output
Source: SmartPLS 32.0 M3 Data Processing
Results (2019)*

a. Convergent Validity

Convergence validity is assessed using the correlation between item or indicator scores (component scores) and constituent scores (external load). Convergence validity is used to determine the validity of the relationship between an indicator and its potential constituents (indicators). Convergence validity is high when the loading value, or the correlation between the index score and the configuration score, is greater than 0.70. Metrics with loads less than 0.70 are removed

from the analysis and reestimated. Table 1 shows the outer loading value of this indicator which was carried out twice in the reestimation process. Re-estimation was carried out because in the previous test it was found that several indicators did not meet the validity test, so the invalid indicators were removed and then the data was run again. The results of the reliability test are described by internal consistency which can be seen from the value of the composite relaibility indicator on the reflective construct, the good compostie reliability value according to Bagozi and Yi is > 0.7, Cronbachs alpha > 0.6 and the AVE value > 0.5.

Table 1
Results of Convergent Validity Analysis

CONSTRUCT	ITEMS	OUTER LOADING	CA	CR	AVE
Transformational Leadership	KP 4	0.732	0.940	0.947	0.620
	KP 5	0.764			
	KP 6	0.799			
	KP 9	0.783			
	KP 11	0.807			
	KP12	0.780			
	KP 16	0.756			
	KP17	0.890			
	KP 18	0.818			
	KP19	0.773			
	KP 20	0.746			

In table 1 we can see that the outer loading values for all creative indicators, employee creativity and transformational leadership can all be said to be valid because they are greater than 0.7. Therefore, it can proceed to the next analysis, namely discriminant validity.

b. Discrminant Validity

Discriminant validity is used to determine the uniqueness of a construct (variable) from other constructs. Discriminant validity analysis uses the Fornell-Larcker criterion method and cross loading.

Table 2
Discriminant Validity with the Fornell-Larcker Criterion Method

	EDK	KK	KP
EDK	**0.839**		
KK	0.715	**0.762**	
KP	0.379	0.295	**0.787**

Based on the results of data processing, it can be seen that the value of Latent Variable Correlations is greater than the variables for other latent variables. It can be seen that the EDK variable has a value of 0.839, a KK value of 1.000, an MP value of 0.762, a KP value of 0.787. All of the variables have

fulfilled the rule of thumb of the required Fornell Larcker Criteria (Fornell and Larcker, 1981).

Structural Model Assessment

Structural Model Assessment is needed to see the relationship of latent variables with other

latent variables, the results of the structural model assessment analysis can be seen in the following figure and table:

Figure 2
Structural Model Assessment
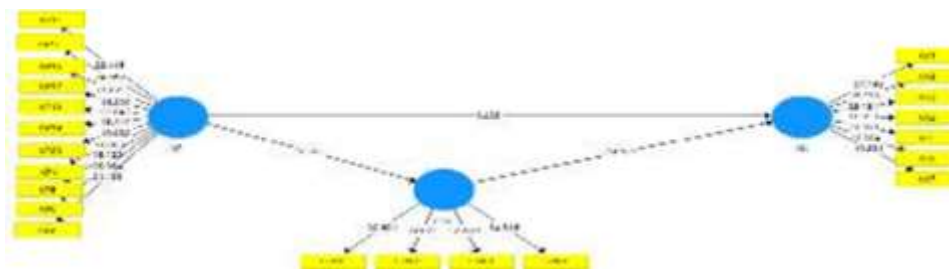
Hypothesis testing

The path coefficient or inner model value indicates the significance level in the hypothesis test. The t-statistic or the path coefficient value given by the internal model should be greater than 1.96 for the two-sided hypothesis with α = 0.05 and greater than 196 for the two-sided hypothesis with α = 0.10. Table 3 below shows the significance values for all hypotheses tested in this study.

Table 3
Hypothesis Test Results

Connection	Original Sampel	T Statistics	P Value	Conclusion
KP -> KK	0,028	0,423	**0,673**	**Not supported**

Table 3 above shows the significance of the paths between the structural model variables in terms of the t-statistics between the variables. Each independent variable tested in the structural model of this study has a large impact on the dependent variable. This is evident from the t-statistics, which are all greater than 1.96 (two-tailed, α = 0.05). A relationship test between variables shows that transformational leadership has a positive impact on employee creativity (0.028), significant at α = 0.05. The statistic is 0.423 < 1.96 and the p-value is 0.673 > 0.05. We conclude that the first hypothesis is not supported.

Transformational Leadership on Lecturers' Creativity

We obtain a positive result (0.028), which is significant at α = 0.05 with a statistic of 0.423 < 1.96 and a p-value of 0.673 > 0.05, so we can conclude that the first hypothesis is not supported.

This is in line with her Jaussi and Dionne (2003) study, which found that transformational leadership does not affect individual creativity of lecturer. From the perspective of social cognitive theory (Bandura, 1997), transformational leadership is an important external factor in employee learning. Transformational leaders are concerned with providing intellectual stimulation to their employees, setting expectations for creativity, and playing a creative role for their employees (lecturers). Transformational leaders are charismatic and inspiring, so employees are more likely to participate and learn from these leaders.

CONCLUSION

Based on the results of the analysis of the research above, it can be concluded that 1. The relationship between transformational leadership and individual creativity obtained positive results

(0.028) and was significant at α = 0.05 with a statistical value of 0.423 <1.96, and a p-value of 0.673 > 0 .05 so it can be concluded that it is not supported. Thus, it can be concluded that the leadership shown by leaders at the Merdeka Campus has not been able to encourage the creation of lecturer creativity, one of which is when teaching implementation. This can happen when lecturers perceive the transformational leadership of leaders in the campus environment as being excessive and lecturers tend to dislike the changes brought about by leaders.

The recommendation for these matter are 1. Based on the result. the relationship of Transformational leaders and lecturers has positive impact. Therefore, the leaders of higher education can encourage lecturers' creativity especially in Tri Darma Perguruan Tiggi or three Pillar of Indonesia Higher Education to be more intense and effectively to support independent campus. 2. The lecturers should have self-motivation and self-encouragement to be more creative by up grading the knowledge of teaching methods to apply in the classroom to support students' ability and quality in independent learning to support independent campus and therefore, then the graduates have quality to be ready in the workplace.

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