| RESEARCH ARTICLE

The Influence of Transformational Leadership in Moderating the Performance of High School Lecturers Health Sciences (STIKES) in Riau Province

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| ABSTRACT

This paper explains the influence of transformational leadership on the performance of Health Sciences College Lecturers (STIKES) in Riau Province. As a university, it can organize academic, professional and/or vocational programs, so it is required to have good performance. It is possible to improve the low performance of STIKES lecturers in Riau Province with the role of transformational leadership from the leadership elements at the university. This research uses quantitative methods with descriptive techniques by testing certain theories by analyzing the relationships between measured variables, usually using research tools consisting of numbers and analyzed according to statistical procedures. The scope of this research is in the field of human resource/HR management, especially performance, namely the performance of STIKES lecturers in Riau. The population in this research is all lecturers who teach at STIKES in Riau, totaling 183 people spread across 7 STIKES, with the criteria for lecturers who make up the population being permanent lecturers who already have a functional position and have a minimum of a Master's degree. Of the 183 STIKES lecturers in Riau who were sampled, 127 were lecturers because they met the criteria as permanent lecturers and had functional positions, 50 lecturers did not have functional positions, and 6 lecturers were still undergraduates, so they were excluded from the population. The research results show that there is an influence of transformational leadership on lecturers' performance when they lead charismatically, motivate, inspire, intellectual stimulus and individual attention to the lecturers' performance.

| KEYWORDS

Influence, Leadership, Transformational, Performance, Lecturer.

1. Introduction

Higher education is an educational unit that functions as a provider of higher education in the form of an academy, polytechnic, high school, institute or university. Universities are obliged to provide education, research and community service. Universities can organize academic, professional and/or vocational programs. For this reason, what is required of universities is to have good performance.

Higher education performance refers to performance indicators set by the Ministry of Education and Culture. Every University and Higher Education Service Institution within the Ministry of Education and Culture must be guided by the main performance indicators: (a). establish performance plans; (b). prepare work plans and budgets; (c). drafting contract documents or performance agreements; (d). prepare performance reports; and (e). evaluate performance achievements (Kemdikbud, 2020). One of the performances of higher education is academic performance.

The General Chairperson of the Central Association of Indonesian Private Universities (APTISI), Budi Djatmiko, admitted that the quality of Indonesian lecturers is still low. Apart from that, lecturers are still paid low salaries. Even though the government requires

lecturers to be qualified in research, funding support is still very minimal, and the administrative burden is also high. Budi reminded us that a nation that does not pay attention to education and its educators will experience setbacks. Therefore, the 20 percent education budget must be ensured to support priorities in improving the quality of educational services and teachers/lecturers, including providing optimal support for PTS and not neglecting (www.kompas.com,2022). Observing the statement by the chairman of APTISI, research on academic performance or lecturer performance is still relevant to be carried out at this time. Academic performance is related to lecturer performance, compensation, training received by lecturers and leadership at the university (Deng et al., 2020; Chung and Tam, 2021; Sugiono et al., 2021; Manurung, 2020). Researchers are interested in seeing the performance of lecturers at the College of Health Sciences (STIKES) in Riau Province.

Based on the results of observations made at several STIKES in Riau Province, it was found that there were still lecturers who did not have an Applied Aproarch (AA) or PEKERTI certificate; this indicates that basic training for a lecturer has not been fulfilled properly, in addition to the fact that there are still lecturers with salaries below the Minimum Wage. Regional (UMR). These phenomena show that there are problems with the training and compensation received by STIKES lecturers in Riau Province.

The results of informal interviews conducted with 3 STIKES leaders in Riau stated that in implementing learning, almost all lecturers had carried out the learning process in accordance with the applicable regulations, namely 12 credits and a maximum of 16 credits per semester. Furthermore, the implementation of the research element is still very low due to the problem of research costs, which must be borne by the researchers themselves. Not all lecturers are able to carry out research; the teaching/practice load is heavy, and the low level of STIKES supports developing research elements for lecturers. The low level of lecturers in carrying out research indicates that lecturers' performance is still not optimal.

Mathis et al. (2017:322) argue that performance-related factors consist of the internal and external environment, such as management support, culture, compensation, training, organizational climate and environmental dynamism; work-related factors, such as communication, autonomy and environment; and factors related to employees such as intrinsic motivation, proactivity, adaptability, flexibility, commitment and skill level. Based on the phenomena found and also some of the basic theories put forward, this research tries to investigate the influence of transformational leadership on the performance of STIKES lecturers in Riau Province. The low performance of lecturers in terms of the STIKES tridharma in Riau Province from 2020 to 2022 will be explored further.

The results of observations at STIKES in Riau Province also found that the training received by STIKES lecturers in Riau Province was still lacking. Lecturers who receive training in the field of research, such as writing reputable scientific articles and training in making reference books and textbooks, are only obtained by lecturers with additional (structural) assignments. There are also still lecturers who have not received AA/PEKERTI training; this indicates problems with the training received by lecturers STIKES in Riau Province.

It is possible to improve the low performance of STIKES lecturers in Riau Province with the transformational leadership role of STIKES leadership elements in Riau Province. The results of the observations revealed the fact that STIKES leaders in Riau Province had shown behavior indicative of transformational leadership behavior, such as being a role model for lecturers in their work; in general, STIKES leaders have doctoral education, and this motivates lecturers to boost their performance by being motivated by further studies. Leaders also provide opportunities for lecturers' self-development and help solve lecturers' problems, such as helping lecturers who are in conflict with other lecturers. In interviews with 10 lecturers, information was obtained that elements of the STIKES leadership paid attention to lecturers by providing increased research capacity, such as producing reputable scientific works. This indicates that the leadership of STIKES in Riau Province is inspiring and a role model for lecturers.

The transformational leadership variable is novel in this research. Leaders who inspire, help solve lecturers' problems, provide examples, and help lecturers' self-development are predicted to strengthen the influence of lecturer training, such as training in making books and articles as well as compensation that meets expectations, such as basic salary, incentives and insurance, which can motivate lecturers to improve performance. The results of an empirical study of 26 supporting articles showed that transformational leadership has not been found to moderate the performance of lecturers, so this research uses transformational leadership as a research gap to fill inconsistencies in research results regarding the influence of training and compensation on lecturer performance.

2. Research methods

This research uses quantitative methods with descriptive techniques by testing certain theories by analyzing the relationships between measured variables, usually using research tools consisting of numbers and analyzed according to statistical procedures. The scope of this research is in the field of human resource/HR management, especially performance, namely the performance of STIKES lecturers in Riau. This research examines several variables that influence lecturer performance, namely training and compensation and transformational leadership. The population in this research is all lecturers who teach at STIKES in Riau, totaling 183 people spread across 7 STIKES, with the criteria for lecturers who make up the population being permanent lecturers who already have a functional position and have a minimum of a Master's degree. Of the 183 STIKES lecturers in Riau who were sampled,

127 were lecturers because they met the criteria as permanent lecturers and had functional positions, 50 lecturers did not have functional positions, and 6 lecturers were still undergraduates, so they were excluded from the population. Considering that the population that meets the criteria is 127 lecturers, in this case, the researcher did not take a sample, meaning that all members of the population who meet the criteria, namely 127 people, will be studied or used as samples. Because there are certain considerations in sampling, namely lecturers with Master's degrees and having functional positions, the sample was taken using a purposive sampling technique. Data analysis in this research was carried out in two waysnamely: first, descriptive analysis. Through this type of descriptive research, a description of lecturer performance, leadership and performance can be obtained. It is also carried out by hypothesis testing, which is used to test the truth of a statement statistically and draw conclusions about whether to accept or reject the statement.

3. Results and Discussion

3.1 Basic Concepts of Transformational Leadership

Leadership has been defined in terms of traits, behavior, influence, interaction patterns, role relationships, and administrative position work (Yukl and Gardner, 2018:39). After decades of dissonance, leadership scholars agree on one thing: They cannot find a common definition for leadership. Due to factors such as growing global influence and generational differences, leadership will continue to mean different things to different people. The point is that leadership is a complex concept where long-established definitions may change (Shuttleworth, 2020). Schein and Schein (2017:2) state that leadership is the ability to step outside of culture to start a more adaptive process of evolutionary change.

Robbins and Judge (2017:90) state that transformational leaders are leaders who inspire their followers to put aside their own personal interests and have the ability to influence extraordinary things. According to Doh and Luthans (2018:653), transformational leadership is a leadership approach by making efforts to change awareness, raise enthusiasm and inspire subordinates or organizational members to put in extra effort to achieve organizational goals without feeling pressured or pressured. Transformational leaders motivate subordinates to do more than what is actually expected, namely by increasing the importance and value of tasks in the eyes of their subordinates, by encouraging subordinates to sacrifice their own interests for the sake of the greater interests of the team, organization or policy and by raising the level of their needs to a higher level. Higher levels, such as self-actualization.

3.2 Factors Influenced by Transformational Leadership

Among the factors that influence employees' creative behavior and performance, leadership has been identified by many researchers as one of the most important (Yukl and Gardner, 2018: 125). These scholars suggest that leaders can influence followers' creativity both directly and indirectly. An example of a direct effect is a leader who satisfies followers' intrinsic motivation and higher level needs, which are known to be important sources of creativity. Indirectly, leaders can support creativity by building a work environment that encourages employees to try different approaches without worrying about being punished just because the results are negative. Manurung (2020) states that leadership influences individual and organizational performance.

3.3 How to Measure Transformational Leadership

There are several indicators to see leadership (Northouse, 2019:269), including (a) Idealized influence charisma. The ideal influencing charisma is behavior that increases the follower's emotions and recognition of the leader. Examples of behavior include courage and dedication, as well as self-sacrifice for good, (b) Inspirational Motivation. Inspiring motivation includes conveying an attractive vision and using symbols so that subordinates focus on trying to achieve goals. In this case, the leader can express high hopes for the achievements of his followers, inspire them by motivating them to always be loyal and be part of achieving the vision of an organization, (c) Intellectual Stimulation. Intellectual stimulation is behavior that can increase awareness of thinking about problems and influence followers to view a problem from another point of view, (d) Individual consideration. Individual consideration consists of support, encouragement and training for followers. Leaders act as coaches and advisors who try to help their followers to realize goals, (e) Contingent Reward. The superior's efforts to provide assistance to subordinates in their work by negotiating with subordinates to achieve existing goals, (f) Management by Exception. Actions taken by leaders if there is a mismatch between actual performance (what is being achieved) and performance standards (what must be achieved), and (g) Laissez Faire. A leader who gives great freedom to everyone he leads, both in carrying out work and in making important decisions.

Bass and Bass (2008:152) suggest that there are four characteristics that indicate transformational leadership, namely, (a) Charismatic. It is the process of a leader influencing subordinates by generating strong emotions. Charisma, or ideal influence, is related to subordinates' reactions to the leader. A leader is identified as being a role model for subordinates, being trusted, respected and having a clear mission and vision that, according to subordinates' perception, can be realized, (b) Inspirational. An inspirational leader is a leader who acts by motivating and inspiring subordinates, which means being able to communicate high expectations from his subordinates, using symbols to focus on hard work, expressing goals in a simple way, and (c) Intellectual

stimulation. This means introducing ways of solving problems intelligently and carefully, rationally and carefully, so that members are able to think about problems in new ways and produce creative solutions. Intellectual stimulation means appreciating intelligence, developing rationality and careful decision making, (d) Individual attention. Individual attention is a method used by leaders to gain power by acting as a guide, providing individual attention and personal support to their subordinates.

Based on the previous description, it can be concluded that leadership can be measured through four aspects or factors, including charismatic, inspirational, intellectual stimulus, and individual attention. Apart from that, transformational leadership will also have a positive influence on the relationship between superiors and subordinates. With the concept of transformational leadership, subordinates will feel trust, admiration, pride, loyalty and respect for their superiors and will be motivated to do work with results that exceed the targets that have been determined together. This type of leadership will be able to encourage followers (individuals in an organization) to spend extra effort and achieve what they think is possible.

3.4 Instrument Validity and Reliability Test Results
3.4.1 Instrument Validity Test Results
The validity test was carried out to test the results of distributing the questionnaire to 30 respondents who stated that they were appropriate or valid for the statement items which were prepared as indicators of research variables. The following are the results of validity testing by calculating the Pearson Product Moment correlation coefficient:

Table
Instrument Validity Test Results

Variable	Statement	Correlation Coef Sig	Critical Value	Conclusion
Performance Lecturer (KD)	KD1	0.525	0.5	Valid
	KD2	0.585	0.5	Valid
	KD3	0.637	0.5	Valid
	KD4	0.632	0.5	Valid
	KD5	0.691	0.5	Valid
	KD6	0.739	0.5	Valid
	KD7	0.704	0.5	Valid
	KP8	0.710	0.5	Valid
Training (Mop)	PEL1	0.813	0.5	Valid
	PEL2	0.770	0.5	Valid
	PEL3	0.886	0.5	Valid
	PEL4	0.867	0.5	Valid
	PEL5	0.923	0.5	Valid
	PEL6	0.866	0.5	Valid
	PEL7	0.879	0.5	Valid
	PEL8	0.828	0.5	Valid
	PEL9	0.911	0.5	Valid
	PEL10	0.888	0.5	Valid
Compensation (Comp)	COMP1	0.922	0.5	Valid
	COMP2	0.891	0.5	Valid
	COMP3	0.906	0.5	Valid
	COMP4	0.908	0.5	Valid

Variable	Statement	Correlation Coef Sig	Critical Value	Conclusion
	COMP5	0.862	0.5	Valid
	COMP6	0.752	0.5	Valid
	KT2	0.922	0.5	Valid
	KT2	0.795	0.5	Valid

Transformational Leadership (KT)	KT3	0.881	0.5	Valid
	KT4	0.884	0.5	Valid
	KT5	0.854	0.5	Valid
	KT6	0.870	0.5	Valid
	KT7	0.880	0.5	Valid
	KT8	0.875	0.5	Valid

Based on this table, it can be stated that the results of the validity test of the research variable indicators are lecturer performance and transformational leadership because the correlation coefficient (calculated r) between the item scores and the total score is > 0.5.

3.5 Instrument Reliability Test Results
To determine the reliability or consistency of the research instrument, in this case the questionnaire, a reliability test is carried out as follows:

Table
Instrument Reliability Test Results

Variable	Cronbach Alpha	Critical Value	Conclusion
Lecturer Performance (KD)	0.773	0.6	Reliable
Compensation (Comp)	0.811	0.6	Reliable
Training (Mop)	0.961	0.6	Reliable
Transformational Leadership (KT)	0.954	0.6	Reliable

Based on this table, it can be seen that these variables are reliable because all Cronbach alpha values are > 0.6. This means that each questionnaire statement item from each variable is able to form the construct of that variable. So, the list of statements from all questionnaires is reliable for measuring each variable.

3.5.1 Results Description of Respondent's Identity
The gender of the respondents in this study can be seen in the following table:

Table
Description of Respondent's Gender

Gender	Number of Respondents	Percentage (%)
Man	52	40.9
Woman	75	59.1
Total	**127**	**100**

The table above shows that the majority of respondents were female, with a total of 75 people (59.1%). This means that the gender of STIKES lecturers in Riau Province is dominated by women.

3.6 Description of Respondent Identity According to Age
The characteristics of the respondents in this study can also be seen based on their age. The age of the respondents in this study can be seen in the following table:

Table
Description of Respondent's Age

Age	Number of Respondents	Percentage (%)
>20-30 Years	10	7.9
>30-40 Years	39	30.7
>40-50 Years	57	44.9
>50-60 Years	17	13.4
>60 Years	**4**	**3.1**
Total	**127**	**100**

The table above shows that the majority of respondents aged >40-40 5 years (44.9%), followed by respondents aged >30-40 years (30.7%), and respondents aged >50-60 years (13.1%), the remainder were respondents those aged > 20-30 years and > 60 years with a total of 14 people (11%). This means that the majority of respondents are categorized as mature enough to be able to provide information and perceptions that are useful for deciding the assessment of this research questionnaire.

3.7 Description of Respondent Identity According to Years of Work
The characteristics of respondents in this study can also be seen based on length of service. The period of work of respondents in this research can be seen in the following table:

Table
Description of Respondent's Work Period

Years of service	Number of Respondents	Percentage (%)
0-5 Years	19	15.0
> 5 - 10 Years	33	26.0
> 10 - 15 Years	62	48.8
> 15 - 20 Years	6	4.7
> 20-25 Years	4	3.1
>25 Years	3	2.4
Total	**127**	**100**

This table shows that the majority of respondents have a working period of > 10 - 15 years (48.8%), followed by respondents with a working period of > 5-10 years (26.0%), respondents with a working period of > 0-5 years (15.0%). Based on this table, it can be stated that, in general, the respondents have experience as lecturers because they have worked for more than 5 years.

3.8 Description of Respondent Identity According to Education
The characteristics of respondents in this study can also be seen based on the respondent's latest education. Based on this table, it is known that the respondent's last education is as follows:

Table
Respondent's Last Education

Last education	Number of Respondents	Percentage (%)
Postgraduate	120	94.5
Doctoral	7	5.5
Total	**127**	**100**

The table above shows that the majority of respondents' last level of education was 120 people (94.5%), and 7 people (5.5%) had doctoral degrees. Based on this table, it can be stated that the respondents have high education, so it is hoped that the answers to the research questionnaire can be answered well.

3.9 Description of Respondent Identity According to Functional Position
The characteristics of respondents in this research can also be seen based on the respondent's functional position. Based on the following table, the functional position of the respondent can be seen as follows:

Table
Respondent's Functional Position

Position	Number of Respondents	Percentage (%)
Expert Assistant	55	43.3
Lector	71	55.9
Associate Professor	0	0
Professor	1	0.8
Total	**127**	**100**

The table above shows that the functional position of the majority of respondents is lecturer (55.9%). Based on the table above, it can be stated that functionally no one has the functional position of associate professor at STIKES in Riau Province.

3.10 Results Description of Research Variables
Descriptive statistics are used to determine the mean (mean or average) and descriptive of respondents' answers. The purpose of descriptive analysis is to describe respondents' answers regarding the variables Lecturer Performance (KD), Transformational Leadership (KT), Compensation (Comp), and Training (Pel). An overview of respondents' answers is obtained from the size of the mean class interval for each variable by creating a scale range and determining the average rating of the respondent's statement. Based on the respondent's answer criteria and calculations of the field data obtained, the distribution of respondents' answers regarding the question items or statements submitted in the questionnaire will be described in detail as follows.

3.11 Description of Respondents' Responses to Lecturer Performance Variables
As explained in the definition of lecturer performance (KD), which is the dependent variable with the 8 statements shown, it shows that the majority of 127 respondents gave a high assessment of the lecturer performance variable, with an average value of 4.44 high achievement variables. The indicator that is perceived to get the highest score is the indicator of the implementation of education and teaching (KD1) with an average indicator of 4.71, very high achievement; the highest statement on the indicator of the implementation of education and teaching is the statement "teaching according to the field of science" with an average item of 4.77 very high achievement tall. The lowest perceived indicator is implementing support (KD4) with an average indicator of 4.02 high achievement; the lowest statement on the supporting implementation indicator is the statement "becoming a campus activities committee and being on an off-campus activity committee" with an average item of 4.02 high achievement.

3.12 Description of Respondents' Responses to Training Variables
As explained in the definition of training (KT), which is a dependent variable with 10 statements, it shows that the majority of 127 respondents gave a high assessment of the training variable, with an average variable value of 4.25, which is a high achievement. The indicator that is perceived to get the highest score is the training method indicator (Pel2), with an average indicator of 4.33 high achievement; the highest statement on the training method indicator is the statement "training method makes it easier to solve problems" with an average item of 4.35 high achievement. The lowest perceived indicator is the length of training time (Pel4), with an average indicator of 4.16 high achievement. The lowest statement on the individual attention indicator is the statement "training time according to schedule", with an average item of 4.14 high achievement.

3.13 Description of Respondents' Responses to Compensation Variables
As explained in the definition of compensation (KOMP), which is a dependent variable with 6 statements, it shows that the majority of 127 respondents gave a high assessment of the compensation variable, with an average variable value of 3.97, a high achievement. The indicator that is perceived to get the highest score is the Incentive indicator (KOMP2), with an average indicator of 3.85 high achievement. The highest statement on the incentive indicator is the statement "motivating allowance", with an average item of 3.85 high achievement. The lowest perceived indicator is salary (KOMP1), with an average indicator of 3.84 high achievement. The lowest statement on the salary indicator is the statement "salary according to workload", with an average item of 3.80 high achievement.

3.14 Description of Respondents' Responses to Transformational Leadership Variables
As explained in the definition of transformational leadership (KT), which is a dependent variable with 8 statements, it is shown that the majority of 127 respondents gave a high assessment of the transformational leadership variable, with an average variable value of 4.21, a high achievement. The indicator that is perceived to get the highest score is the charismatic indicator (KT1), with an average indicator of 4.24, very high achievement; the highest statement on the charismatic indicator is the statement "leaders become role models," with an average item of 4.26 high achievement. The lowest perceived indicator is intellectual stimulus (KT3),

with an average indicator of 4.20 high achievement; the lowest statement on the intellectual stimulus indicator is the statement "leaders solve problems from various points of view", with an average item of 4.20 high achievement.

3.15 Partial Least Square (PLS) Analysis Results

This research was analyzed using SmartPLS 3.0. The PLS test is a method that is not based on many assumptions, such as the data does not have to be normally distributed (Hair. et al., 2010). PLS can be used to confirm theories and explain whether or not there is a relationship between variables. PLS processing is carried out in 2 stages namely: The first stage is testing the outer model. At this stage, it essentially tests the construct validity, convergent validity, discriminant validity, and construct reliability of each variable. The second stage is to test the inner model. This stage aims to determine whether there is an influence between variables. Testing was carried out using the t-test (Ghozali and Latan, 2015: 139).

3.16 Path Diagram Construction Results (Research Model)

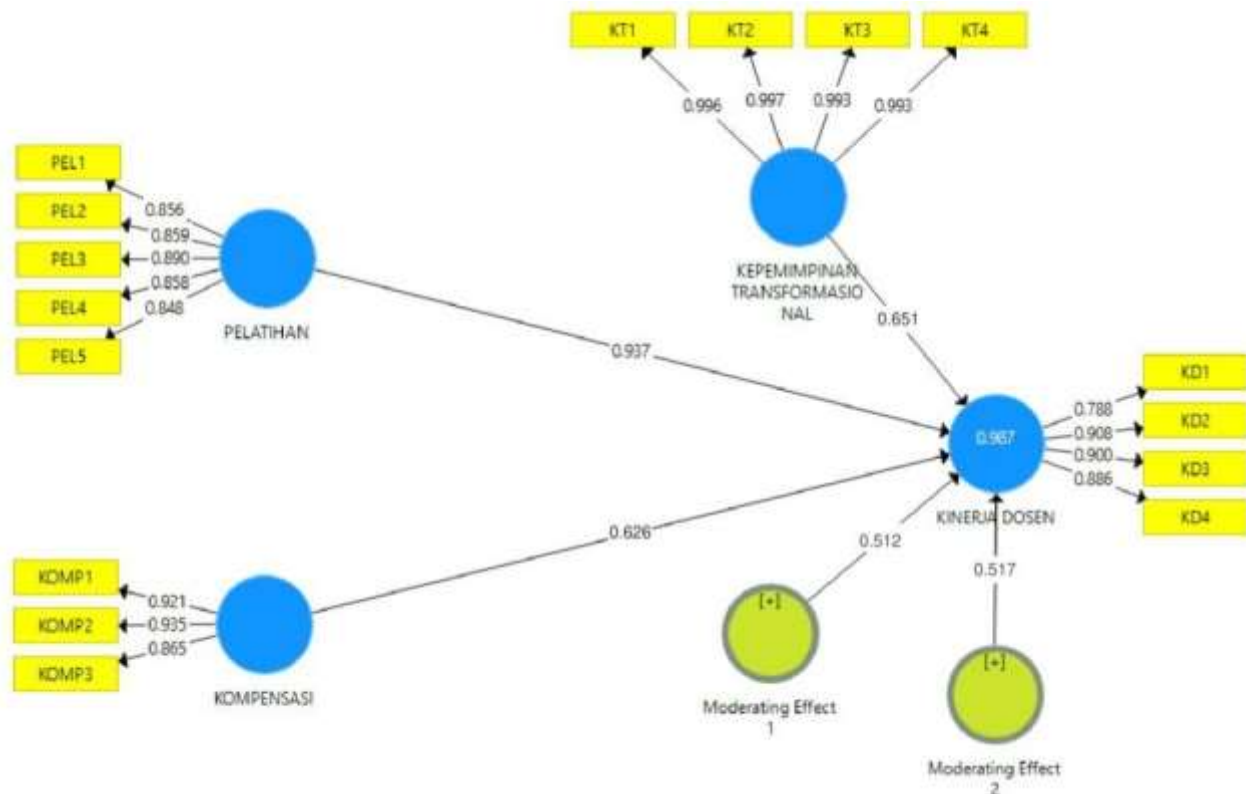Below, we can see the results of the research model path diagram in Figure 5.1:

Figure
Diagram of Research Model Test Results

3.17 Path Diagram Conversion Results into Equations

The following are the results of converting Path Diagrams into Structural and Measurement Equations:

3.17.1 Structural Model Equation Results (Structural Model)

Lecturer Performance (KD)
KD = 0.937 PEL + 0.626 KOMP + 0.512 PEL * KD + 0.517 KOMP*KD + 0.095

3.17.2 Results of the Measurement Model Equation (Measurement Model)

Lecturer Performance Variables (KD)

$$K.D_1 = 0.788 \ KD \qquad +0.039$$

$$K.D_2 = 0.908 \ KD \qquad + 0.020$$

$$K.D_3 = 0.900 \ KD \qquad + 0.020$$

K.D4 = 0.866 KD   + 0.018
Compensation
COMP1 = 0.921 COMP   + 0.013

COMP2 = 0.935 COMP   + 0.012

COMP3 = 0.865 COMP   + 0.028

Training (Mop)
PEL1 = 0.856 PEL + 0.029
PEL2 = 0.859 PEL + 0.029
PEL3 = 0.890 PEL + 0.023
PEL4 = 0.858 PEL + 0.026
PEL5 = 0.848 PEL + 0.021

Transformational Leadership (KT)
KT1 = 0.996 KT +   0.002

KT2 = 0.997 KT +   0.002

KT3 = 0.993 KT +   0.003

KT4 = 0.993 KT +   0.004

3.18 Measurement Model Evaluation Results
3.18.1 Convergent Validity Test Results
Convergent validity can be seen from the outer loading and average variance extracted (AVE) values; here are the outer loading indicator values for each variable in the following table:

Table
Outer Loading Value

Variable	Indicator	Factor Loading
Performance Lecturer (KD)	KD1- Implementing Teaching Education	0.788
	KD2- Carrying out Research	0.908
	KD3- Carrying out Community Service	0.900
	KD4- Implement Support	0.886
Training (PEL)	DK1- Training Content	0.856
	DK2- Training Method	0.859
	DK3- Instructor attitudes and skills	0.890
	DK4- Length of Training Time	0.858
	DK5- Training Facilities	0.848
Compensation (COMP)	KM1- Salary	0.921
	KM2- Incentive	0.935
	KM3- Insurance	0.865
Transformational Leadership (KT)	KT1- Charismatic	0.996
	KT2- Inspirational Motivation	0.997
	KT3- Intellectual Stimulation	0.993
	KT4- Individualized Attention	0.993

The table above shows that the outer loading for all variables of lecturer performance, transformational leadership, compensation and training is greater than 0.5, which means that all indicators can be said to meet convergent validity. The following table explains the average variance extracted (AVE).

Table

A. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Lecturer Performance (KD)	0.760
Training (PEL)	0.773
Compensation (KOMP)	0.823
Transformational Leadership (KT)	0.990

The table shows that the Average Variance Extracted (AVE) value is above 0.5, so it can be stated to have good validity. This means that the amount of variance that can be contained by the latent variable construct is good.

3.19 Discriminant Validity Test Results

Discriminant validity tests are carried out to ensure that variables do not correlate with each other and measure different constructs. Calculations were carried out using cross-loading values to measure discriminant validity. The following are the results of the discriminant validity test in the following table:

Table
Cross Loading Value

Indicator	K.D	Comp	Mop	MD1	MD2	KT
PEL1- Training Content	0.788	0.668	0.856	0.278	0.145	0.560
PEL2- Training Method	0.791	0.672	0.859	0.275	0.142	0.562
PEL3- Instructor attitudes and skills	0.905	0.715	0.890	0.364	0.349	0.650
PEL4- Length of Training Time	0.894	0.751	0.858	0.358	0.333	0.685
PEL5- Training Facilities	0.886	0.845	0.848	0.387	0.447	0.724
MD1- Moderating Effect 1	0.370	0.409	0.336	0.724	1,000	0.333
MD2- Moderating Effect 2	0.401	0.347	0.389	1,000	0.724	0.283
KD1- Implementing Teaching Education	0.788	0.668	0.856	0.278	0.145	0.560
KD2- Carrying out Research	0.908	0.719	0.890	0.365	0.351	0.654
KD3- Carrying out Community Service	0.900	0.755	0.864	0.367	0.343	0.692
KD4- Implement Support	0.886	0.845	0.848	0.387	0.447	0.724
COMP1- Salary	0.803	0.921	0.816	0.313	0.397	0.671
KOMP2- Incentive	0.842	0.935	0.821	0.370	0.409	0.625
KOMP3- Insurance	0.676	0.865	0.663	0.252	0.295	0.542
KT1- Charisma	0.759	0.686	0.745	0.271	0.335	0.996
KT2- Inspirational Motivation	0.750	0.669	0.736	0.288	0.341	0.997
KT3- Intellectual Stimulation	0.753	0.683	0.739	0.277	0.308	0.993
KT4- Individualized Attention	0.743	0.659	0.730	0.289	0.342	0.993

The table shows that all variable indicators have a cross loading value above 0.5, meaning that each indicator is not correlated and measures a different construct.

3.20 Composite Reliability Test Results

Reliability testing in PLS can use two methods, namely Cronbach's alpha and composite reliability. Cronbach's alpha measures the lower limit of the reliability value, while composite reliability measures the actual value of the reliability of a construct (Chin, 1995). Composite reliability is considered better in estimating the internal consistency of a construct. As a rule of thumb, Cronbach's alpha and composite reliability values must be greater than 0.70, although a value of 0.60 is still acceptable (Hair et al., 2010). The following are the results of calculating Cronbach's alpha and composite reliability on the research variables:

Table
Composite Reliability and Cronbach's Alpha results

Variable	Cronbach's Alpha	Composite Reliability
Transformational leadership	0.997	0.990
Lecturer Performance	0.894	0.760
Compensation	0.893	0.823
Moderating Effect 1	1,000	1,000
Moderating Effect 2	1,000	1,000
Training	0.914	0.743

The table above shows that Cronbach's alpha and composite reliability values for all variable constructs each have a value greater than 0.60; thus, the research model construct consisting of lecturer performance, transformational leadership, compensation and training is reliable/reliable.

3.21 Structural Model Evaluation Results

The R2 results of 0.67, 0.33 and 0.19 for the endogenous variables in the structural model indicate that the model is "good", "moderate", and "weak" (Ghozali and Latan 2015:139). Based on data processing with PLS, the coefficient of determination (R-Square) value is produced as follows:

Table
R-Square Value

Variable	R Square
Training	-
Transformational Leadership	-
Lecturer Performance	0.987
Compensation	-

The goodness of fitin the PLS model can be seen from the higher R2 valueR2, then the model can be said to be more fit. The results of the R2 calculation for the lecturer performance variable show a value of 0.867, which is greater than 0.67, meaning that the large diversity of research data can be explained well by the structural model because the R-Square value is > 0.67.

3.22 Hypothesis Testing Results

After analyzing the coefficient of influence between variables, the next step is to test the hypothesis using P-values. If the P-value is small and equals 0.05, it means it is significant, and if the P-value is greater than 0.05, it means it is not significant. Following are the results of hypothesis testing in the following table:

Table
Hypothesis Testing Results

	Original Sample (O)	Statistics (O/STDEV|)	P-Values	information
Compensation -> Lecturer Performance	0.626	24,025	0.003	Accepted
Training -> Lecturer Performance	0.937	40.122	0,000	Accepted
Moderating Effect 1 -> Lecturer Performance	0.512	21,035	0.006	Accepted
Moderating Effect 2 -> Lecturer Performance	0.517	21,476	0.007	Accepted

The table shows the results of hypothesis testing, which can be explained as follows:

1) Hypothesis testing 1. The magnitude of the influence of the compensation variable on the performance of STIKES lecturers

in Riau Province is 0.626 with a P-Value of 0.003, <0.05, so it can be concluded that the compensation variable has a positive and significant for the performance variable of STIKES Lecturers in Riau Province (H1 is accepted).

2) Hypothesis testing 2. The magnitude of the influence of the training variable on the performance variable of STIKES Lecturers in Riau Province is 0.937 with a P value of 0.000, <0.05, so it can be concluded that the training variable has a positive and significant effect on the performance variable of STIKES Lecturers in Riau Province (H2 is accepted).

3) Testing the third hypothesis. The magnitude of the influence of the interaction of compensation with transformational leadership (KOMP*KT) on the performance of STIKES lecturers in Riau Province is 0.512 with a P-value < 0.05, so it can be concluded that transformational leadership plays a moderating role that strengthens the relationship between compensation and lecturer performance. STIKES in Riau Province (H3 accepted).

4) Testing the 4th hypothesis. The magnitude of the influence of the interaction of compensation with transformational leadership (PEL*KT) on the performance of STIKES lecturers in Riau Province is 0.517 with a P-value < 0.05, so it can be concluded that transformational leadership plays a moderating role that strengthens the relationship between compensation and lecturer performance. STIKES in Riau Province (H4 accepted).

3.23 Transformational Leadership Variables

The descriptive statistical results of the transformational leadership variable, as presented in the table, consist of 4 (four) indicators, namely charismatic, motivating, inspiring, intellectual stimulus, and individual attention, with an average score of 4.21. This informs that respondents, in this case, STIKES lecturers in Riau Province, perceive transformational leadership in STIKES leaders in Riau Province as being in the high category. The indicator that is perceived to get the highest score is the charismatic indicator (KT1), with an average indicator of 4.24, which is a very high achievement. The highest statement on the charismatic indicator is the statement "leaders become role models," with an average item of 4.26 high achievement. The lowest perceived indicator is intellectual stimulus (KT3), with an average indicator of 4.20 high achievement. The lowest statement on the intellectual stimulus indicator is the statement "leaders solve problems from various points of view", with an average item of 4.20 high achievement. This means that respondents, namely STIKES lecturers in Riau Province, stated that STIKES leaders in Riau Province were able to become role models and gain respect from subordinates. On the other hand, respondents thought that leaders did not encourage lecturer creativity and were unable to solve problems from various points of view.

The results of the outer loading test for the transformational leadership variable show that the indicator with the highest outer loading value is inspirational motivation, and the outer loading with the lowest value is intellectual stimulus and individual attention. The high outer loading value of inspirational motivation cannot be separated from the role of the STIKES leadership elements in Riau Province, who are able to provide motivation and arouse lecturers' enthusiasm. This is proven in carrying out research, where lecturers with additional duties do not need to research, but the STIKES leadership elements in Riau Province remain to carry out research. Apart from that, the leadership also provides an indirect compensation scheme through incentives for publication in reputable international journals, thereby motivating lecturers to carry out research. It has been proven that the research target for 2022 exceeds the target set.

The lowest outer loading result is intellectual stimulus. This means that leadership still does not encourage lecturers to be more creative and solve problems from various points of view. For this reason, efforts are needed to increase intellectual stimulus. Intellectual stimulation is important because it helps overcome uncertainty and complexity. There are several ways to increase intellectual stimulation. First, fostering a culture of learning and adaptation, where elements of STIKES leadership can embrace change and uncertainty as opportunities, not threats. Second, increasing the collective intelligence and creativity of lecturers by utilizing their various perspectives and experiences. Third, build trust and empowerment between leadership and lecturers by showing lecturers that STIKES leadership appreciates lecturers' input and respects lecturers' autonomy. Fourth, increase lecturers' motivation and satisfaction by providing them with intellectual challenges and feedback.

The transformational leadership variable is in the very high achievement category. To maintain very high achievements, STIKES leaders must be role models, provide motivation to lecturers, encourage lecturer creativity, provide opportunities for lecturers' self-development and listen to the difficulties lecturers experience in their work. According to Doh and Luthans (2018:653), transformational leadership is a leadership approach that makes efforts to change awareness, raise enthusiasm and inspire subordinates or organizational members to put in extra effort to achieve organizational goals without feeling pressured or pressured. Yukl and Gardner (2018:125) state that leadership has been identified as one of the factors that influence employees' creative behavior and performance.

3.25 Discussion of Hypothesis Test Results

3.25.1 Training has a positive and significant impact on the performance of STIKES lecturers in Riau Province.

Hypothesis test results show that training has a positive and significant effect on the performance of STIKES lecturers in Riau Province. This means that training contributes to improving the performance of STIKES lecturers in Riau Province. Increased training

will improve the performance of STIKES lecturers in Riau Province. The results of respondents' responses to the training showed that the indicator that was perceived to get the highest score was the training method indicator. The lowest perceived indicator is the length of training time. However, in terms of construct, all valid indicators form training variables and influence the performance of STIKES lecturers in Riau Province.

The results of the outer loading of the training variable show that the instructor's attitude and skill indicators are the indicators with the highest outer loading. Instructors who make lecturers comfortable can enliven the training atmosphere and motivate lecturers to be serious about training. Instructors who make lecturers comfortable have been proven to improve lecturer performance, especially research performance, where lecturers conduct research every semester and research has outcomes. This makes training influence lecturer performance.

Indicators whose achievements are below the average for the training variable are indicators of the length of training time and training facilities. For this reason, the effort or solution to increase training time is to be disciplined in time, start training, take meal breaks, and pray so that training targets are achieved well. Efforts to improve training facilities are made by providing adequate training facilities and infrastructure, which is, of course, related to the budget prepared for training needs. This is important so that training participants are comfortable carrying out training. This is in accordance with the opinion of Rae (2000:241), who states that the length of training time and training facilities are indicators in measuring training. If the length of training time and facilities provided in the training are adequate, it is hoped that the training participants will be able to understand the content of the training.

Indicators whose achievements are above the average for training variables are indicators of training methods, training content, instructor attitudes and skills. To maintain this achievement, STIKES leadership elements in Riau Province need to continue to evaluate and synchronize training needs, methods used and the relationship between training and improving lecturer performance. Meanwhile, for training content indicators, it is necessary to continue evaluating the training that has been carried out so that the training content meets lecturers' needs with up to date material. For indicators of instructor attitudes and skills, it is necessary to maintain the use of instructors who can motivate lecturers in training and are able to liven up the training atmosphere so that lecturers do not get bored when carrying out training. This is in line with what was stated by Mathis et al. (2017:282), who stated that training provides employees with specific and identifiable knowledge and skills to use in their current jobs.

The aim of the training is for employees to master the knowledge, skills and behaviors emphasized in training and apply them to their daily activities. Traditionally, companies have relied on formal training through courses, programs, or "events" to teach employees the knowledge, skills, and behaviors they need to do their jobs successfully (Noe, 2020:281).

Israr et al. (2021) conducted research aimed at analyzing the effectiveness of training and performance of micro, small and medium enterprises in Pakistan; the sample was 20 micro workers, 50 small workers, and 500 medium workers in micro, small and medium enterprises in Pakistan, with The results of training effectiveness influence the performance of micro, small and medium enterprises in Pakistan. The results of hypothesis testing, which state that training has a positive and significant effect on the performance of STIKES lecturers in Riau Province, are in accordance with the research (Hernaus, 2021; Kuruppu et al., 2021; Garavan et al., 2020).

The results of the hypothesis test, which stated that training had a positive and significant effect on the performance of STIKES lecturers in Riau Province, strengthened the contingency theory. There is no universally appropriate performance management system that applies to all organizations in all conditions, but the particular features of the system and its effectiveness will depend on particular organizational and contextual factors (Otley, 2016); in this context, a leader who understands a particular situation will quickly responsive and provide treatment according to needs, in this case training for STIKES lecturers in Riau Province so that lecturer performance increases. This is also in accordance with the concept of human capital presented by Schultz (1961): employees, in this case lecturers, adapt to unbalanced situations with problems or obstacles and find solutions, needing to be supported by education, training and various other enrichments.

The results of the hypothesis test which state that training has a positive and significant effect on the performance of STIKES lecturers in Riau Province are, one strategy that can be used to improve the performance of STIKES lecturers in Riau Province is to improve training such as training content according to needs, methods that make it easier to solve problems, attitudes and good instructor skills, training time appropriate to learning outcomes and adequate training facilities and infrastructure.

3.25.2 Compensation has a positive and significant influence on the performance of STIKES lecturers in Riau Province.
The results of the hypothesis test show that compensation has a positive and significant effect on the performance of STIKES Lecturers in Riau Province. This means that compensation contributes to improving the performance of STIKES Lecturers in Riau Province. Increasing compensation will improve the performance of STIKES Lecturers in Riau Province. The indicator that is

perceived to get the highest score is the Incentive indicator. The indicator that is perceived as the lowest is salary. This means that respondents, in this case, STIKES lecturers in Riau Province, feel protected by life insurance and health insurance, but on the other hand, STIKES lecturers in Riau Province feel that the salaries given are still not in accordance with the workload. This could happen because the STIKES in this study is a private STIKES which does not have a strategic business unit, meaning it only expects income from student tuition fees. Management will, of course, arrange strategies so that the education and teaching process at STIKES continues with the consequence of limiting expenditure. As a result of investigations into several lecturers, information was obtained that the compensation received was still above the applicable regional minimum wage (UMR) overall.

The results of the outer loading of the compensation variable show that the salary indicator is the indicator with the highest outer loading. This means the interaction between research variables, in this case, lecturer performance, training, compensation and transformational leadership, the salary indicator is the most meaningful indicator in forming compensation, meaning that STIKES lecturers in Riau Province receiving salaries are an important thing in improving the performance of STIKES lecturers in Riau Province.

The results of the respondents' responses show that the indicators that achieve below the average compensation variables are salary and incentives. For this reason, efforts are needed to increase salary and incentive indicators. Increasing salaries is indeed something that is very sensitive and is also related to the financial capacity of the institution, namely STIKES in Riau Province. Institutions that have a large number of students and have income from Campus-Owned Enterprises (BUMK) are certainly less constrained by paying lecturers according to the Regional Minimum Wage (UMR), but for campuses that only rely on student tuition fees and there is a tendency for students to decline due to PTN opening up student admission routes from non-SPMB doors, it is likely that they will not be able to increase lecturer salaries.

STIKES in Riau Province, on average, in the work agreement letter from the Foundation, the words are stated that the salary given is adjusted to the capabilities of the foundation. The solution that can be done to increase lecturer salaries is to increase the number of students and create a strategic business unit like the one owned by STIESIA Surabaya with a hotel business, convention center and medical clinic. Efforts that can be made to increase incentives are not much different from efforts to increase salaries and employees, requiring an increase in the number of students, the creation of strategic business units and efficiency in campus governance. Dessler (2017:175) states that compensation includes all forms of payment given to employees and arising from their work.

The results of respondents' responses to the compensation variable show that the indicator with greater achievement than the average compensation variable is the insurance indicator. For this reason, efforts are needed to ensure that lecturers' work is protected by life insurance and health insurance. The solution that can be given is a contribution payment scheme that can be covered by lecturers in part and STIKES in part, but to increase compensation, the campus could pay in full for lecturers' insurance contributions. This is in accordance with the opinion of Mathis et al. (2017:258), who state that compensation can be seen from intangible, direct rewards such as insurance, holidays and pensions.

Compensation, according to Dessler (2017:175), is any form of payment or reward given to employees and arising from the employee's work. Compensation has two main components, namely direct financial payments such as wages, salaries, incentives, commissions, bonuses and indirect financial payments such as financial benefits such as insurance and vacations.

Meyer et al. (2022) conducted research aimed at investigating the role of compensation and training in improving brand performance to support the best work in fast moving consumer goods (FMCG) companies in Mexico, a sample of 1250 fast moving consumer goods companies. The research results show that improving working conditions in companies, whether financial or non-financial, has a significant effect on sales performance. The research results state that compensation influences employee performance in accordance with research (Martin et al., 2021; Khan et al., 2021; Ferry et al., 2022).

The results of the hypothesis test, which stated that compensation had a positive and significant effect on the performance of STIKES lecturers in Riau Province, strengthened the contingency theory. There is no universally appropriate performance management system that applies to all organizations in all conditions, but the particular features of the system and its effectiveness will depend on particular organizational and contextual factors (Otley, 2016); in this context, a leader who understands a particular situation will quickly responsive and provide treatment according to needs, in this case, compensation for STIKES lecturers in Riau Province so that lecturer performance increases. This supports the concept of human capital presented by Schultz (1961): employees, in this case, lecturers, who adapt to situations of imbalance with problems or obstacles and find solutions need to be supported by education, training and various other enrichments.

The results of the hypothesis test state that compensation has a positive and significant effect on the performance of STIKES lecturers in Riau Province. One strategy that can be used to improve the performance of STIKES lecturers in Riau Province is to

provide appropriate compensation, such as salary according to workload, adequate allowances, and protection of life and health insurance.

3.25.3 Transformational Leadership Moderates the Effect of Training on the Performance of STIKES Lecturers in Riau Province.

The results of hypothesis testing show that transformational leadership moderates the influence of training on the performance of STIKES lecturers in Riau Province. This means that transformational leadership strengthens the influence of training to improve the performance of STIKES lecturers in Riau Province. In this research, transformational leadership is quasi-moderating, where transformational leadership directly influences lecturer performance, while transformational leadership moderates the influence of training on lecturer performance.

The results of respondents' responses to transformational leadership show that the indicator that is perceived to have received the highest score is the charismatic indicator. The lowest perceived indicator is intellectual stimulus. This means that respondents, in this case, STIKES lecturers in Riau Province, think that leaders have become role models and get respect from subordinates; on the other hand, STIKES leaders in Riau Province do not encourage lecturer creativity and do not help solve lecturer problems from various points of view. As a result of interviews with several lecturers, information was obtained that problem solving was sometimes hampered due to a lack of coordination between the fields in STIKES in Riau Province; for example, lecturers had informed them that there were errors in inputting data in the Higher Education database feeder (PDDIKTI) and the integrated information system (SISTER). , but officers are slow to change because information does not reach officers and coordination with the center is lacking in terms of data synchronization.

The results of the outer loading of the transformational leadership variable show that the indicator of inspirational motivation is the indicator with the highest outer loading. This means the interaction between research variables, in this case, lecturer performance, training, compensation and transformational leadership, the indicator of inspirational motivation is the most meaningful indicator in forming transformational leadership, meaning that STIKES lecturers in Riau Province consider leaders with inspirational motivation to be important, in improving the performance of STIKES lecturers in Riau Province.

The results of respondents' responses to the transformational leadership variable obtained information about indicators whose achievements were below the average for the transformational leadership variable, which is an indicator of intellectual stimulus. Efforts that can be made to increase intellectual stimulus are by increasing employee awareness in thinking about solutions in new and innovative ways. Lecturers must be stimulated to actively improve their competence rationality and be careful in solving problems. Intellectual stimulation can be provided by involving lecturers in finding solutions to solve problems according to their respective perspectives. This is in line with what Northouse (2019:269) stated, that leaders must be able to increase the awareness of subordinates to think about problems and influence followers to view a problem from another point of view. The characteristic results mean that the lecturers who are respondents are mature and mature in age and have good work experience. The characteristics of the majority aged 40-50 years indicate that respondents, in this case, STIKES lecturers in Riau Province, are adults and can lead themselves in carrying out their duties; respondents certainly already understand the ins and outs of work as a lecturer. Robbins and Judge (2017:90) state that transformational leaders are leaders who inspire their followers to put aside their personal interests and have the ability to influence extraordinary things. Among the factors that influence employees' creative behavior and performance, leadership has been identified by many researchers as one of the most important (Yukl and Gardner, 2018: 125).

The results of the hypothesis test, which states that transformational leadership moderates the influence of training on the performance of STIKES lecturers in Riau Province, strengthen the Contingency Theory. There is no universally appropriate performance management system that applies to all organizations in all conditions, but the particular features of the system and its effectiveness will depend on particular organizational and contextual factors (Otley, 2016); in this context, a leader who understands a particular situation will quickly responsive and provide treatment according to needs, in this case training for STIKES lecturers in Riau Province so that lecturer performance increases. This supports the concept of human capital presented by Schultz (1961): employees, in this case, lecturers, who adapt to situations of imbalance with problems or obstacles and find solutions need to be supported by education, training and various other enrichments.

The results of hypothesis testing state that transformational leadership in moderating can influence the performance of STIKES lecturers in Riau Province, so one strategy that can be used to improve the performance of STIKES lecturers in Riau Province is transformational leadership such as leaders who become role models, motivate and inspire and help subordinate difficulties.

3.25.4 Transformational Leadership Moderates the Influence of Compensation on the Performance of STIKES Lecturers in Riau Province.

The results of the hypothesis test show that transformational leadership moderates the influence of compensation on the performance of STIKES lecturers in Riau Province. This means that transformational leadership strengthens the influence of compensation to improve the performance of STIKES lecturers in Riau Province. In this research, transformational leadership is quasi-moderating, where transformational leadership directly influences lecturer performance, while transformational leadership moderates the influence of compensation on lecturer performance.

As a result of respondents' responses to transformational leadership, the indicator that was perceived to get the highest score was the charismatic indicator. The lowest perceived indicator is intellectual stimulus. This means that respondents, in this case, STIKES lecturers in Riau Province, think that leaders have become role models and get respect from subordinates; on the other hand, STIKES leaders in Riau Province do not encourage lecturer creativity and help solve lecturer problems from various points of view. As a result of interviews with several lecturers, information was obtained that problem solving was sometimes hampered due to a lack of coordination between the fields in STIKES in Riau Province.

The results of the outer loading of the transformational leadership variable show that the indicator of inspirational motivation is the indicator with the highest outer loading. This means the interaction between research variables, in this case, lecturer performance, training, compensation and transformational leadership, the indicator of inspirational motivation is the most meaningful indicator in forming aspects of transformational leadership, meaning that STIKES lecturers in Riau Province consider leaders with inspirational motivation to be important, in improving the performance of STIKES lecturers in Riau Province.

The results of respondents' responses to the transformational leadership variable show that the indicators whose achievement is above the average achievement of the transformational leadership variable are the charismatic indicators and the motivating and inspiring indicators. To maintain the achievement of charismatic indicators, several efforts can be made, such as being an example for subordinates, in this case, lecturers, in every action or implementation of the tridharma of higher education. Meanwhile, improving motivating and inspiring indicators can be done with efforts such as communicating hopes with a focus on forming a vision and achieving STIKES goals, support and commitment, as well as enthusiasm from various elements in STIKES in Riau Province in achieving this vision. This is in accordance with the opinion of Bass and Bass (2008:152), who state that charisma or ideal influence is related to subordinates' reactions to the leader. Leaders are identified by being used as role models by subordinates, being trusted and respected and having a clear mission and vision that, according to subordinates' perceptions, can be realized.

Schein and Schein (2017:2) state that leadership is the ability to step outside of culture to start a more adaptive process of evolutionary change. Among the factors that influence employee creative behavior and performance, leadership has been identified by many researchers as one of the most important (Yukl and Gardner, 2018: 125).

The results of the hypothesis test state that transformational leadership on competence in the performance of STIKES lecturers in Riau Province strengthens the contingency theory. In this context, a leader who understands certain situations will respond quickly and provide treatment according to needs, in this case, compensation for STIKES lecturers in Riau Province so that lecturer performance increases. This supports the concept of human capital presented by Schultz (1961); employees, in this case, are lecturers who adapt to unbalanced situations with problems or obstacles and find solutions, needing to be supported by education, training and various other enrichments.

The results of hypothesis testing state that the influence of transformational leadership on the performance of STIKES lecturers in Riau Province, one of the strategies that can be used to improve the performance of STIKES lecturers in Riau Province is transformational leadership such as leaders who become role models, motivate and inspire and help subordinates' difficulties.

Based on the research results in this study, there are several findings as follows: (1) Transformational Leadership acts as a quasi-moderating influence of training on the performance of STIKES lecturers in Riau Province, (2) Transformational Leadership acts as a quasi-moderating influence of compensation on the performance of STIKES lecturers in the Province Riau, (3) The most effective path in improving the performance of STIKES lecturers in Riau Province is the path of influence of training on the performance of STIKES lecturers in Riau Province because it has the greatest total influence compared to other route constructs.

4. Conclusion

The results of this research show that transformational leadership can have an influence on the performance of lecturers at STIKES in Riau Province, including by improving attitude and skills training. Improving training can be done by improving the quality of training content, training methods, attitudes and skills of instructors, length of training time and training facilities. The results of

this research also show that transformational leadership in implementing compensation can influence lecturer performance. Increasing compensation can be done by increasing salaries, incentives and insurance for STIKES lecturers in Riau Province. The results of this research also show that transformational leadership can have an influence on lecturer performance, namely by increasing transformational leadership by leading with charisma, inspiring motivation, intellectual stimulus and individual attention, which leads to increasing the performance of STIKES lecturers in Riau Province.

Finally, we realized our limitations and weaknesses in conducting this research that influenced readers in interpreting, especially related to moderate transformational leadership. We found little problem in accessing the necessary data that affected the results of this study. We hope that this research can be continued by other researchers, especially related to moderate transformational leadership, so that the results will be more perfect.

Conflicts of Interest: The authors declare no conflict of interest.
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