

Charismatic Leadership, Digital Literation, and Work Motivation to Increase Lecturer Performance

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KEYWORDS

Performance
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ABSTRACT

Introduction: Lecturers have an important role in improving the quality of education. Lecturer performance needs to be continuously improved because it affects the quality of education. The performance of lecturers at Christian Religious Higher Education (CRHE) of Central Java Province is still not optimal in implementing the tridarma which consists of education, research, and community service.

Objectives: This study aims to examine the influence of charismatic leadership, digital literacy, and work motivation on CRHE lecturer's performance.

Methods: The design of this study was quantitative, using explanatory survey methods. The respondents of this study amounted to 200 lecturers who were taken proportionally stratified random sampling. This research instrument uses a questionnaire shared by providing a Google link. The questionnaire data was analyzed using Partial Least Square (PLS) with SMART PLS 4.0 software.

Results: The results showed that charismatic leadership, digital literacy, and work motivation had a positive and significant effect on the performance of CRHE lecturers. Charismatic leadership has an indirect impact on lecturer performance through work motivation. Digital literacy indirectly affects lecturer performance through work motivation.

Conclusions: This research can contribute to educational institutions in terms of improving lecturer performance through effective charismatic leadership, strengthening digital literacy, and work motivation.

1. Introduction

Quality education must be the focus of educational institutions to face an increasingly advanced era in technological development. In the United Nations Agenda 2030, quality education is one of the pillars of sustainable development (Burbules et al., 2020). According to García et al. (2020), quality education is considered a significant factor that is highly influential and proven in ensuring continuous progress, which can be applied in education and generate various benefits for the entire society. Modern society considers high-quality education necessary and a powerful catalyst for sustainable development (Costa et al., 2023; González García et al., 2020). Thus, educational institutions have a significant role in achieving quality education.

The quality of education of an institution can be seen from the accreditation obtained by the institution. According to Budiharso & Tarman (2020), one of the methods for ensuring the quality of education is accreditation, which aims for further improvement. This accreditation involves an external evaluation to ensure the institution meets the expected educational standards (Manimala et al., 2020). In addition, accreditation is essential for institutions seeking recognition and credibility within the education community as well as for users of educational services (Ito, 2022).

One factor that has a vital role in institutional accreditation is the performance of lecturers (Purnami et al., 2022). Lecturers are essential to implementing education in higher education institutions (Fiernaningsih et al., 2022). The performance of lecturers in higher education is manifested in implementing the tridarma; the first is education, the second is research, and the third is community service. Every higher education institution in Indonesia must achieve and run the tridarma to produce innovative, creative, independent, and innovative graduates who will build the country (Setyaningsih & Sukono, 2022).

As implementers of tridarma, lecturers must achieve the best level of performance, which will significantly impact the performance of universities (Fikri et al., 2023). Quality education is seen in lecturers carrying out teaching activities with full responsibility for the institution's expectations (Isnainy et al., 2023). In addition, according to Yulianti et al. (2020) and Sari et al. (Sari et al., 2024) the results of the scientific publications of lecturer research are an essential part of an educational institution because they show academic achievement in developing knowledge and are important for the development of the country. Furthermore, the lecturers'

community service will be highly quality if the research results can be applied to the community.

Data from the Indonesian Higher Education Database in July 2023 shows that 83% of 30 Christian Religious Higher Education in Central Java have good institutional accreditation. Accreditation still needs to be improved to be very good and ultimately excellent. One of the reasons for good accreditation is that many lecturers of Christian Religious Higher Education in Central Java do not yet have functional positions of 55%. The functional position of a lecturer is a lecturer's career path that is accepted by lecturers for doing tridarma. From these data, it can be concluded that the performance of lecturers is still not optimal and needs to be continuously improved for the institution's sustainability. Currently, research on the performance of lecturers at CRHE in Indonesia is still small. According to Sukirno (2020), lecturer performance is an issue that will continue to exist, and data from this study can be used to explore lecturer performance. Consequently, to increase lecturer performance, study on the variables influencing it is crucial.

Previous empirical studies have shown that charismatic leadership affects employee performance (Karim et al., 2023; Meslec et al., 2020), while other empirical studies show that charismatic leadership does not affect employee performance (Wegge et al., 2019). Furthermore, empirical studies on digital literacy show that digital literacy affects employee performance (Mohd Abas et al., 2019; Santoso et al., 2019). However, empirical research by Putra et al. (2023) shows that digital literacy does not affect employee performance. Furthermore, other studies show that work motivation affects the performance of faculty and employees (Diana et al., 2021; Riyanto et al., 2021; Udin et al., 2023). However, Maryadi's (2023) findings show that work motivation does not affect employee performance. Based on the results of these studies, it can be concluded that the findings of previous studies are inconsistent, so there are research gaps.

Lecturer performance is influenced by various factors, including leadership, digital literacy, and work motivation (Hanh, 2023; Nelly et al., 2024). Leadership greatly influences the success and failure of the organization (Razali et al., 2024; Ta et al., 2022). Charismatic leadership is one of the factors that determine employee performance. The attribution of charismatic leadership is predicated on how followers perceive the leader's action (Conger et al., 2000). According to the theory of charismatic leadership, subordinates will do more than expected and show high commitment to the leader and his mission (Luthans, 2021).

Digital literacy is essential in today's rapidly developing technological era (Wati et al., 2023). Digital literacy plays a vital role in people's lives and has become a particular concern for institutions and policymakers in recent decades (Audrin & Audrin, 2022). Studies show that advances in digital technology significantly affect education (Ibda et al., 2023). Digital Literacy is related to accepting technology, which can increase work productivity (Kabakus et al., 2023). Digital literacy skills can help people concentrate and work effectively (Pala & Başıbüyük, 2021). Therefore, lecturers as teaching staff must have digital literacy competencies (Prasetyo et al., 2021).

Furthermore, work motivation is also significant for lecturers in carrying out their work because it can improve lecturer performance (Le et al., 2024). Motivation is a crucial workplace pillar and a meaningful construct to satisfy particular desires (Forson et al., 2021). Work motivation is one of the essential factors in achieving the personal goals of employees and organizations. The relationship of motivation with performance can be explained using Victor Vroom's expectancy theory, which states that an individual's power to act is determined by the strength of the expectation that the action will be followed by the outcome and the individual's interest in that outcome (Robbins & Judge, 2017).

The performance of lecturers must continue to be improved because it will affect the institution's accreditation and sustainability. Charismatic leadership and digital literacy with work motivation as a mediating variable can improve lecturer performance. Therefore, in this study, an analysis of the influence of charismatic leadership, digital literacy, and work motivation on lecturer performance was conducted.

2. Objectives

This research objective is to examine the influence of charismatic leadership, digital literacy, and work motivation on Christian Religious Higher Education in Central Java province lecturer's performance.

3. Methods

The design of this study is quantitative with an explanatory survey method. The population in this study is all permanent lecturers of Christian Religious Higher Education in Central Java province, totaling 460 lecturers.

The sample of this study used the Isaac and Michael Formula, so the number of samples obtained was 200 respondents from a population of 460 lecturers. The instrument of this study was to use questionnaires. The research questionnaire used a Likert scale of 1-5, with gradations of answers: 1=strongly disagree; 2=disagree; 3= partially disagree; 4=agree; and 5=strongly agree. The variables of this study are charismatic leadership, digital literacy, work motivation, and lecturer performance. Questionnaires are distributed to respondents via Google Forms. The distribution and collection of questionnaire data took place from December 2023 to February 2024.

The research data were analyzed using Partial Least Square (PLS) with Smart PLS 4.0 software. Inferential analysis with the SEM PLS technique is carried out in three ways, namely measurement model evaluation, structural model evaluation, and model goodness & fit evaluation. The measurement model is also called the outer model which is the relationship of each indicator to its latent variable. Furthermore, the structural model is also called the inner model, which is a relationship between latent variables based on substantive theory (Ghozali, 2014).

4. Results

1. Characteristics of Respondents

Respondents' characteristics include gender, age, education level, and working period. The characteristics of the respondents are presented in Table 1 as follows:

Table 1. Characteristics of Respondents

| Dimension | Category | Number of Respondents | Percentage (%) |
|---------------------------|----------|-----------------------|----------------|
| Gender | Male | 140 | 70 |
| | Female | 60 | 30 |
| Age (in years) | < 30 | 7 | 3.5 |
| | 30-39 | 31 | 15.5 |
| | 40-49 | 58 | 29 |
| | 50-59 | 88 | 44 |
| | > 60 | 16 | 8 |
| Education Level | S2 | 117 | 58.5 |
| | S3 | 83 | 41.5 |
| Working Period (in years) | < 10 | 102 | 51 |
| | 10-19 | 62 | 31 |
| | 20-29 | 25 | 12.5 |
| | 30-39 | 8 | 4 |
| | 40-45 | 3 | 1.5 |

Table 4.1 shows that the characteristics of the respondents are reviewed from their gender, consisting of 70% male lecturers and 30% female. The characteristics of the respondents reviewed from their age showed that most of the respondents were 50-59 years old at 44%. This shows that the respondents belong to the productive age category and have practiced doing their work. Furthermore, the characteristics of respondents based on the last level of education showed that the majority of respondents had an S2 education level of 58.5%. The characteristics of respondents based on working period showed that the majority of respondents had less than 10 years of work experience, which was 51%.

2. Outer Model (Measurement Model)

The outer model measurement results show the outer loading value of each indicator variable and reliability. The variable indicator is valid if the loading factor is above 0.5 (Chin, 1998). Table 2 shows the loading factor value and reliability of the analysis results using Smart PLS.

Table 2. Loading Factor and Reliability

| Variable | Item | Indicator | Outer Loading | Cronbach alpha |
|------------------------|------|---------------------------------------|---------------|----------------|
| Charismatic Leadership | CL1 | Visions | 0.928 | 0.96 |
| | CL2 | Sensitivity to the environment | 0.962 | |
| | CL3 | Unconventional behavior | 0.956 | |
| | CL4 | Dare to take personal risks | 0.856 | |
| | CL5 | Sensitivity to member needs | 0.942 | |
| Digital Literacy | DL1 | Convenience of using new technologies | 0.881 | 0.945 |

| | | | | |
|----------------------|-----|--|-------|-------|
| | DL2 | Technical skills using ICT | 0.87 | |
| | DL3 | Critical thinking on information | 0.889 | |
| | DL4 | Synthesize online information | 0.909 | |
| | DL5 | Using the internet for communication at work | 0.928 | |
| | DL6 | Using the Internet to collaborate on work | 0.837 | |
| | DL7 | Using the Internet to collaborate on work | 0.837 | |
| Work Motivation | WM1 | Passion for work | 0.937 | 0.944 |
| | WM2 | Level of effort in work | 0.946 | |
| | WM3 | Diligence in working | 0.880 | |
| | WM4 | Direction of behavior in work | 0.939 | |
| Lecturer Performance | LP1 | Carry out learning | 0.825 | 0.901 |
| | LP2 | Guiding students | 0.802 | |
| | LP3 | Conduct research | 0.848 | |
| | LP4 | Produce Scientific work | 0.696 | |
| | LP5 | Providing service | 0.798 | |
| | LP6 | Provide community service reports | 0.736 | |
| | LP7 | Involved in scientific committees and meetings | 0.831 | |

The charismatic leadership variable is measured by five valid items, which means that these five items have a strong relationship in explaining charismatic leadership. Among the five items, charismatic leadership was most strongly reflected in CL2 (0.962), i.e., having sensitivity to the environment, and CL3 (0.956), i.e., unconventional behavior. The reliability of the charismatic leadership variable is acceptable with Cronbach's alpha of 0.96 above 0.70, and convergent validity indicated by an AVE of $0.864 > 0.50$.

Digital literacy variables are measured by six valid measurement items, meaning the four items validly reflect digital literacy measurements. Among the six measurement items, DL5 and DL4 measurement items have the highest outer loading (0.928) and (0.909) use the internet for communication in work and synthesize online information. Digital literacy is strongly reflected in how lecturers use the internet to communicate at work and synthesize information. The level of reliability of digital literacy variables is acceptable with Cronbach's alpha values above 0.70. The level of convergent validity is good, as indicated by the AVE value of $0.785 > 0.5$.

The work motivation variable is measured with four valid items, which shows that the four measurement items have a strong relationship in explaining the work motivation variable. Among the four valid measurement items, work motivation was seen strongest in the items WM2 (0.946), the level of effort in work, and WM4 (0.939), which is the direction of behavior in work. The reliability level of the work motivation variable meets the reliability requirements with Cronbach's alpha of 0.944 above 0.70, and convergent validity with an AVE value of $0.857 > 0.50$.

The lecturer performance variable is measured with seven valid items, which means that the seven measurement items have a strong relationship in explaining lecturer performance. Among the seven valid items, more robust lecturer performance is reflected in LP3 (0.848), which conducts research, and LP7 (0.831), which is involved in scientific committees and meetings. The level of reliability of the lecturer performance variable has been met with a Cronbach's alpha value of 0.901 above 0.70, and convergent validity with an AVE value of $0.628 > 0.50$.

3. Inner Model (Structural Model)

The inner model or structural model shows the relationship of independent variables with bound. The value of the relationship is indicated by the path coefficient in Table 3 below:

Table 3. Path Coefficient Estimation Results

| Relationships Between Variables | Path Coefficient | P values |
|--|------------------|----------|
| Charismatic leadership -> Lecturer Performance | 0.249 | 0.000 |
| Charismatic leadership -> Work Motivation | 0.399 | 0.000 |
| Digital Literacy -> Lecturer Performance | 0.362 | 0.000 |
| Digital Literacy -> Work Motivation | 0.484 | 0.000 |
| Work Motivation -> Lecturer Performance | 0.312 | 0.000 |

Charismatic leadership positively and significantly influences lecturer performance of 0.249 with a p-value of $0.000 < 0.05$. Any leadership change will significantly improve the performance of lecturers. Furthermore, leadership significantly influences work motivation of 0.399 with a p-value of $0.000 < 0.05$. Any leadership changes will significantly increase work motivation.

Digital Literacy has a positive and significant influence on lecturer performance of 0.362 with a statistical p-value of $0.000 < 0.05$. Any changes to digital literacy will significantly improve the performance of lecturers. Furthermore, Digital Literacy significantly influences work motivation of 0.484 with a p-value of $0.000 < 0.05$. Any changes to digital literacy will significantly increase work motivation.

Work motivation positively and significantly influences lecturer performance of 0.312, with a p-value of $0.000 < 0.05$. Any change in work motivation will significantly improve the lecturer's performance. The work motivation variable also acts as a mediation variable, with the results shown in Table 4 below:

Table 4. Indirect Effect

| Relationships Between Variables | Path Coefficient | P values |
|---|------------------|----------|
| Charismatic leadership -> Work Motivation -> Lecturer Performance | 0.125 | 0.012 |
| Digital literacy -> Work Motivation -> Lecturer Performance | 0.151 | 0.002 |

Table 4 shows that Charismatic Leadership has a significant and indirect effect on lecturer performance through work motivation of 0.125 with a p-value of $0.012 < 0.05$. This indicates that work motivation is significant as a variable mediating the indirect influence of charismatic leadership on lecturer performance. Because charismatic leadership directly affects lecturer performance, the function of work motivation as a mediating variable is called partial mediation.

Table 4 also shows that Digital Literacy significantly and indirectly influences lecturer performance through work motivation 0.151, with a p-value of $0.002 < 0.05$. This indicates that significant work motivation is a variable mediating the indirect influence of digital literacy on lecturer performance. Because digital literacy significantly affects lecturer performance, motivation is a mediating variable called partial mediation.

4. Evaluate the goodness and fit of the model.

Evaluate the goodness and fit of the model, one of which uses the value of SRMR. The value of SRMR is $0.059 < 0.10$, referring to Schermelleh-Engel et al. (2003) when this value between 0.08 - 0.10 is still acceptable. The proposed model matches or is close to empirical data. The results of the estimated correlation matrix of the model are close to the correlation matrix of empirical data.

5. Discussion

1. Charismatic leadership influences work motivation.

The results showed that Charismatic leadership had a positive and significant effect on the motivation of lecturers' work. This study's results align with Fonseca Da Costa Guterres et al. (2020) and Yazici & Öztirak (2023) research. Charismatic leadership can motivate followers to work optimally by providing direction that the work done has meaning and meaningful purpose (Karim et al., 2023). In line with this opinion, Ly (2020) argues that charismatic leadership that shapes employee values, beliefs, and behaviors can motivate employees to do their jobs. Thus, it can be explained that charismatic leadership affects the motivation of lecturers' work because of the leader's sensitivity to the needs of lecturers by providing meaningful, valuable, and meaningful goals.

2. Charismatic leadership affects lecturer performance.

This study's findings align with the findings of Meslec et al. (2020) that charismatic leadership affects improving individual performance. This research is also reinforced by meta-analytic observations conducted by Banks et al. (2017) that charismatic leadership significantly impacts organizational staff performance. This result can be explained by the leader's attitude towards his followers. Charismatic leadership greatly influences followers' trust, happiness, and performance by paying attention to their needs and work (Hazzam & Wilkins, 2023; Sacavém et al., 2017).

However, this study's findings differ from those of research conducted by Wegge et al. (Wegge et al., 2019),

suggesting that charismatic leadership reduces the performance of specific team members in the face of crisis. Charismatic leadership reduces the performance of a specific team because followers have high determination.

3. Digital literacy affects work motivation.

The results showed that digital literacy positively and significantly affected work motivation. The digital literacy skills that lecturers possess can motivate them to do work. Mohammadyari & Singh's (2015) research shows that digital literacy positively affects employee effort and performance expectations. Effort at work is one aspect of work motivation. Furthermore, Marsh's (2018a) research shows that digital literacy affects employees' work intentions. The findings support this study's results that digital literacy determines work motivation.

4. Digital literacy affects lecturer performance.

This research aligns with Santoso et al.(2019), which shows that digital literacy improves employee performance. Research by Marsh (2018a) and Mohd Abas et al. (2019) strengthens the results of this study, namely that digital literacy and employee performance show a positive relationship. According to Marsh (Marsh, 2018b), digital literacy has important implications for helping employees optimally use digital tools in the workplace. Developing digital literacy in doing work can help individuals and organizations stay competitive in the rapidly evolving digital era (Tinmaz et al., 2022).

Digital literacy skills are essential for lecturers to navigate the digital world, communicate well, and use technology to enhance the classroom teaching experience (Esteve-Mon et al., 2020; Yustika & Iswati, 2020). Therefore, lecturers need to develop digital literacy skills to be able to interact well with students who are digital natives. Lecturers must continue to develop digital literacy to support their performance in implementing the tridarma of higher education in this digital era. This is important because individuals who are not digitally literate tend to be unable to handle various job difficulties related to the digital world (Reddy et al., 2023).

5. Work motivation effects on lecturer performance.

The findings in this study are supported by the findings of Waluyo et al. (2024) that work motivation affects performance positively and significantly. The findings of this study are also reinforced by the conclusions Et al. (2021) that work motivation can improve lecturer performance. This study also found that work motivation is a mediating variable between leadership with performance and digital literacy with performance.

6. Conclusion

Charismatic leadership, digital literacy, and work motivation affect lecturer performance positively and significantly. The stronger the charismatic leadership, digital literacy, and work motivation, the more the lecturers' performance will increase. Charismatic leaders with visionary aspects, sensitivity to the environment, unconventional, daring to take risks, and sensitivity to the needs of members can improve the performance of lecturers in implementing the tridarma. Digital literacy with ease of learning new technology, technical skills using Information and Communication Technology, critical thinking of information received, synthesizing online information, using the internet to communicate, and collaborating at work can improve lecturer performance in implementing the tridarma. Work motivation with aspects of enthusiasm, level of effort, perseverance, and direction of behavior at work can improve the performance of lecturers in implementing the tridarma.

This research can contribute to educational institutions in terms of improving lecturer performance by increasing charismatic leadership, digital literacy, and work motivation. Leaders must pay attention to the digital literacy skills of their subordinates and conduct training to help improve their performance.

Some limitations to the study are as follows: 1) Limited number of samples, which is only 200 respondents; 2) This study only uses three variables that affect lecturer performance. Therefore, this study recommends further research to explore other variables affecting lecturer performance.

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