

The Influence of Transformational Leadership, Organizational Culture, and Rewards  
through an Commitment to Integrated Goal to the Performance of Private Higher Education  
Lecturers in the Central Java Region

Turkish Online Journal of Qualitative Inquiry (TOJQI)  
Volume 12, Issue 8, July 2021: 3912 - 3928

**The Influence of Transformational Leadership, Organizational Culture, and  
Rewards through an Commitment to Integrated Goal to the Performance  
of Private Higher Education Lecturers in the Central Java Region**

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**ABSTRACT**

**Introduction:** Lecturer performance is an important factor in an effort to ensure the quality management of higher education institutions, because the lecturers' performance is a measure of the abilities and skills of personnel in carrying out their duties and responsibilities.

**Objective:** The purpose of this study was to analyze the influence of transformational leadership, organizational culture, and rewards toward commitment to integrated goal and commitment to lecturer performance.

**Methods:** This research applied a quantitative research with a research step (design) of a structural equation model through a Second Order Confirmatory Factor Analysis model approach. The research object was the lecturers of a private university in the coordination scope of LL Higher Education of Region VI Central Java who has a minimum functional position of Expert Assistant. This research was conducted from November to December 2020. The research samples were 365 lecturers chosen using the Krejcie and Morgan formulas and purposive sampling technique. Research variables consisted of transformational leadership, organizational culture, rewards, commitment to integrated goals and lecturer's research performance with 20 indicators.

Results and Conclusions: Transformational Leadership had an effect on Commitment to Integrated Goal ( $2.89 > 1.96$ ) and Commitment to Integrated Goal had an effect on Lecturer Research Performance (t value  $5.99 > 1.96$ ). Organizational Culture has an effect on Commitment to Integrated Goal (t value  $3.68 > 1.96$ ) and Commitment to Integrated Goal has an effect on Lecturer Research Performance (t value  $5.99 > 1.96$ ). Rewards had no effect on Commitment to Integrated Goal (t value  $0.83 < 1.96$ ) and Commitment to Integrated Goal had no effect on Lecturer Research Performance (t value  $7.32 > 1.96$ ).

Keywords: Transformational leadership, Organizational culture, Rewards, Commitment, Lecturer performance

## INTRODUCTION

The low interest and ability of lecturers in Private Higher Education in Central Java to carry out research and scientific work are caused by many factors including (1) The lecturers' business in teaching which lead them to have little time to carry out research, (2) lack of research funding from the universities, (3) the lack of information about research funding grant from the government, (4) the lack of lecturers' expertise in research, (5) the limitation of the scientific journal which are ready to publish the research findings and paper of the lecturers (Pranitasari, 2019), (Pramudyo, 2010). Lecturers' performance is an important factor in the efforts to ensure the management of the quality of higher education, because the lecturers' performance is a standard measure of abilities and skills of personnel to carry out their duties and responsibilities (Anggraeni, RD, 2014; Rahardja, U., Moein, A. and Lutfiani, N., 2018.).

In connection with that case, there are some findings associated with the implementation of the tasks and the fulfilment of the performance, especially in the field of lecturer research. Cultural, institutional, and resources factors significantly affect the lecturers to conduct research (Oringo, JO and Muia, AM, 2016). In addition, in order to improve the research productivity, supporting environment is needed, this includes the leaders' support, clear purpose, and the reduction of teaching burden (Sulo, et.al 2012). The presence of incentives and leadership also positively and significantly affect the lecturers' performance to conduct research and community service. This proves that total reward plays an important role in job satisfaction and increase employee commitment (Paracha et al 2012; Torlak, NG and Kuzey, C., 2019; Taba, 2018).

Steps taken by the Indonesian government to increase lecturers' interest to conduct research is by providing convenience for the lecturers who wish to receive a grant funding in 2017. In accordance with the Regulation of the Minister of Finance No. 106 of 2016 on Letter of Responsibility (SPJ) of research does not need to be accompanied by receipts for expenditures that must be uploaded. This is expected to improve lecturer research (Azzuhri, 2018).

Research gap which became the basis of the study is, among others: (1) the effect of transformational leadership to the commitment of integrated goals; (2) the influence of organizational culture on commitment to integrated goals; (3) the influence of the cultural organization of the commitment to integrated goals; (4) the influence of leadership on performance; (5) the influence of organizational

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culture on performance; (6) the influence of performance rewards; (7) the influence of commitment to integrated goals on performance.

Study on the factors that affect the performance of research, particularly in the context of the university in Indonesia is still relatively minimal. The small number describes the low interest in understanding the research as one of the indicators of key performance in higher education. This research was intended as an academic effort to improve performance, especially lecturer research and the factors that influence it.

The commitment variable gives the greatest contribution to the professional development of lecturers. One of the constraints in self-development is the low self-commitment. It is seen from the lecturers' turnover level which is quite high, the low loyalty of the lecturers to work and institutions, as well as the lack of desire of the lecturers to develop his career as a lecturer (Wang, 2020).

This study only focused on the lecturers' performance in the field of research. In line with the focus, the aim of this research was to improve the lecturers' performance in the field of research.

Based on the explanation of the background, the phenomenon of gaps, research gaps and theory gap above, then the reasons of selecting topics on this research is as follows:

1. Many lecturers focus more on teaching which causes to have little time to do research;
2. The lack of research funding from the private higher education sector so that the productivity in the field of research is low;
3. The lack of information about research funding grant from the government so that there were only few of private higher education lecturers who obtain research funding grant from the government;
4. The lack of expertise of the lecturers in research;
5. Limitations of the scientific journal that is ready to publish the results of research and papers of the lecturers;
6. Researchers/ lecturers scientific publication and intellectual property rights are still very low.

The purpose of this study was to analyze the influence of transformational leadership, organizational culture, rewards toward commitment to integrated goals (KTT) and commitment to lecturer research performance (KPD);

## **METHOD**

### **1. Population and Research Sample**

The object of this research is the lecturers of a private university (PTS) in the coordination scope of LL of Higher Education of Region VI Central Java who has a minimum functional position of Expert Assistant. This research was conducted in November until December 2020. The population of the research lecturers of a private university (PTS) in the coordination scope of LL of Higher Education of Region VI Central Java who has a minimum functional position of Expert Assistant. The number of samples used in the research was determined by using krejcie and morgan methods as a means of measurement to calculate the size of the sample obtaining 365 lecturers.

## 2. Mechanical retrieval of data

Data were collected using purposive sampling, in which lecturers selected were those who had at least functional position of assistant expert. The questionnaire was distributed to 20 private higher educations (PTS) in Central Java, consisting of 9 PTS form of the Universities, 1 institute, 4 college (*sekolahtinggi*), 4 Polytechnics, and 2 academies. The following table is the questionnaire distribution to the Private Higher Education in Central Java.

## 3. Research variables

There were five variables employed in the current research including transformational leadership, organizational culture, rewards, commitment to integrated goals and lecturer research performance, with 20 measurement indicators as follows :

- a. Transformational leadership is a leadership model that has the ability to change the individuals involved in the organization to achieve the organizational target
- b. Transformational leadership indicators include individual consideration, intellectual inspiration, inspirational motivation, and idealized influence.
- c. Organizational culture is a tradition that became characteristic of the typical life of society academic to carry out the process of learning between lecturers and students, conducting research and dedication to the community, and develop ways of thinking critical-analytical, rational and innovative in the environment academic.
- d. Organizational culture indicators include Involvement, Consistency, Adaptability, and Mission.
- e. Rewards is the form of an award given to the service provided to a person or group because they been behaving well, doing well or obtaining achievement, providing a contribution, or successfully carrying out the tasks that are given according to the targets.
- f. Reward indicators include salary and bonuses, career development, and psychological and social rewards.
- g. Commitment to integrated goals is self-determination in achieving shared goals that have been set with the support of integrated services.
- h. The indicators of commitment to integrated goal include Affective Commitment, Continuance Commitment, Normative Commitment, Competence, Reliability, Responsiveness, and Accessibility
- i. Lecturer Research Performance is a real behaviour displayed by a lecturer as a result of work performance, especially in the field of research.
- j. Lecturer research performance indicators include research and publications.

## 4. Data Collection Method

The data collection was done by collecting the primary and secondary data online through books and journals

## 5. Data Analysis Techniques

The data analysis technique used was SEM, while the research design used was quantitative research with a research step (design) of a structural equation model through a Second Order Confirmatory

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Factor Analysis model approach. There were 7 steps were carried out, those are: (1) Model Conceptualization, (2) Developing path diagrams, (3) Model Specifications, (4) Model Identification, (5) Estimation of parameters, (6) Ratings of model fit, and (7) Model interpretation and modification.

## RESULTS

### 1. Characteristics of respondents

#### a. Gender

Based on the gender, most of the respondents are women (198 or 54% of the total respondents). The following table presents the characteristics of the respondent based on the gender.

Table 1 Characteristics of Respondents Based on the Gender

Gender	Amount	Percentage (%)
Man	173	47
Woman	192	53
<b>Total</b>	365	100

#### b. Age

Based on the age, most of the respondents were at the age of 46-55 years old (31% of the total respondents). The following table presents the characteristics of respondents based on the age.

Table 2 Characteristics of Respondents based on the Age

Age	Amount	Percentage (%)
<25	47	13
26-35	75	20
36-45	110	30
46-55	112	31
56-65	21	6
>65	-	-
<b>Total</b>	365	100

#### c. Education Level

Based on the education qualification, based on the respondents were S2 graduates by 350 lecturers (96%). The following table presents the characteristics of respondents according to the education level.

Table 3 Characteristics of Respondents based on the Education Level

Education Level	Amount	Percentage (%)
S2	350	96
S3	15	4
<b>Total</b>	<b>365</b>	<b>100</b>

**d. Functional Position**

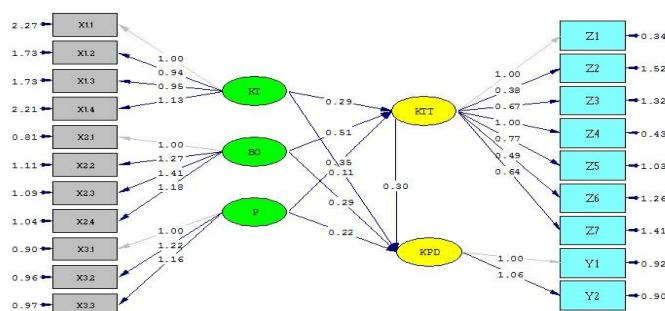
Based on the functional position, most of the respondents had functional position of Assistant Expert by 213 respondents (59%). The following is a table of respondents' characteristics according to the academic functional position of the lecturer.

Table 4 Characteristics of Respondents based on the Functional Position

Functional Position	Amount	Percentage (%)
Expert Assistant	213	59
Lecturer	95	26
Head Lecturer	57	15
<b>Total</b>	<b>365</b>	<b>100</b>

**2. Model Specification**

At the stage of model specification related to the model establishment which is the establishment of relationships between one latent variable to the other latent variables and the establishment of relationships between one latent variable with the other manifest variable based on the theory applied. The combination of all SEM components into a complete model of the measurement model and structural model is commonly called Full and Hybrid Model. The combination of all SEM components is depicted in a Path Diagram to make it easier to see the causality relationships that need to be tested (Figure 1).



Based on the Figure 1, the loading factor of Z2 indicator was 0.38 and the loading factor of Z6 indicator was 0.49. These values are less than 0.5. Therefore, in order to establish a fit model the Z2 and Z6 were removed, thus re-estimation was done to see the new structural model.

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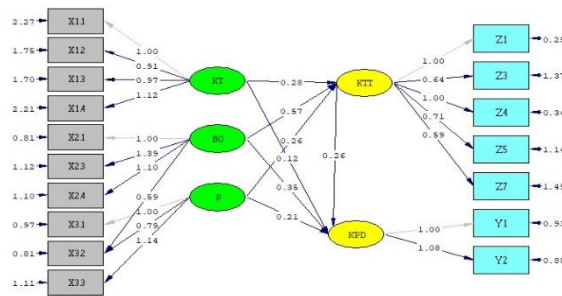


Figure 2 Re-estimation of path analysis

Based on the results of the re- estimation as shown in Figure 2, no Loading Factor of all the indicators were smaller than 0.50. Thus, all indicators declared valid and the evaluation process of the model can be resumed.

### 3. Model Identification

In SEM, over-identified model (degree of freedom (df) positive) is expected, while under-identified model (degree of freedom (df) negative) is avoided. The coefficient of the influence of exogenous variables, endogenous variables, the value of error variance and t value of each measurement model equation is as follows:

Number of Iterations = 38

Based on the estimation results of the measurement model above, it is known that the loading factor for each manifest variable X and manifest variable Y has been estimated. It can be seen from the t value of each indicator that is more substantial than 1.96 (the value of t table 5%, with the data amounts to 365 samples).

### 4. Model Estimation

The SEM model consists of 2 structural equations. The estimation results below contain information from the two structural equations, following the estimation results of the structural equations:

Structural Equations

$$KTT = 0.15*KT + 0.37*BO + 0.044*P, \text{ Errorvar.} = 0.64, R^2 = 0.36$$

(0.048) (0.076) (0.052) (0.074)

3.09 4.85 0.84 8.67

$$KPD = 0.39*KTT + 0.066*KT + 0.31*BO + 0.12*P, \text{ Errorvar.} = 0.30, R^2 = 0.70$$

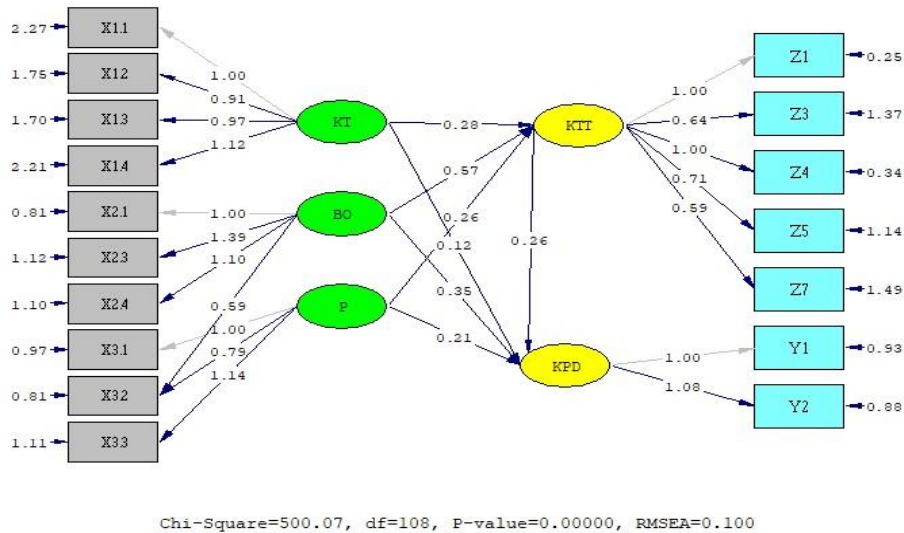
(0.066) (0.039) (0.068) (0.046) (0.071)

5.99 1.70 4.61 2.57 4.29

The output above stated that all variables positively affect the commitment to Integrated Goal (KTT). In addition, the variables in the next structural equation model also positively affect the Lecturers' research performance (KPD).

### 5. Fit Test and Re-Specification of Measurement Model

In this stage, validity test was conducted to determine whether the factors of the variables used for each latent was in accordance with what is measured. In the measurement model, the model fit test can be seen from the validity and reliability of the measurement model. First is conducting the validity test of the measurement model, whose standard factor load > 0.5.



**Figure 3. The first stage of CFA testing**

Based on the output above, it can be seen that the smaller the Chi-Square value, the better the p-value and the load factor of the default. It means that this research did not have good compatibility level yet. In order to improve the overall fit of the model, it can be done by using index. Modification index can be done by adding paths or adding error covariance.

After the modification index was done, then the new measurement model was obtained. Results of the new measurements model can be seen in the Figure 4



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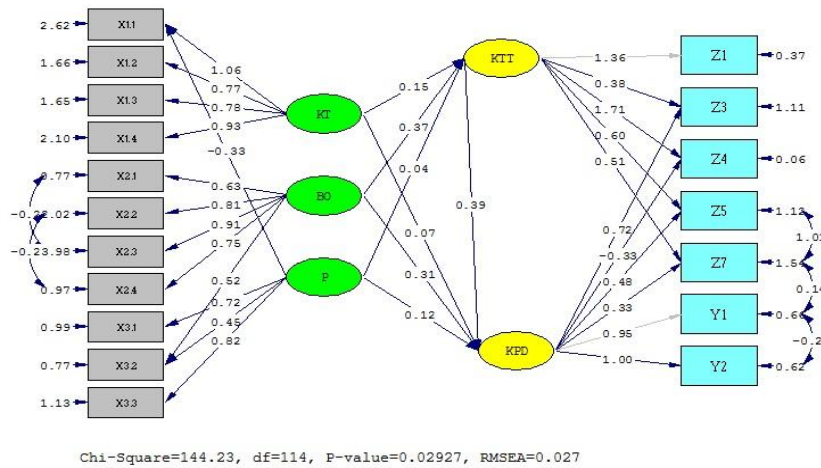


Figure 4 CFA results after modification

After conducting the tests for two times, the results of overall model measurement with valid variable values were obtained. After valid measurement model was obtained, it was then continued by model fit test.

Evaluation of Goodness of Fit aimed to test the feasibility of the model (Full Models) as a whole to pay attention to the calculation results of the Goodness of Fit Statistics index. The following table presents the criteria of Goodness of fit and its results (Ghozali, 2008).

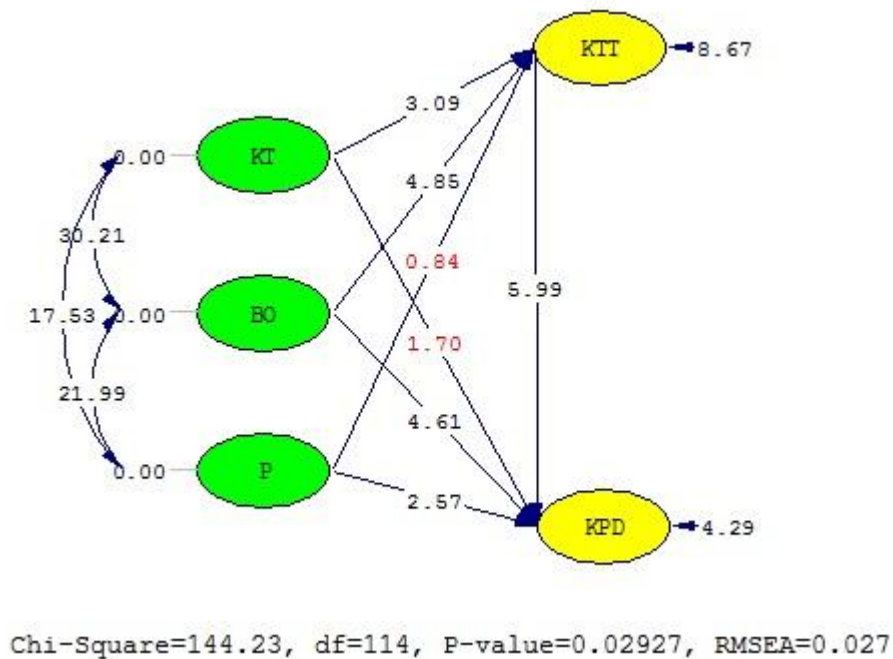
Table 5 Goodness of Fit

No.	GoF size	Estimation Results	Criteria	Conclusion
1	df	114	Must be small	Fit
2	NCP	30.23	Must be small	Fit
3	RMSEA	0.27	≤ 0.08	Fit
4	ECVI	0.71	< 2.51	Fit
5	AIC models	258.23	< 342	Fit
6	CAIC models	537.53	< 1012.3	Fit
7	NFI	0.98	> 0.90	Fit
8	TLI or NNFI	0.99	> 0.90	Fit
9	PNFI	0.73	Must be small	Fit
10	CFI	1.00	> 0.97	Fit
11	IFI	1.00	> 0.90	Fit
12	RFI	0.98	> 0.90	Fit
13	CN	373.44	> 200	Fit
14	SRMR	0.033	< 0.05	Fit
15	GFI	0.96	> 0.90	Fit
16	AGFI	0.94	> 0.88	Fit
17	PGFI	0.68	> 0.5	Fit

According to Ghazali (2008:102), overall goodness of fit can be assessed based on at least 5 criteria. Based on the output above, it can be seen that there were 17 indicators that show the fit value of the criteria, those are df, RMSEA, ECVI, CAIC Model, NFI, TLI/NNFI, PNFI, CFI, IFI, RFI, SRMR, GFI and PGFI. This shows that the model is in the category of Goodness of fit. This means that the sample covariance matrix is relatively the same as the estimated covariance matrix.

## 6. Hypothesis test

The hypothesis was tested to determine whether the truth of hypothesis formulated can be tested or not. The hypothesis testing in this study used path analysis techniques as a result of the model respecification from the SEM (Structural Equation Model) model.



**Figure 5 t-value path analysis**

Based on the picture above, the following is a description of the structural equations to obtain the hypothesis results:

### 1. First Hypothesis

A value of 0.15 was obtained, while the error value was 0.0048. If the KTT value is divided by the error value, the t value is 3.09. Since the t value is more than 1.96, thus it can be concluded that the coefficient of the direct influence of KT towards KTT is significant with error variance of 0.64 and determination coefficient  $R^2$  of 0.36. Therefore, the first hypothesis which states that there is a positive and significant impact of KT towards KTT is acceptable.

### 2. Second Hypothesis

There is a positive and significant influence of organizational culture (BO) on commitment to integrated goals (KTT) of 0.37, while the error value is 0.076. If the KTT value is divided by the error value, the t value is 4.85. Since the t value is more than 1.96, it can be concluded that the

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coefficient of direct influence of BO on the KTT is significant with an error variance of 0.64 and a determination coefficient  $R^2$  of 0.36. Thus, the second hypothesis which states that there is a positive and significant effect of BO on the KTT can be accepted.

3. Third Hypothesis

There is a positive and insignificant effect of rewards (P) on commitment to integrated goals (KTT) of 0.44, while the error value is 0.052. If the KTT value is divided by the error value, the t value is 0.84. Since the t value is less than 1.96, it can be concluded that the coefficient of direct influence of P on KTT is not significant with an error variance of 0.36 and a coefficient of determination  $R^2$  of 0.64. Thus, the third hypothesis which states that there is a positive and significant effect of P on the Summit cannot be accepted.

4. Fourth Hypothesis

There is no significant effect of transformational leadership (KT) on research performance (KPD) by 0.66, while the error value is 0.39. If the KPD value is divided by the error value, the t value is 1.70. Since the t value is less than 1.96, thus it can be concluded that the coefficient of direct influence of KT on KPD is not significant with an error variance of 0.20 and a coefficient of determination  $R^2$  of 0.70. Thus, the fourth hypothesis which states that there is a positive and significant effect of KT on KPD cannot be accepted.

5. Fifth Hypothesis

There is a positive and significant influence of organizational culture (BO) on research performance (KPD) by 0.31, while the error value is 0.068. If the KPD value is divided by the error value, the t value is 4.61. Since the t value is more than 1.96, thus it can be concluded that the coefficient of direct influence of BO on KPD is significant with an error variance of 0.30 and a coefficient of determination  $R^2$  of 0.70. Thus, the fifth hypothesis which states that there is a positive and significant effect of KT on KPD can be accepted.

6. Sixth Hypothesis

There is a positive and significant effect of reward (P) on research performance (KPD) by 0.12, while the error value is 0.046. If the KPD value is divided by the error value, the t value is 2.57. Since the t-value is more than 1.96, thus it can be concluded that the coefficient of direct influence of BO on KPD is significant with an error variance of 0.30 and a coefficient of determination  $R^2$  of 0.70. Thus, the sixth hypothesis which states that there is a positive and significant effect of KT on KPD can be accepted.

7. Seventh Hypothesis

There is a positive influence and commitment to integrated goals (KTT) on research performance (KPD) of 0.39, while the error value is 0.66. If the KPD value is divided by the error value, the t value is 5.99. Since the t-value is more than 1.96, thus it can be concluded that the coefficient of direct influence of BO on KPD is significant with an error variance of 0.30 and a coefficient of determination  $R^2$  of 0.70. Thus, the first hypothesis which states that there is a positive and significant effect of KT on KPD can be accepted.

The results of testing the indirect effect of the independent variable on the dependent are as follows:

Table 6 Total indirect effect

**Indirect Effects of KSI on ETA**

	<b>KT</b>	<b>BO</b>	<b>P</b>
<b>KTT</b>	--	--	--
<b>KPD</b>	0.06 (0.02)	0.15 (0.04)	0.02 (0.02)
	2.89	3.68	0.83

#### **Total Effects of ETA on ETA**

	<b>KTT</b>	<b>KPD</b>
<b>KTT</b>	--	--
<b>KPD</b>	0.39 (0.07)	--
	5.99	

#### **Indirect Effects of KSI on ETA**

#### **Total Effects of ETA on ETA**

In order to find out whether the indirect effect of the independent variable on the dependent through the mediating variable is significant or not, it can be done by detecting the effect of direct mediation (Ghozali, 2008:115). The following are the results of the indirect effect:

1. Transformational Leadership has an effect on Lecturer Research Performance through Commitment to Integrated Goal. This is because Transformational Leadership has an effect on Commitment to Integrated Goal ( $2.89 > 1.96$ ) and Commitment to Integrated Goal has an effect on Lecturer Research Performance (t value  $5.99 > 1.96$ ).
2. Organizational Culture has an effect on Lecturer Research Performance through Commitment to Integrated Goals. This is because Organizational Culture has an effect on Commitment to Integrated Goal (t value  $3.68 > 1.96$ ) and Commitment to Integrated Goal has an effect on Lecturer Research Performance (t value  $5.99 > 1.96$ ).
3. Rewards have no effect on Lecturer Research Performance through Commitment to Integrated Goal. This is because the reward has no effect on Commitment to Integrated Goals (t value  $0.83 < 1.96$ ) and Commitment to Integrated Goals has an effect on Lecturer Research Performance (t value  $7.32 > 1.96$ )

### **DISCUSSION**

There is a positive and significant influence of transformational leadership (KT) on commitment to integrated goals (KTT)

Transformational leadership transform or change something into a different form, for example transforming vision into reality, potential into actual, latent into manifest and so on (Berkovich, I., 2016.; Glanz, J., 2007; Eyal, O. and Roth, G., 2011). Transformational leadership will influence

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people so that they make efforts in achieving the group goals (Ndemo, B. and Weiss, T., 2017; Warrick, DD, 2011; Paarlberg, LE and Lavigna, B., 2010).

Transformational leadership is an activity that affects people to work together to achieve the goal they want. The essence of transformational leadership is changing potential into real power, changing the potential of the institution into power to improve the quality of processes and outcomes of learning. Thus, the leadership of the head of school can be defined as forms or styles applied in influencing subordinates which consists of teachers, administration staffs, students, and the students' parents (East, JF, 2018.; Boateng, 2014; Hadebe, 2013). In transformational leadership, the leader has the power to influence subordinates with certain methods. Through the application of transformational leadership, subordinates will feel trusted, valued, loyal and respectful to their leaders (Odomeru, 2013; Afsar, B. and Umrani, WA, 2020; Yahaya, R. and Ebrahim, F., 2016).

Transformational leadership is a leadership style used by a manager if he wants a group to widen its limits and performs beyond the status quo or achieves a series of entirely new organizational goals. In principle, transformational leadership motivates the subordinates to do better. In other words, it can increase the subordinates' self-confidence that will improve the performance (Andriyani, 2018; Purwanto, 2018; Nguyen et al., 2017; Jyoti, 2015).

A transformational leader should be able to transform organizational resource optimally in order to achieve the objectives which is significantly in accordance with the targets that have been set (Noviyanti, 2020). This resource referred to the human resources, facilities, funding, and organizational external factor. In addition, the indicator of transformational leadership are a reformer, providing an example, encouraging the performance of subordinates, harmonizing the environmental work, empowering subordinates, acting on a system value, improving skills continuously, and is able to face complicated situation (Uhbiyati, N., 2021; Cavazotte, F, 2012; Umar, 2021).

**There is a positive and significant influence of organizational culture (BO) on commitment to integrated goals (KTT) and Lecturer Research Performance (KPD).**

Organizational culture has a positive impact on employee performance. The better the organizational culture climate, the higher the employees' performance (Shahzad, F. Iqbal, Z. and Gulzar, M., 2013). Good participation from the entire element can create good organizational cultures, so the purpose of the organization can be achieved (Awadh, AM and Alyahya, MS, 2013; Chang, 2015). Good organizational culture can create good job climate, so that it is expected to improve the performance of research performance of the lecturers and commitment to the organizational goal that has been established (Anwar, 2016; Schulz, J., 2013; Beare, H., Caldwell, BJ and Millikan, RH, 2018).

There are some functions and role of organizational culture as stated by Robbins, Stephen P. & Judge, Timothy A (2016 : 301), those are (1) culture has a role to define the limits, so as to create a difference between one organization to the others; (2) culture can deliver a feeling of the identity for the members of the organization; (3) culture will facilitate the commitment of anything more substantial than individual interests; (4) culture promotes the stability of the social system; (5) culture embedded the social which helps bind the organization together by providing a standard for what the employees said and done; (6) culture is the collection of feelings and control mechanisms that guide and shape the behavior of the employees.

Organizational culture is a system or pattern that regulate the employees' behavior in the form of values embedded as a whole used to realize the purpose of the organization (Bertels, S., Papania, L. and Papania, D. 2010; Cameron, KS and Quinn, RE, 2011; Madhani, PM, 2014). Organizational culture can also be interpreted as guidelines and patterns of behavior of the employees in the work and act in accordance with the customary habit and policy of the organization to achieve the goal together. A good organizational culture is very important to improve lecturer's research performance and organizational goals (Syakur, A., Susilo, TAB, Wike, W. and Ahmadi, R., 2020; Purnama, C., 2013; Valmohammadi, C. and Roshanzamir, S., 2015).

**There is a positive and significant effect of award (P) on research performance (KPD)**

A person's performance can improve if there is a reward given on the success achieved (Dobre OI, 2013; Ek, K. and Mukuru, E., 2013; Armstrong, M., 2010). Compensation or reward significantly and positively affects the lecturers' performance. The provision of compensation (additional allowances) includes as a form of job satisfaction, remuneration for lecturers so that they can meet physical needs and social status (Polnaya, I., Nirwanto, N. and Triatmanto, B., 2018; Muguongo, MM, Muguna, AT and Muriithi, DK, 2015; Ansori, M. and Caroline, C., 2018.). The results can be used as knowledge and positive input so that they are encouraged to improve their performance.

Higher Education should try to improve lecturers' performance through supporting incentives. Research has proven that when humans feel valued and praised, they tend to improve their performance (Oringo, JO and Muia, AM, 2016; Falola, HO, Ibidunni, OS and Olokundun, AM, 2014; Stringer, C., Didham, J. and Theivananthampillai, P., 2011.) Reward system is a solution to increase the lecturers' performance. Research shows that rewards have a positive effect on lecturer performance. Based on the exposure of some of the results of the research above, it can be stated that the compensation has the effect to increase the performance of the employee, in this case is the performance of lecturer (Hanushek, EA 2010; Dinham, S., 2013; Hill, HC, Kapitula, L. and Umland, K., 2011).

## **Conclusion**

**There is a positive and significant influence of transformational leadership (KT) on commitment to integrated goals (KTT). There is a positive and significant influence of organizational culture (BO) on commitment to integrated goals (KTT). There is a positive and significant influence of organizational culture (BO) on research performance (KPD). There is a positive and significant effect of rewards (P) on the performance of research (KPD), a positive influence and commitment to integrated destination (KTT) on the performance of research (KPD). Transformational Leadership has an effect on Lecturer Research Performance through Commitment to Integrated Goal. Furthermore, Organizational Culture also affects Lecturer Research Performance through Commitment to Integrated Goals.**

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