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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND LECTURER MOTIVATION ON LECTURER PERFORMANCE THROUGH TACIT KNOWLEDGE SHARING AT THE INSTITUT SAINS DAN TEKNOLOGI TERPADU SURABAYA

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ABSTRACT

The Industrial Revolution 4.0 era created an environment known as VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) as a result of rapid technological advances. VUCA impacts how people make decisions, plan, manage risk, drive change and solve problems in an increasingly information-hungry society. This change also requires leaders to think faster, process information in a short time, and have a clear vision. Higher education leaders need to provide good control to improve lecturer performance in preparing students for an increasingly complex world of work. Improving soft skills for students is a big challenge for university lecturers. Therefore, higher education leaders, such as at the Institut Sains dan Teknologi Terpadu Surabaya (ISTTS), must develop a transformational leadership management system that supports lecturer motivation, both intrinsic and extrinsic, and encourages the sharing of tacit knowledge. This research uses quantitative methods by collecting data through face-to-face questionnaires. The results of the descriptive analysis show that the role of leadership, lecturer motivation, and tacit knowledge sharing have a significant effect on lecturer performance, which in turn influences the overall performance of the institution. This research also found that the role of transformational leadership does not directly influence lecturer performance but through the mediation of tacit knowledge sharing. Lecturer motivation, on the other hand, has a significant influence both directly and through tacit knowledge sharing. Tacit knowledge sharing also has a positive and significant impact on lecturer performance. These findings confirm that transformational leadership and lecturer motivation have an impact on lecturer performance through sharing tacit knowledge.

Keywords: *transformational leadership, lecturer motivation, tacit knowledge sharing, lecturer performance*

INTRODUCTION

The phenomenon of the Industrial Revolution era 4.0 (digitalization era) is felt by all fields that interact with increasing technological sophistication. Where this phenomenon is known as VUCA which is an acronym for Volatility, Uncertainty, Complexity, Ambiguity (Bennis & Nanus, 2007). About the VUCA digitalization phenomenon on the research object, namely ISTTS, it was found that there had been significant fluctuations in lecturer performance. Lecturer performance at a higher education institution is the real behavior displayed by each lecturer as a work achievement produced by the lecturer in their role. To be able to determine the quality of lecturer performance, clear criteria are needed. Based on (1) Law No. 20 of 2003 concerning the National Education System, (2) Law No. 14 of 2005 concerning Teachers and Lecturers, and (3) Government Regulation No. 60 of 1999 concerning Higher Education; Lecturer performance includes several aspects, namely: aspects of work quality, timeliness, initiative, ability, and communication. Lecturer performance is very important in the efforts of higher education institutions to achieve their goals. In a competitive and globalized world, every university, such as ISTTS, requires high lecturer performance. At the same time, lecturers

as the spearhead of a higher education institution need feedback from the institution on the results of their work as a guide for their behavior in the future.

Transformational leadership is a leadership style carried out by leaders by empowering the people they are responsible for working together to realize the company's vision. A leader who applies transformational leadership has a visionary view and can facilitate his followers to improve the necessary skills. Transformational leadership at ISTTS is implemented through the behavior of leaders who become exemplary individuals, individuals who are inspired for lecturers to align personal goals with higher education goals, individuals who provide opportunities for lecturers to develop academically, individuals who pay attention to individual lecturers and provide constructive solutions if lecturers face problems in completing their assignments.

Lecturer motivation is an encouragement of the lecturer's enthusiasm for the will and desire to act to achieve the best teaching methods and self-development. Lecturer motivation at ISTTS is implemented through internal and external motivation. Internal motivation can be achieved in two ways, namely (1) when lecturers can carry out self-actualization in developing their potential maximally and purposefully and can give students the freedom to develop their knowledge and talents in the classroom; (2) when lecturers have the opportunity to receive awards for their achievements and are free to give appreciation to students for their achievements in class. External motivation is achieved in three ways, namely (1) when lecturers are positioned humanely by the leadership by receiving attention, love, and empathy, and are positioned as an important part of higher education and are candidates in similar situations to students in the classroom; (2) when lecturers feel safe and comfortable in the work environment so that they can provide a similar conducive atmosphere to students; (3) conditions where the main needs of lecturers as humans are met, such as adequate rest hours, food, drink and sufficient holidays so that lecturers can also provide similar attention to students.

Tacit knowledge sharing is sharing knowledge that someone has based on personal experience, informally and contextually so that it is very difficult to translate in words. This knowledge generally takes the form of talent, wisdom, insight, and intuition. Tacit knowledge sharing at ISTTS is implemented through informal social interaction with good communication and mutual trust, interpreting informal communication into a conceptual understanding through actions that are easy to understand, combining these actions as knowledge that can be translated into words, and transforming knowledge in the form of action into lecturer behavior as a source of new tacit knowledge.

Lecturer performance is the real behavior displayed by a lecturer as a work achievement that is produced by his role as a functional academic staff member. The work results achieved by a lecturer are by authority and responsibilities in order to achieve educational toly, do not violate the law, and are in accordance with applicable norms or etbyformance is implemented through the lecturer's skills in completing their main duties and responsibilities as teaching staff, positive lecturer behavior in supporting programs and activities organized by the campus, and lecturer skills in adapting to changes in this disruptive era will greatly support the quality of education provided by the college relevant height.

Conservation of Resources (COR) Theory was first expressed by Hobfoll (Hobfoll, 2011; Holmgreen et al., 2017). The principles of COR theory are that people strive to obtain, retain, protect, and preserve valued things called resources. Resources are valued in terms of personal

rights or serve as a means to obtain valued goals. In COR theory there are four basic types of resources: (1) Object resources (e.g., cars, houses), (2) Condition resources (e.g., jobs, possessions), (3) Personal resources (e.g., skills and personal character), and (4) Energy resources (e.g., time, knowledge, money). The COR theory further explains that stress will be felt by individuals when the main resource: (1) is threatened with being lost, (2) is lost, or (c) the individual fails to obtain the main resource with significant effort. Therefore, COR theory is a kind of motivation theory that continues genetic resources for survival in life (Hobfoll et al., 2018).

Another limitation is the limitation of studying knowledge sharing. According to (Osterloh & Frey, 2000) knowledge is the process of transferring knowledge from one person to another within an institution. In other words, the process of gathering shared knowledge among institutional members. According to Polanyi (Polanyi, 1966, 2009),knowledge sharing is classified into two types including tacit knowledge sharing and explicit knowledge sharing. In this research, knowledge sharing is studied from the type of tacit knowledge sharing, namely sharing knowledge that is very personal and occurs naturally so that transformation requires personal interaction.

Based on the explanation above, the purpose of this study is as an alternative reference that provides information for anyone who wants to research how the transformational leadership style, especially involving tacit knowledge sharing to achieve employee performance has been planned, especially in higher education environments.

This study is expected to provide benefits for leaders at universities in Indonesia, especially private technical universities, to improve their leadership and institutional abilities, especially in "disruptive" situations where changes in all fields occur very quickly, so a leader needs to understand the transformational leadership style in any institution today apart from other leadership styles. Leaders can also use these elements to assess potential leaders who will replace them.

METHOD

In this research, researchers conducted quantitative research on research objects. In conducting quantitative research, one of the important steps is first to create a research design (blueprint) which is essentially a strategy for achieving the research objectives that have been set and acts as a guide or guide for researchers throughout the research process. This research produces findings that can be obtained using statistical or quantification (measurement) procedures. The quantitative approach focuses research on symptoms that have certain characteristics in human life which are called variables.

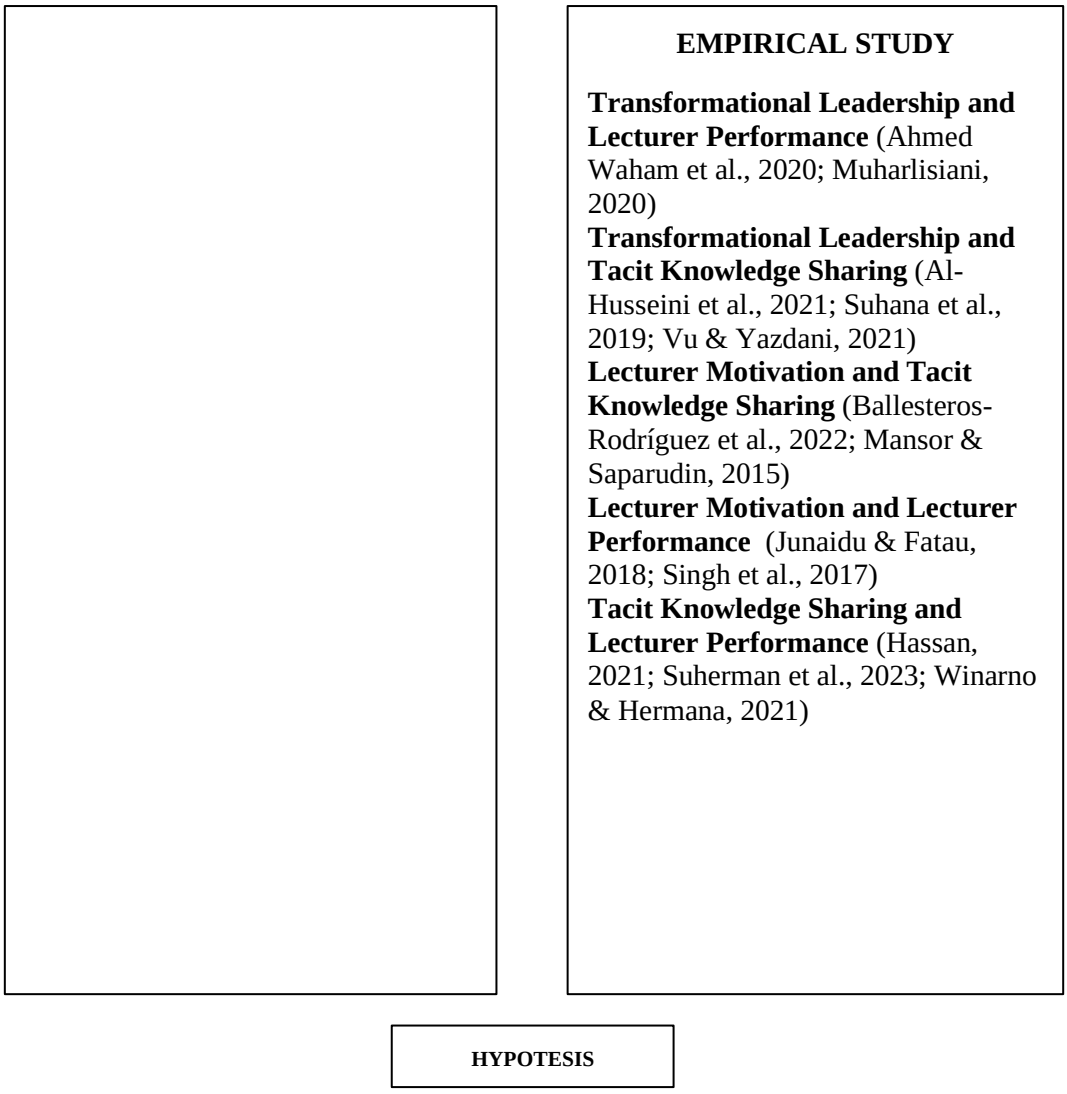

Figure 1. Thinking Process Framework

Based on the thought process framework, the main theory and previous research are very closely related to each other in creating an institution that is adaptive and able to compete in the current digital disruptive era. Each of the main theories in theoretical studies has been proven true by previous researchers through empirical studies carried out to form a complete and clear understanding. This led researchers to dig deeper into the validity of these theories in the world of higher education, especially at the Institut Sains dan Teknologi Terpadu Surabaya (ISTTS) by forming a common thread of connection between transformational leadership, lecturer motivation, tacit knowledge sharing, and lecturer performance.

Research Conceptual Framework

The following is an image of the conceptual framework according to studies conducted at the Surabaya Integrated Science and Technology Institute (ISTTS).

In Figure 2, it can be seen that the transformational leadership variable and lecturer motivation as exogenous (independent) latent variables have a direct effect on the lecturer performance variable. Meanwhile, the tacit knowledge sharing variable as an intervening (mediation) variable between transformational leadership and lecturer motivation has an

indirect influence on lecturer performance. The lecturer performance variable acts as an endogenous (dependent) variable which depends on transformational leadership, lecturer motivation, and tacit knowledge sharing. The transformational leadership and lecturer performance variables each have 4 indicators to strengthen the relationship to other variables. Meanwhile, the lecturer motivation and tacit knowledge sharing variables each have 5 indicators as measurements that influence other variables.

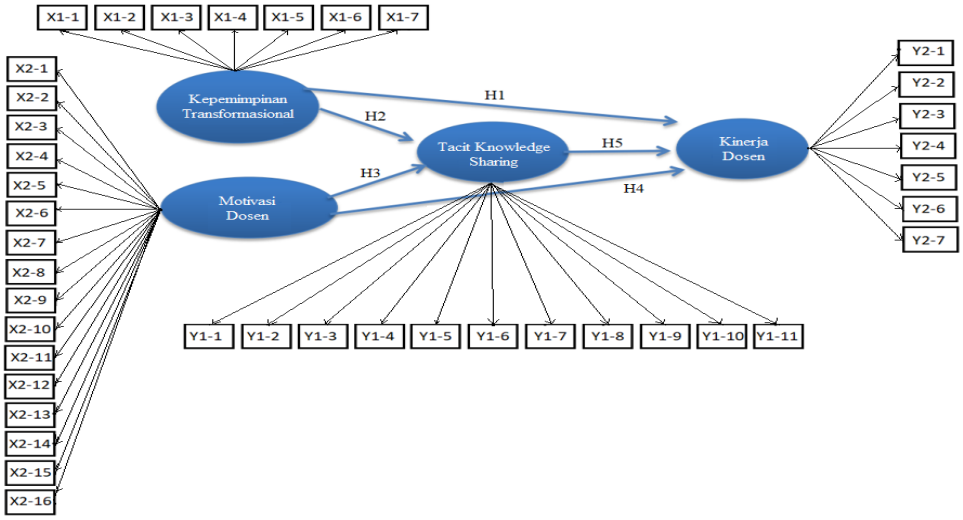

Figure 2 Research Conceptual Framework
Source: processed data

Hypothesis

Based on the background, theoretical review, previous research, and research model, the hypothesis proposed in this research is:

1. Transformational leadership influences the performance of lecturers at the Surabaya Integrated Science and Technology Institute.
2. Transformational leadership influences tacit knowledge sharing at the Surabaya Integrated Science and Technology Institute.
3. Lecturer motivation influences tacit knowledge sharing at the Surabaya Integrated Science and Technology Institute.
4. Lecturer motivation influences lecturer performance at the Surabaya Integrated Science and Technology Institute.
5. Tacit knowledge sharing influences the performance of lecturers at the Surabaya Integrated Science and Technology Institute.
6. Transformational leadership influences lecturer performance through tacit knowledge sharing at the Surabaya Integrated Science and Technology Institute.
7. Lecturer motivation influences lecturer performance through tacit knowledge sharing at the Surabaya Integrated Science and Technology Institute.

Population, Sample, and Sampling Techniques

Population is the entire number of people or residents in an area. The meaning of population is all the data that is of interest to researchers. In other words, a population is a group of people, objects, or things that are the source of sampling, a collection that meets the

requirements of the research problem. In this study, the sample used was all members of the population (saturated sample), namely non-structural teaching staff (permanent and non-permanent lecturers) at the Surabaya Integrated Science and Technology Institute (ISTTS) who were actively involved in the teaching and learning process in the 2022/2023 academic year. 71 people were registered at the civil service bureau to test the research hypotheses.

The sampling technique in this research is a census sampling technique (saturated sampling). According to (Sugiyono, 2020) the census sampling technique is a sample determination technique when all members of the population are used as samples. The research method used is quantitative research using a questionnaire data collection tool which contains several statements that will be answered by each respondent in the population at ISTTS. The research measurement scale used is a 1-5 Likert Scale which represents 1 (strongly disagree) to 5 (strongly agree). Next, the results of the questionnaire were processed using Structural Equation Modeling (SEM) because this research had limitations in the number of samples while the model built was complex.

Data Analysis Technique

The data analysis technique used to answer the problem formulation in this research consists of two methods, namely Descriptive Statistics and inferential data analysis using SEM-PLS (Structural Equation Modeling - Partial Least Square).

RESULTS AND DISCUSSION

The Influence of Transformational Leadership on Lecturer Performance

The results of the hypothesis test prove that the correlation coefficient value of transformational leadership on lecturer performance is 0.146 with a statistical t-value of 1.457 (< 1.96) and a P-value of 0.146 (> 0.05). Based on the results of this analysis, it can be interpreted that the performance of ISTTS lecturers is not influenced by the transformational abilities of their leaders. They also build their performance from other conditions implemented at the ISTTS institution, the role of the leader is more focused as a captain who directs the institution's goals through vision and mission. By improving the capabilities of all human resources within the institution, it is hoped that the performance of lecturers will improve, which will ultimately improve the quality of education at ISTTS.

This research is not in line with the research of Ahmed Waham et al., 2020; Muharlisiani, 2020) which state that transformational leadership has a very positive and direct influence on lecturer performance. Conditions like this can occur in educational institutions such as ISTTS because educational institutions have different characteristics from business institutions. Human resources in educational institutions have a fairly high standard with the accompanying academic freedom.

The Influence of Transformational Leadership on Tacit Knowledge Sharing

Descriptive statistics for transformational leadership have a mean value of 3.9673 with a standard deviation of 0.6188. This means that respondents tend to agree on all the transformational leadership measurements used in this research, namely: leaders regularly schedule discussions to evaluate lecturer performance (X1-1), leaders carry out PDCA Strategic planning (Planning, Doing, Controlling, Action) (X1-2), the leadership carries out a SWOT (Strength, Weaknesses, Opportunity, Threat) evaluation of the lecturer's condition (X1-3), the leadership provides a quick response to problems that occur (X1-7). Meanwhile, the

measurement that has the largest mean value (4.0704) with a standard deviation (0.68293) is that leaders respond quickly to problems that occur. Meanwhile, the measurement that has the smallest mean value (3.8169) with a standard deviation (0.66138) is the leader conducting a SWOT (Strength, Weaknesses, Opportunity, Threat) evaluation of the lecturer's condition. Meanwhile, tacit knowledge sharing has a mean of 4.0654 with a standard deviation of 0.6210. This means that respondents agree with all measurements of the tacit knowledge-sharing variable, namely: lecturers foster an atmosphere of love (Y1-5), lecturers foster a humble atmosphere (Y1-6), lecturers foster a fair atmosphere (Y1-7), lecturers foster a spirit of hard work (Y1-8), and lecturers foster a spirit of never giving up (Y1-9). Meanwhile, the measurement that has the largest mean value (4.0986) with a standard deviation (0.65803) is that lecturers foster a spirit of never giving up. Meanwhile, the measurement that has the smallest mean value (4.0423) with a standard deviation (0.59610) is that lecturers foster a fair atmosphere.

The majority of respondents strongly agree with the indicators in this variable, proving that the correlation coefficient value of transformational leadership towards tacit knowledge sharing is 0.343 with a statistical t value of 2.939 (> 1.96) and a P value of 0.003 (< 0.05). Based on the results of this analysis, it can be interpreted that tacit knowledge sharing at ISTTS is directly influenced by the resource capabilities of transformational leaders. This means that the better the transformational leadership process carried out by the leadership and management at ISTTS, the more tacit knowledge-sharing behavior will directly increase in the campus environment.

In previous studies, the results showed that transformational leadership had quite a large influence on tacit behavior, as well as on the results of the questionnaire obtained in this study. The results of this research are also in line with research by Al-Husseini et al. (2021); Suhana et al. (2019); and Vu & Yazdani (2021), which states that transformational leadership supports various knowledge including informal tacit knowledge-sharing behavior through learning culture. which are grown in the environment of the unit of analysis concerned. To be able to produce tacit knowledge-sharing behavior within the ISTTS environment, examples of actions from leadership and management are needed regarding specific things such as empathy, love, humility, service, and a culture of sharing with those around them. Based on this atmosphere, it is targeted to create an institution that, apart from being a place to gain knowledge and expertise, also provides joy to the academic community and a conducive working atmosphere.

Transformational leaders are good at inspiring followers by speaking optimistically about what needs to be achieved in the future and instilling in their followers positive behavior related to desired outcomes. Tacit knowledge-sharing behavior will involve lecturers emotionally, they believe in the leader's ability to achieve the mission and goals of the institution.

The Influence of Lecturer Motivation on Tacit Knowledge Sharing

Descriptive statistics of lecturer motivation have a mean value of 4.0615 with a standard deviation of 0.5899. This means that respondents tend to agree with all lecturer motivation measurements used in this research, namely: lecturers monitor learning activities in a disciplined manner (X2-5), lecturers support students' extra-curricular activities dynamically (X2-6), and lecturers provide up-to-date lecture material. to date (X2-9), lecturers are responsible for transferring knowledge to empower students (X2-10), and lecturers are responsible for transferring skills to empower students (X2-11). Meanwhile, the measurement

that has the largest mean value (4.1831) with a standard deviation (0.56845) is that lecturers monitor learning activities in a disciplined manner. Meanwhile, the measurement that has the smallest mean value (3.9859) with a standard deviation (0.52079) is that the lecturer provides up-to-date lecture material. Meanwhile, tacit knowledge sharing has a mean of 4.0654 with a standard deviation of 0.6210. This means that respondents agree with all measurements of the tacit knowledge-sharing variable, namely: lecturers foster an atmosphere of love (Y1-5), lecturers foster a humble atmosphere (Y1-6), lecturers foster a fair atmosphere (Y1-7), lecturers foster a spirit of hard work (Y1-8), and lecturers foster a spirit of never giving up (Y1-9). Meanwhile, the measurement that has the largest mean value (4.0986) with a standard deviation (0.65803) is that lecturers foster a spirit of never giving up. Meanwhile, the measurement that has the smallest mean value (4.0423) with a standard deviation (0.59610) is that lecturers foster a fair atmosphere.

The results of the questionnaire show that the majority of respondents strongly agree with the statements on each indicator in this variable, proving that the correlation coefficient value of lecturer motivation towards tacit knowledge sharing is 0.407 with a statistical t value of 3.441 (> 1.96) and a P value of 0.001 (< 0.05). Based on the results of this analysis, it can be interpreted that tacit knowledge-sharing behavior at ISTTS is directly influenced by lecturer motivational support. It can be interpreted that the greater the lecturer's motivation in working, the more tacit knowledge-sharing behavior will directly increase in the campus environment. This is also in line with research by Ballesteros-Rodríguez et al. (2022); Mansor & Saparudin, (2015); and Shahzadi et al. (2015) which states that attention, joy, and social capital significantly influence sharing intentions among themselves and the community members. academics.

The managerial implication in this research is that ISTTS can improve tacit behavior among lecturers and academic staff to increase achievement motivation which will have an impact on improving the quality of education. Based on the results of the measurement analysis that has been carried out, it was found that to improve tacit behavior on the ISTTS campus, it is necessary to strive for a tacit atmosphere with indicators as mentioned above for lecturers and academic staff in carrying out their daily tasks. Seminars, training with speakers from the management team from ISTTS itself, and professional motivators from outside ISTTS need to be carried out periodically.

The Influence of Lecturer Motivation on Lecturer Performance

Descriptive statistics of lecturer motivation have a mean value of 4.0615 with a standard deviation of 0.5899. This means that respondents tend to agree with all lecturer motivation measurements used in this research, namely: lecturers monitor learning activities in a disciplined manner (X2-5), lecturers support students' extra-curricular activities dynamically (X2-6), and lecturers provide up-to-date lecture material. to date (X2-9), lecturers are responsible for transferring knowledge to empower students (X2-10), and lecturers are responsible for transferring skills to empower students (X2-11). Meanwhile, the measurement that has the largest mean value (4.1831) with a standard deviation (0.56845) is that lecturers monitor learning activities in a disciplined manner. Meanwhile, the measurement that has the smallest mean value (3.9859) with a standard deviation (0.52079) is that the lecturer provides up-to-date lecture material. Meanwhile, lecturer performance has a mean of 4.0520 with a standard deviation of 0.6135. This means that respondents agree with all measurements of

lecturer performance variables, namely: the leader has a programmed HR development program (Y2-1), the leader monitors lecturer performance to ensure the achievement of the vision and mission (Y2-2), the leader creates a working group atmosphere for lecturers (Y2 - 3), leaders create a climate so that lecturers can share knowledge (Y2-4). Meanwhile, the measurement that has the largest mean value (4.1408) with a standard deviation (0.59271) is that leaders create a climate so that lecturers can share knowledge. Meanwhile, the measurement that has the smallest mean value (3.9155) with a standard deviation (0.60348) is that leaders have a programmed HR development program.

The results of the questionnaire show that the majority of respondents agree with the statements on each indicator of the lecturer motivation variable on lecturer performance, proving that the correlation coefficient value of lecturer motivation on lecturer performance is 0.405 with a statistical t value of 3.722 (> 1.96) and a P value of 0.000 (< 0.05). Based on the results of this analysis, it can be interpreted that the performance behavior of lecturers at ISTTS is directly influenced by the motivational support of lecturers. It can be interpreted that the higher the lecturer's motivation, the lecturer's performance will significantly increase in carrying out their duties well and achieving maximum results for ISTTS. Lecturer motivation will not increase if there is no incentive. According to Junaidu & Fatau (2018); Singh et al. (2017), the influence of lecturer motivation and lecturer performance as a representation of institutional performance shows that the management that oversees lecturers applies rewards & and allowances, management support, employee engagement and work monitoring to have a significant influence on lecturer performance.

Based on the analysis in this research, it can be said that the motivation of teaching staff (lecturers) and academic staff in the ISTTS environment can be increased by meeting personal needs proportionally and increasing joint commitment to realizing the VISION and MISSION of the institution. It is necessary to create a conducive and reassuring work environment where conditions of mutual assistance and sharing between educators, staff, and other academics become the campus culture.

Effects of Tacit Knowledge Sharing on Lecturer Performance

Tacit knowledge-sharing descriptive statistics have a mean value of 4.0654 with a standard deviation of 0.6210. This means that respondents tend to agree on all the tacit knowledge-sharing measurements used in this research, namely: lecturers foster an atmosphere of love (Y1-5), lecturers foster a humble atmosphere (Y1-6), lecturers foster a fair atmosphere (Y1-7), lecturers foster a spirit of hard work (Y1-8), and lecturers foster a spirit of never giving up (Y1-9). Meanwhile, the measurement that has the largest mean value (4.0986) with a standard deviation (0.65803) is that lecturers foster a spirit of never giving up. Meanwhile, the measurement that has the smallest mean value (4.0423) with a standard deviation (0.59610) is that lecturers foster a fair atmosphere. Meanwhile, lecturer performance has a mean of 4.0520 with a standard deviation of 0.6135. This means that respondents agree with all measurements of lecturer performance variables, namely: the leader has a programmed HR development program (Y2-1), the leader monitors lecturer performance to ensure the achievement of the vision and mission (Y2-2), the leader creates a working group atmosphere for lecturers (Y2 - 3), leaders create a climate so that lecturers can share knowledge (Y2-4). Meanwhile, the measurement that has the largest mean value (4.1408) with a standard deviation (0.59271) is that leaders create a climate so that lecturers can share knowledge. Meanwhile, the

measurement that has the smallest mean value (3.9155) with a standard deviation (0.60348) is that leaders have a programmed HR development program.

Proving that the correlation coefficient value of tacit knowledge sharing on lecturer performance is 0.295 with a statistical t value of 2.973 (> 1.96) and a P value of 0.003 (< 0.05). Based on the results of this analysis, it can be interpreted that the higher the Tacit Knowledge Sharing behavior, the more directly the performance of lecturers and academic staff at ISTTS will improve. The results of this research are also in line with the research of Hassan (2021; Suherman et al. (2023); Winarno & Hermana (2021) which stated that tacit knowledge has a significant effect on lecturer performance. This shows that understanding the importance of tacit behavior is implemented in the institutions concerned.

Based on this analysis, it can be said that the performance of lecturers at ISTTS can be improved by increasing tacit behavior in the campus environment. This can be socialized by holding discussions, seminars, tacit units, and so on. The tacit unit is related to behavior that will foster a tacit atmosphere at ISTTS as a channel for sharing, empathizing, and serving, especially the academic community for ISTTS lecturers and staff.

The Influence of Transformational Leadership on Lecturer Performance Through Tacit Knowledge Sharing

Descriptive statistics for transformational leadership have a mean value of 3.9673 with a standard deviation of 0.6188. This means that respondents tend to agree on all the transformational leadership measurements used in this research, namely: leaders regularly schedule discussions to evaluate lecturer performance (X1-1), leaders carry out PDCA Strategic planning (Planning, Doing, Controlling, Action) (X1-2), the leadership carries out a SWOT (Strength, Weaknesses, Opportunity, Threat) evaluation of the lecturer's condition (X1-3), the leadership provides a quick response to problems that occur (X1-7). Meanwhile, the measurement that has the largest mean value (4.0704) with a standard deviation (0.68293) is that leaders respond quickly to problems that occur. Meanwhile, the measurement that has the smallest mean value (3.8169) with a standard deviation (0.66138) is the leader conducting a SWOT (Strength, Weaknesses, Opportunity, Threat) evaluation of the lecturer's condition. Meanwhile, tacit knowledge sharing has a mean of 4.0654 with a standard deviation of 0.6210. This means that respondents agree with all measurements of the tacit knowledge-sharing variable, namely: lecturers foster an atmosphere of love (Y1-5), lecturers foster a humble atmosphere (Y1-6), lecturers foster a fair atmosphere (Y1-7), lecturers foster a spirit of hard work (Y1-8), and lecturers foster a spirit of never giving up (Y1-9). Meanwhile, the measurement that has the largest mean value (4.0986) with a standard deviation (0.65803) is that lecturers foster a spirit of never giving up. Meanwhile, the measurement that has the smallest mean value (4.0423) with a standard deviation (0.59610) is that lecturers foster a fair atmosphere. Meanwhile, lecturer performance has a mean of 4.0520 with a standard deviation of 0.6135. This means that respondents agree with all measurements of lecturer performance variables, namely: the leader has a programmed HR development program (Y2-1), the leader monitors lecturer performance to ensure the achievement of the vision and mission (Y2-2), the leader creates a working group atmosphere for lecturers (Y2 -3), leaders create a climate so that lecturers can share knowledge (Y2-4). Meanwhile, the measurement that has the largest mean value (4.1408) with a standard deviation (0.59271) is that leaders create a climate so that lecturers can share knowledge. Meanwhile, the measurement that has the smallest mean value

(3.9155) with a standard deviation (0.60348) is that leaders have a programmed HR development program.

In the sixth hypothesis, it is stated that transformational leadership (X1) will have a significant effect on lecturer performance (Y2) if tacit knowledge sharing (Y2) is used as mediation. The results of this research are explained in Table 4.18 (Indirect O, M, SD, T Statistics, P Values) where the p-value is 0.027 (<0.05) and the t-statistic is 2.218 (>1.96). The relationship between the influences between these variables is in line with the COR (Conservation or Resources) theory used in this research as a grand theory where a leader with a transformational leadership style influences improving employee performance if the leaders can provide direction and meet various problems faced by lecturers so that they feel happy, enthusiastic about working and will automatically have the awareness to share to achieve better work results(Hobfoll, 2011).

The Influence of Lecturer Motivation on Lecturer Performance Through Tacit Knowledge Sharing

Descriptive statistics of lecturer motivation have a mean value of 4.0615 with a standard deviation of 0.5899. This means that respondents tend to agree with all lecturer motivation measurements used in this research, namely: lecturers monitor learning activities in a disciplined manner (X2-5), lecturers support students' extra-curricular activities dynamically (X2-6), and lecturers provide up-to-date lecture material. to date (X2-9), lecturers are responsible for transferring knowledge to empower students (X2-10), and lecturers are responsible for transferring skills to empower students (X2-11). Meanwhile, the measurement that has the largest mean value (4.1831) with a standard deviation (0.56845) is that lecturers monitor learning activities in a disciplined manner. Meanwhile, the measurement that has the smallest mean value (3.9859) with a standard deviation (0.52079) is that the lecturer provides up-to-date lecture material. Meanwhile, tacit knowledge sharing has a mean of 4.0654 with a standard deviation of 0.6210. This means that respondents agree with all measurements of the tacit knowledge-sharing variable, namely: lecturers foster an atmosphere of love (Y1-5), lecturers foster a humble atmosphere (Y1-6), lecturers foster a fair atmosphere (Y1-7), lecturers foster a spirit of hard work (Y1-8), and lecturers foster a spirit of never giving up (Y1-9). Meanwhile, the measurement that has the largest mean value (4.0986) with a standard deviation (0.65803) is that lecturers foster a spirit of never giving up. Meanwhile, the measurement that has the smallest mean value (4.0423) with a standard deviation (0.59610) is that lecturers foster a fair atmosphere. Meanwhile, lecturer performance has a mean of 4.0520 with a standard deviation of 0.6135. This means that respondents agree with all measurements of lecturer performance variables, namely: the leader has a programmed HR development program (Y2-1), the leader monitors lecturer performance to ensure the achievement of the vision and mission (Y2-2), the leader creates a working group atmosphere for lecturers (Y2 -3), leaders create a climate so that lecturers can share knowledge (Y2-4). Meanwhile, the measurement that has the largest mean value (4.1408) with a standard deviation (0.59271) is that leaders create a climate so that lecturers can share knowledge. Meanwhile, the measurement that has the smallest mean value (3.9155) with a standard deviation (0.60348) is that leaders have a programmed HR development program.

The seventh hypothesis produces results that lecturer motivation has a significant effect on lecturer performance through tacit knowledge sharing as mediation. Based on this hypothesis,

it can be said that the higher the lecturer's motivation in working, the higher the willingness to share knowledge (desire to share knowledge) both in tacit knowledge and explicit knowledge so it will have an impact on increasing the lecturer's performance in the campus environment.

Implications of Research Results

The implications of the results of the research consist of theoretical benefits and practical benefits. This means that the results of a research must be able to provide benefits both theoretically and practically that can be utilized by the parties involved.

It is hoped that the results of this research can contribute to the development of knowledge, especially strategic management science in the field of management of educational institutions. By using a conceptual framework consisting of research variables and indicators that suit the needs of the research in question. By using a questionnaire to be filled out by relevant respondents, data will be obtained which will then be processed using statistical methods to produce answers to existing hypotheses.

Theoretical Implications

In this research, four hypotheses were accepted and one hypothesis was rejected. The most prominent theoretical implication of the four accepted hypotheses is that Tacit Knowledge Sharing (Y1) has a direct effect on lecturer performance (Y2). This condition suggests that strengthening Tacit Knowledge Sharing will directly improve the performance of ISTTS lecturers and staff. This should inspire ISTTS to realize these conditions.

Practical Implications

Of the four accepted hypotheses, the most prominent practical implication is the influence of lecturer motivation (X2) on lecturer performance (Y2). This must be the main agenda to increase the motivation of lecturers and staff to improve their performance. Improving the performance of lecturers and staff at a tertiary institution is necessary so that the tertiary institution can compete in providing education.

CONCLUSION

Transformational leadership at ISTTS does not affect lecturers' performance because lecturers have the freedom of authority to develop learning methods and knowledge innovatively and creatively. Therefore, leaders need to look for practical solutions beyond transformational leadership variables that influence lecturer performance. Transformational leadership impacts tacit knowledge sharing at ISTTS, which allows lecturers and academic staff to share knowledge informally, improving the institution's learning culture. Lecturer motivation influences tacit knowledge sharing, which can be a competitive advantage for ISTTS in the world of education. Lecturer motivation also influences the performance of lecturers at ISTTS, which needs to be maintained to maintain quality and up-to-date in the face of technological developments and new policies.

Tacit knowledge sharing at ISTTS has a positive impact on lecturer performance, which is reflected in their teaching enthusiasm and humanistic service. Transformational leadership influences lecturer performance through tacit knowledge sharing in the era of Industrial Revolution 4.0, which enables institutions to survive and compete globally. Lecturer motivation has an impact on lecturer performance through tacit knowledge sharing, which requires openness of information and expertise among lecturers and academic staff.

The research results show that to improve lecturer performance, ISTTS needs to develop tacit knowledge-sharing behavior as an intermediary for transformational leadership. This research can be generalized to other units of analysis in higher education because it tests the Conservation of Resources (COR) Theory in the context of the influence of leadership style on lecturer performance through knowledge sharing.

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