Implementation of Transformational Leadership Aspect of "Inspirational Motivation"
Behavior in Leadership of Higher Education Academic Development

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Keywords: Transformational leadership, Inspirational Motivation, UII Yogyakarta higher education.

Abstract: Inspirational motivation describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals of increased revenue and market growth for the organization. Leaders who communicate high expectations to followers, inspiring followers through motivation to commitment and engagement in shared vision of the organization. Judging from the transformational style applied in UII Yogyakarta that they are able to bring high education that has high competitiveness at both national and international level, in the application of its leadership using "Inspirational Motivation", So based on the description of the phenomenon of the problems mentioned above, the authors are interested to conduct research with the title "Implementation of Transformational Leadership Aspect of "Inspirational Motivation" Behavior in Leadership of Higher Education Academic Development".

1 INTRODUCTION

Individual, group and organizational outcome have been associated with leadership styles, and transformational leadership is believed to achieve outstanding levels of outcome from their followers (Khan et al., 2014). Leadership leads to procedural changes which organizations are facing in the dynamic competitive environment and no doubt transformational leadership plays a crucial role in an organizational success.

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Has four interrelated behaviors that he views as essential for leaders to move followers in to the transformational style: Idealized influence, inspirational motivation, intellectual stimulation and individualized onsideration. Idealized influence constitutes the charismatic factor of transformational leadership in which leaders become role models for ethical behavior by their followers (Avolio and Bass, 2004, hal. 4).
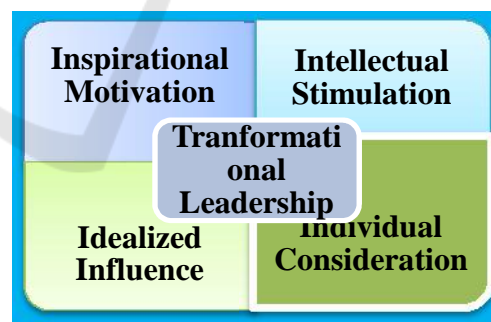

Figure 1: Transformational Leadership Model.

According to Bass the aim of transformational leadership would be to „transform" people and organizations inside a literal sense - to alter them in the mind and heart enlarge vis ion, insight and understanding clarify reasons make behavior congruent with values, concepts and brings about changes which are permanent, self-perpetuating and momentum building.

According to Bass and Avolio, transformational leadership happens when leader become wider and

uphold the interests of the employees, once they generate awareness and acceptance for the purpose and assignment of the group, so when they blend employees to appear beyond their own self-interest for the good of the group. (Nanjundeswaraswamy T. S. and Swamy 2014: 58)

Some major weaknesses associated with Transformational leadership are:

a) The ambiguity underlying its influences and processes.
b) Several studies have shown that transformational leadership can have detrimental effects on both followers and the organisation.
c) Stevens et al. (1995) believes that transformational leadership is biased in favour of top managements, owners and managers. (Odumeru & Ifeanyi, 2013: 335).
d) Moreover Transformational leadership theory assumes the heroic leadership stereotype. (Odumeru &Ifeanyi, 2013: 335).

In this case, academic leaders such as university administrators, deans, academic coordinators, and even heads of programs play an important role in enhancing the culture of excellence to attract the most able to motivate existing academics.

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2 RESEARCH METHODOLOGY

This study was carried out with a qualitative research design. These kinds of researches are used to gain in-depth knowledge in a study (Denzin, Norman K. & Lincoln, Yvonna S., 2005; Marshall, C. & Rossman, G. B., 2006). More specifically, the study employed an ethnographic research design in collecting data. Ethnographic designs, as (Creswell, J. W., 2005) described them, "are qualitative research procedures for describing, analyzing, and interpreting aculture-sharing group's shared patterns of behavior, beliefs, and language that develop over time". As such, by using this research design and utilizing in-depth interviews, the study explored "culture-sharing"

behaviors, beliefs, and language among teachers in Turkey context. Teachers' views were obtained through interviews with semi-structured questions, as recommended by (Bogdan, R., & Biklen, S. K., 1998), to "get the subjects to freely express their thoughts around particular topics".

2.1 Sample

The participants of this study were 8 leader in heigher education Universiti Islamic Indonesia Yogyakarta. The participants were chosen by using a purposive sampling method described as the best used with small numbers of individuals or groups which may well be sufficient for understanding human perceptions, problems, needs, behaviors and contexts, which are the main justification for a qualitative audience research [Bailey, K.D. (1994)].

2.2 Data Collection and Analysis

The data collection was using the "repertory grid" technique, which is a constructed interview method. This technique can best be characterized as a semi-structured interview *(face-to-face, computerized, or phone interview)* in which the respondent is confronted with a triad of elements and then asked to specify some important ways in which two of the elements are alike and, thereby, different from the third (Bailey, K. D., 1994; Kerkhof, Ad., Apter, Alan. & Grimland, Meytal., 2006).

In this study, the data collection was using the following procedure. First, in an e-mail, the teachers were informed about the purpose of the study, and they were asked if they could participate in this research voluntarily. Those who were invited to take part in the research consented after being assured of the confidentiality of the data to be gathered from them. It was promised that their identities would be kept in secret and their names would not be mentioned in any part of the study or shared with anyone else. Second, an interview was planned on an agreed-upon day with those who accepted the invitation, and the participants were visited on that date. The interviews were both recorded and noted with their permission and each took approximately 50-60 minutes.

In order to analyze the data, the "content analysis" technique was employed. This type of analysis usually aims to analyze similar data on a topic and comment on it (Büyüköztürk, ., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, . ve Demirel, F., 2010; Yıldırım, A. ve H. im ek, 2010). The first step taken in the data analysis process was the data organization

procedures recommended by (Bogdan, R., & Biklen, S. K., 1998). In organizing the data, the researcher revisited each interviewer and listened to each audiotape while reviewing the transcripts to ensure the accuracy of the data. Each participant's interview transcript was later analyzed according to the data analysis procedures described by (Bogdan, R., & Biklen, S. K., 1998), which call for development of coding categories, mechanical sorting of the data, and analysis of the data within each coding category. In this respect, each participant's interview was coded separately according to the participant's views on principals' transformational leadership behaviors as well as on various emerging themes and, later on repeated themes among the interviews was grouped into coding categories. It was done in three steps: category definition, exemplification, and codification regulation. First, the answers to each question were separated into meaningful categories, named, and coded. For example, the questions were conceptualized and named with four separate statements as transformational behaviors. These are *idealized influence, inspirational motivation, individualized consideration and intellectual stimulation*. In the second step, the conceptualized statements were brought together. In the third step, it was intended to avoid repetition. In the last phase, the identified results were explained and related to each other. It was also intended to build a cause-and-effect relationship among the separate parts. In this sense, the views of teachers were coded as T1, T2, T3, and T4.

The constant comparative approach (Glaser, B. G., 1992) was used in the process of organizing and analyzing the data. The use of the constant comparative method results in the saturation of categories and the emergence of theory. Theory emerges through continual analysis and doubling back for more data collection and coding (Bogdan, R., & Biklen, S. K., 1998; Glaser, B. G., 1992). In this method, each set of data collected (*interview transcripts*) were reviewed in search of key issues, recurrent events, or activities in the data that became categories of focus.

3 RESEARCH QUESTIONS

The data for each participant were reviewed multiple times for confirmatory and contradictory statements until the data were organized into satisfactory categories and sub-codes to address the research question. In order to fulfill the aforementioned purpose, the following semi-structured questions were raised:

1. How does UII leader apply "Inspiring Motivation" in inspiring, motivating and modifying leaders' organization behavior in developing academic quality?

4 PRACTICAL CONTRIBUTIONS

Understanding the functionality of transformational leadership improves its practical application.

A process that motivates followers by appealing to higher ideas and moral values where the leader has a deep set of internal values and ideas and is persuasive at motivating followers to act in a way that sustains the greater good rather than their own interests". Defined transformational leadership as "The style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change with the commitment of the members of the group.

Similar in some ways to great man theories, the trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership.

Transformational leadership is about building relationships among people and creating real, significant change by emphasizing values and creating a shared vision among those in the organization. Transformational leaders generally rise during times of turmoil and change in an organization. The first priority of a transformational leader is to identify and understand the needs of the individuals in the organization and then elevate those needs. By focusing on their requirements, the transformational leader motivates individuals to achieve at higher levels and to produce the type of work they did not think they could. This increases the employees' beliefs in themselves and their abilities. Transformational leaders inspire employees to "transcend their own immediate self-interest" and focus on the common interests of their colleagues and the organization as a whole.

Individual, group and organizational outcome have been associated with leadership styles, and transformational leadership is believed to achieve outstanding levels of outcome from their followers (Khan et al., 2014). Leadership leads to procedural changes which organizations are facing in the dynamic competitive environment and no doubt transformational leadership plays a crucial role in an organizational success.

5 CONCLUSION

As a conclusion, UII leader apply aspect "Influence Charisma Ideal" in giving information and awareness at organization vision and mission by emphasizing the subordinates to be actively involved in giving advice to subordinates when subordinates committed violations, especially in the process of vision and mission.

Furthermore, the leadership of Islamic University of Indonesia Yogyakarta has an attitude of openness to any new ideas and criticism from subordinates.

Moreover, Leaders at UII Yogyakarta consider that the new ideas and criticisms submitted by the workers is a part that must be accepted as a logical consequence in the process of improving performance in the development of academic quality at UII Yogyakarta. This indicates that the leadership in UII Yogyakarta already has attributes of intellectual stimulation characteristics.

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