



“How to improve employee performance based on transglobal leadership?”

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HOW TO IMPROVE EMPLOYEE PERFORMANCE BASED ON TRANSGLOBAL LEADERSHIP?

Abstract

Competence in vocational education refers to knowledge, skills, and innovative work behavior. Therefore, innovative work behavior needs to be applied by lecturers at vocational institutions. Moreover, transglobal leadership is highly required in vocational higher education institutes because it can boost lecturers' performance. This study aims to examine transglobal leadership styles to improve employee performance supported by work engagement and innovative work behavior. The study population included 1,494 lecturers from vocational state universities in East Java, Indonesia. The sample was 316 vocational lecturers determined by the Slovin formula. The data were processed through the SmartPLS software and analyzed using the SEM approach. The test results show that transglobal leadership positively affects work engagement with a t-statistic value of 4.240. In addition, transglobal leadership positively affects innovative work behavior with a t-statistic value of 2.015. Next, work engagement positively affects innovative work behavior with a t-statistic value of 2.009. Finally, innovative work behavior positively affects employee performance with a t-statistic value of 10.244. In conclusion, this paper enlarges the relevant literature devoted to the effect of work engagement, transglobal leadership, and innovative work behavior impact on employee performance.

Keywords

transglobal leadership, work engagement, innovative work behavior, employee performance

JEL Classification

I23, L20, O15

INTRODUCTION

Higher education institutions, including universities, community academies, colleges, and others, play a vital role in improving human resource quality. One significant component of education in higher education institutions is lecturers. As an organization, higher education institutions place human resource quality as a priority component for effective organizations. Employee performance, or lecturer performance, becomes an essential factor determining higher education institutions' quality (Zahraini, 2014). Transglobal leadership responds to new difficulties in an industry that is becoming increasingly competitive, and it has a global impact (Shanker et al., 2017). This leadership model is needed by organizations, especially higher education institutions, to gain trust and continue evolving (Wei & Liu, 2015).

Smith and Tushman (2005) mentioned that an increasingly competitive environment with technological advances and innovation has an essential role in organizational sustainability. Therefore, innovation is critical as an effective instrument for organizational survival (Wei & Liu, 2015). Employee innovation is one excellent strategy to encourage innovation and corporate success (Mytelka & Smith, 2002) According to Scott and Bruce (1994), social elements require procedures, actions, and individual behavior to develop ideas. As a result, a company produces a performance of the standard set within a certain period (Rivai, 2004).



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Employee performance is critical for an organization's success in meeting its objectives, one of which is the development of innovative work behavior (IWB). IWB is a multidimensional notion; it comprises all behaviors contributing to the innovative process in organizations (Maqbool et al., 2019; Saeed et al., 2019). Several researchers identified factors influencing employee performance, including transglobal leadership (Pujiono et al., 2020) and organizational support (Chen & Wei, 2020). The success of an organization is highly dependent on the ability of its employees to innovate (Afsar et al., 2021).

Boehm et al. (2015), Chen et al. (2019), and Nguyen et al. (2017) empirically proved that transformational leadership affects company performance. Furthermore, Fuller and Marler (2009) and Harwiki (2016) also showed that leadership influences employee performance. Therefore, this paper measures leadership style by using transglobal leadership to improve employee performance, which is supported by innovative behavior. As a result, the study fills a research gap regarding the unclear role of transglobal leadership in company performance.

1. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Human resource management focuses on regulating and aligning the work of people involved in the activities of an organization; thus, all employees are humans. Therefore, one aspect that needs to be developed is competence. According to Man et al. (2002), competence is adequate knowledge, skills, and attitudes to meet needs, such as effective job performance. In addition to the above functions, there is an employee maintenance function. Employee maintenance aims to keep or improve employees' physical, mental, and emotional health to remain loyal and productive to help the firm achieve its objectives (Heryanto, 2021). In the two functions, one aspect that is both an object is behavior, namely behavior to build effective and productive performance. Referring to Afsar et al. (2020) and Grosej et al. (2021), employee behavior that affects employee performance is innovative work behavior.

Behavior is a reaction to an external stimulus (Skinner, 1938). Skinner (1938) classified responses into two types. The first is a reflexive response caused by certain stimuli (stimulus). The response to the stimulus can be actions or practices that others can easily observe (Notoatmodjo, 2007). Behavior can be split into two types based on the form of response to the stimulus: the first is closed behavior, which is a hidden or closed reaction. The second is open conduct, an open or genuine action still limited to perception, attention, awareness,

knowledge, and attitudes that occur in persons who receive the stimulus and cannot be witnessed by others. The stimulus reaction is already manifested in action or practice, which others may notice or perceive (Notoatmodjo, 2007).

Agistiawati et al. (2020) highlighted the innovative behavior of lecturers who can implement modern tools in their work environment; the innovation represents crucial characteristics of the daily study process (Asbari, 2020; Asbari et al., 2020).

Localized leadership can be manifested through transactional and transformational styles (Sharkey et al., 2012), also referred to as transglobal leadership. According to Sharkey et al. (2012), transactional and transformational leadership approaches have failed to reach global elements. Different countries and cultures are affected by transglobal leadership (Sharkey et al., 2012). This type of leadership has a substantial impact on human resource development. It makes life worthwhile, intriguing, and distinguished. As a result, global leaders must have a global perspective and comprehend its worldwide benefits. Future global leaders will need to think globally while making decisions, and they will need deep thinking methods as global trend analysts.

The intelligence and behavior of transglobal leaders reflect the features of transglobal leadership. If global leadership focuses just on global intelligence, transglobal leadership focuses on six additional intelligence components defined by Sharkey et al. (2012):

1. Cognitive intelligence requires a leader with a high level of intelligence, measured by IQ.
2. Moral intelligence requires a leader that grasps the worldwide implications of ethics and has clear ethical rules.
3. Emotional intelligence requires being sensitive and connecting socially and emotionally with others. Therefore, a leader must comprehend the importance of emotional intelligence in one's life.
4. Cultural intelligence requires a leader to be aware of the cultural values and customs of the region or country he is assigned.
5. Firm intelligence requires a leader to comprehend firm components. A business intelligence leader will create a framework that takes into account firm capabilities, procedures, data, and other factors; and
6. Global intelligence requires familiarization with the laws and regulations, as well as the country's government, economics, and procedures to which a leader is assigned. A global leader constantly learns about different methods from other nations and makes modifications. It achieves a good balance between globalization and local concerns.

As a result, transglobal leadership emphasizes complex intelligence and behavioral qualities more than global leadership. A transglobal leader is a visionary who improves the quality of life by contributing to it. Leaders who comprehend the economic, cultural, legal, and political consequences are required today; in other words, leaders who regard themselves as global citizens with a broad vision and principles are necessary.

According to Bakker and Leiter (2010) and Schaufeli et al. (2006), employee engagement is defined as positive feelings, high motivation, respect, enthusiasm, and commitment. Maslach and Leiter (1997) noted that job participation has three dimensions: energy, involvement, and efficacy. In contrast, they are the opposite of burnout dimensions: tiredness, cynicism, and decreased professional efficacy. Bakker and Demerouti (2017) stated that work engagement is a

force that can motivate employees to improve performance at a higher level. This force is energy reflected in the commitment to the organization, feelings of belonging and pride, more effort (time and energy) given to the organization, and passion and interest in carrying out the work. Schaufeli et al. (2002) stated that employee engagement is noted by enthusiasm, commitment, and absorption.

Innovative work behavior (IWB) is characterized by individuals craving to present and implement modern tools, thoughts, products, or procedures in the work environment (de Jong & den Hartog, 2008) to improve employee, group, or organizational performance (Janssen, 2000). Employee innovative behavior is the ability to create innovative ideas and perspectives, which are transformed into innovations (Dysvik et al., 2014). Innovation shows how one can find or generate creative ideas to solve problems, then seek legal support and recognition before finally applying the creative ideas in work practice (Zhao et al., 2011).

Many agree on the importance of innovations on organizational effectiveness (Janssen et al., 2004; Woodman et al., 1993). Innovative behavior (such as inventing, adopting, and implementing new products and work processes) is a critical asset that allows businesses to thrive in today's fast-paced business environment (West & Farr, 1990). IWB can also change routines or help develop new solutions, simplify work, improve services provided to end-users, or provide new offerings to end-users (Xerri & Brunetto, 2013). IWB indicators refer to Janssen (2000), namely:

1. Idea generation is the generation of ideas that arise from within the members of the organization.
2. Idea promotion is an idea proposed by members of the organization.
3. Idea realization is the realization of an innovative idea that has been proposed and accepted by the organization.

Most job performance theories are founded on psychological theory, namely individual professional behavior or ability to attain work goals (productivity). Wibowo (2013) defined work performance as an indicator for comparing an employee's job

outputs and responsibilities over time. Work performance and employee performance may also define organizational performance. According to Rivai and Basri (2005), employee performance is good if he can meet a set of standards. Employee performance is influenced by college leadership style (Sulastrri et al., 2020).

The ability of an individual to successfully implement tasks or obligations is referred to as performance. Because success is subjective, people may define it differently; consequently, it can be the achievements of employees following the work they have done (Suartana, 2000; Widyani et al., 2016). Individual work goals or outcomes are intimately tied to performance (Davis & Newstrom, 1985). Ability, effort, and task difficulty are all elements that influence behavioral performance (Timpe, 1988).

This study aims to analyze the effect of transglobal leadership on work engagement, innovative work behavior, and employee performance. Thus, following the literature review, the study proposes these hypotheses:

- H1: Transglobal leadership affects innovative work behavior.*
- H2: Engagement affects innovative work behavior.*
- H3: Transglobal leadership affects work engagement.*
- H4: Innovative work behavior affects employee performance.*

The research framework describes the procedure, develops a fundamental theory, and constructs

variables. The overall purpose of the research framework is to create and interpret research findings to make them more relevant, theoretically accessible, and generalizable (Adom et al., 2018). In addition, it correlates research variables, such as transglobal leadership, work engagement, IWB, and employee performance.

2. METHODOLOGY

The population includes 1,494 lecturers of vocational state universities in Indonesia. The number of samples is 316 lecturers of vocational state universities, determined by the Slovin formula. A questionnaire technique was used to obtain data related to research variables. Data analysis used SEM-PLS with two stages. Cronbach's alpha test, composite reliability, outer loading, and average variance extract were used to analyze the validity and reliability of the research data. Confirmation factor analysis is then used to evaluate the model's fit and reliability, as well as to test the hypotheses using the variance-based structural equation model (SEM).

The variables in this study were transglobal leadership, work engagement, innovative work behavior, and employee performance. Transglobal leadership was measured using the items from Sharkey et al. (2012). Work engagement was analyzed using the items (Zhou & Shalley, 2008). The innovative work behavior measure used the items from Janssen (2000). Finally, employee performance was measured using the items (Bernardin & Russell, 1993). Using a Likert scale, the questionnaire was arranged in a closed-ended statement with 5 (five) alternatives. Table A1 presents the operational definitions of the variables.

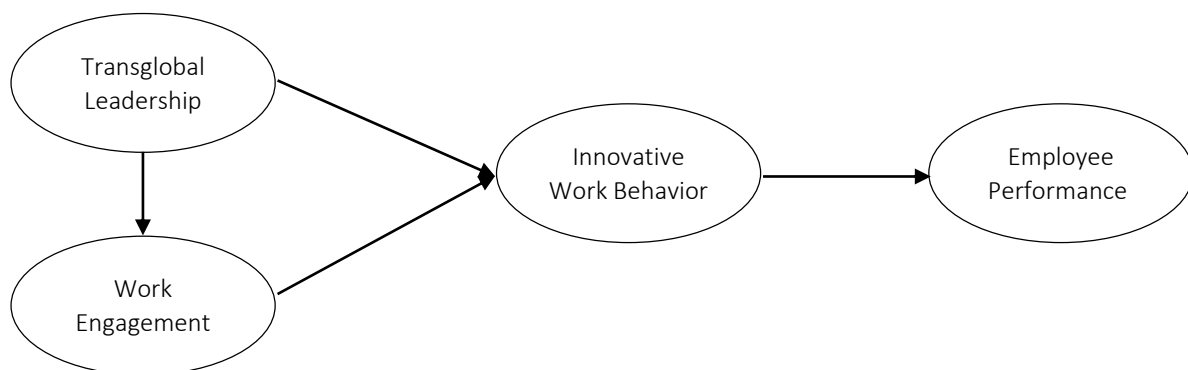


Figure 1. Hypothesized structural model

3. RESULTS

The questionnaire was distributed to lecturers of state vocational higher education institutions online through a Google Form. From the recapitulation of questionnaire results, 316 respondents filled in the questionnaire. Table 1 presents the general characteristics of research respondents.

Table 1. Respondents' characteristics

Source: Authors' elaboration.

Characteristics of Respondents	Number of Respondents	Percentage (%)
Gender		
Female	113	35.76
Male	203	64.24
Age		
26-30	34	10.76
31-35	74	23.42
36-40	59	18.67
41-45	27	8.54
46-50	36	11.39
51-55	17	5.38
56-60	52	16.46
60-65	17	5.38
Education		
Master's Degree (S2)	269	85.13
Doctoral Degree (S3)	47	14.87
Occupation		
P3K	46	14.55
Civil servant	249	78.80
Full-time employee	21	6.65

Table 2. Convergent validity and internal consistency reliability

Variable	Item	β	Cronbach's Alpha	AVE
Employee Performance	EP1	0.846	0.939	0.804
	EP2	0.931		
	EP3	0.867		
	EP4	0.938		
	EP5	0.898		
Innovative Work Behavior	IWB1	0.895	0.970	0.807
	IWB2	0.894		
	IWB3	0.891		
	IWB4	0.892		
	IWB5	0.916		
	IWB6	0.875		
	IWB7	0.908		
	IWB8	0.909		
	IWB9	0.906		

Variable	Item	β	Cronbach's Alpha	AVE
Transglobal Leadership	TL1	0.771	0.980	0.730
	TL2	0.866		
	TL3	0.903		
	TL4	0.825		
	TL5	0.843		
	TL6	0.858		
	TL7	0.908		
	TL8	0.816		
	TL9	0.846		
	TL10	0.842		
	TL11	0.842		
	TL12	0.845		
	TL13	0.872		
	TL14	0.884		
	TL15	0.911		
TL16	0.792			
TL17	0.889			
TL18	0.850			
TL19	0.847			
TL20	0.858			
Work Engagement	WE1	0.896	0.970	0.810
	WE2	0.909		
	WE3	0.934		
	WE4	0.881		
	WE5	0.943		
	WE6	0.937		
	WE7	0.860		
	WE8	0.900		
	WE9	0.834		

Cronbach's Alpha is used to assess reliability. Its values of 0.7 and higher are regarded as acceptable (Sekaran & Bougie, 2013). Table 2 shows that all of the variables in this investigation got excellent discounts. Confirmatory factor analysis to check convergent and divergent validity is the next step of the study. Using standardized factor assignment, this study examines convergent validity. As a result, latent variables, according to Bollen (1989), effectively explain observed variables.

The analysis findings revealed that the variance is distinct from zero and significant, indicating discriminant validity. Furthermore, the correlation between each scale pair is less than 0.8. Because there is a weak relationship between the constructs, the model must contain three constructs. In addition, multiple confirmatory factor analysis approaches were used to verify the scale's reliability and validity. With 0.5 as a reference point, Table 2 shows that the results exceed the threshold (Bollen, 1989; Hair et al., 2009).

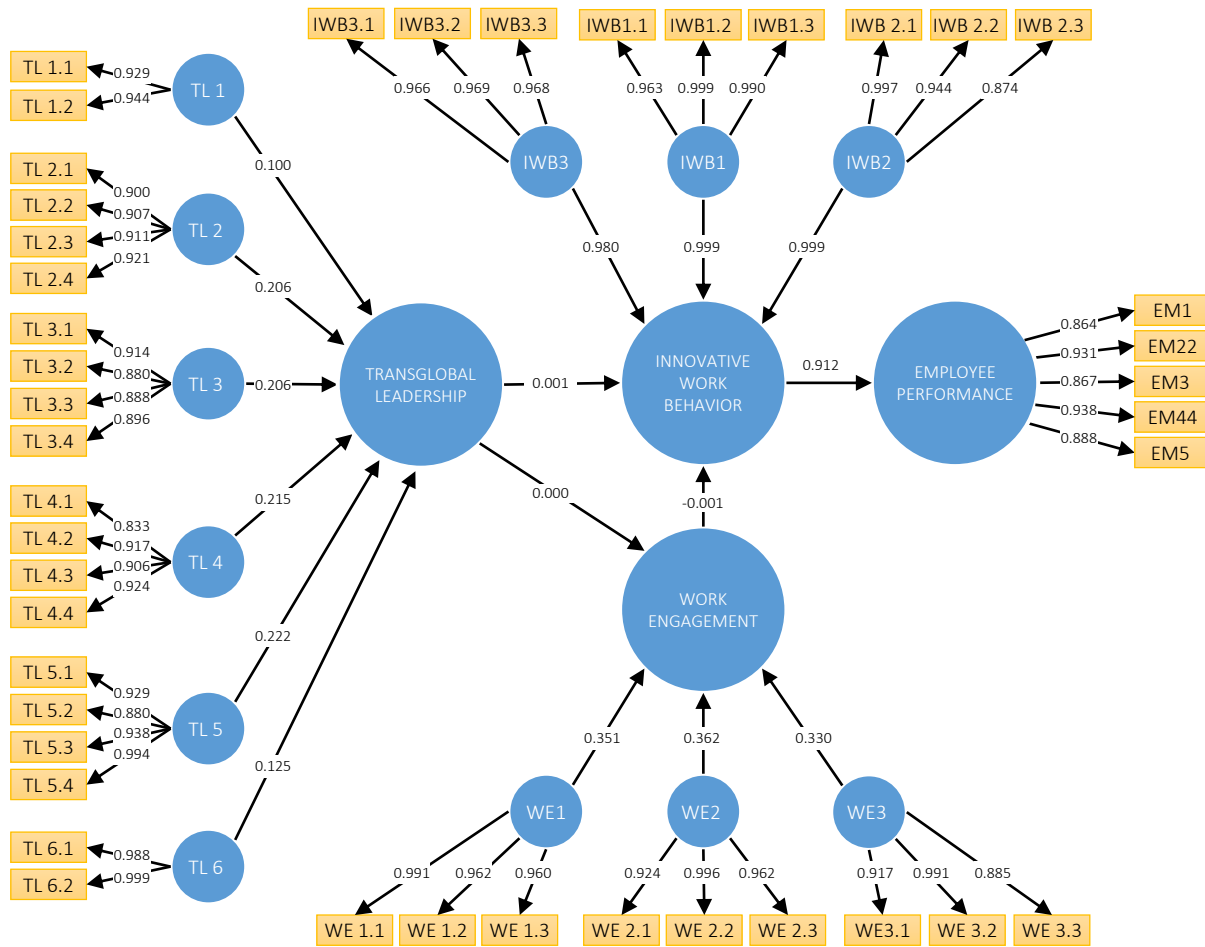


Figure 2. Finding model

The paper uses the bootstrap test to test the hypotheses and the relationships between variables. Table 3 presents the results of hypothesis testing using PLS 3.0. The effect of these variables is explained based on the research concept presented in Figure 2.

Table 3 shows that H1 is accepted, meaning that transglobal leadership positively and significantly affect work engagement with a path coefficient of 0.519 and a p-value of 0.000. H2 is accepted, meaning that transglobal leadership positively and significantly affect innovative work behavior with a path coefficient of 0.082 and a p-value of 0.044. H3 is accepted, meaning that work engagement posi-

tively and significantly affects innovative work behavior with a path coefficient of 0.227 and a p-value of 0.045. Finally, H4 is accepted, meaning that innovative work behavior positively and significantly affects employee performance with a path coefficient of 0.696 and a p-value of 0.000.

4. DISCUSSION

Transglobal leadership positively and significantly affects work engagement. These findings support Pujiono et al. (2020), revealing that transformational transglobal leadership affects

Table 3. Hypothesis testing

Structural Model	Path Coefficient	T-Statistics	P-Values	Description
Transglobal Leadership → Work Engagement	0.519	4.240	0.000	Accepted
Transglobal Leadership → Innovative Work Behavior	0.082	2.015	0.044	Accepted
Work Engagement → Innovative Work Behavior	0.227	2.009	0.045	Accepted
Innovative Work Behavior → Employee Performance	0.696	10.244	0.000	Accepted

Source: Authors' elaboration.

employee behavior and attitudes. Transglobal leadership, referred to by Pujiono et al. (2020), is a visionary behavior of leaders of vocational higher education institutions in East Java, Indonesia. These leaders can adapt to new, more comprehensive, complex environments. This kind of leadership has motivated employees to work better to achieve vision and mission of institutions. Leaders are also open and transparent, helping them to influence the institution's strategic plans strongly.

These leaders' strong influence helps foster bonds between lecturers and institutions. Support from leaders can increase creativity and inspire new work habits (Saeed et al., 2019). This provides a sense of commitment, enhancing behavior in support of organizational goals. One of the good behaviors that support organizational goals is innovative work behavior. Transglobal leadership and work engagement can increase lecturers' desire to share knowledge and lead to other positive behaviors by providing ideas or innovations that are useful for universities to create IWBs. Thus, this may enhance the performance of lecturers in implementing the tridharma of higher education (Scott et al., 1994; Pal & Patra, 2021).

Involved lecturers are more likely to engage in innovative work practices (Afsar et al., 2021).

Employee engagement is essential for creating fresh ideas and knowledge (Yang et al., 2020). The process of inventive work behavior determines job involvement. Perceived organizational support for the knowledge-sharing variable is based on the social exchange hypothesis. These findings support Afsar et al. (2021) and Garg and Dhar (2017). Lecturers who show high engagement with their institutions tend to offer IWB. Subsequent research also discusses IWB as an individual initiative in creating innovative ideas (Abid et al., 2016). The critical role of a lecturer, especially a vocational lecturer, is to implement new ideas in carrying out the tridharma of higher education. In addition, lecturers can create and generate new ideas or thoughts to be applied in completing their work. Moreover, this study supported Scott et al. (1994) and Pal and Patra (2021).

IWB positively and significantly influences employee performance. These findings support Afsar et al. (2021), Groselj et al. (2021), Scott et al. (1994), and Pal and Patra (2021). Thus, employee behavior that affects employee performance is innovative work behavior. Vocational lecturers are essential in implementing new ideas related to their three fields: education, research, and community service (tridharma college). Their innovative behavior will also bring up new ideas in their respective fields.

CONCLUSION

The paper analyzed the role of transglobal leadership in improving employee performance, supported by work engagement and innovative work behavior. Indeed, transglobal leadership is fundamental in achieving an organizational vision. Therefore, a transglobal leader who is a visionary in implementing the tridharma of higher education is essential. This is inseparable from lecturers' engagement and innovative work behavior in the workplace. A positive work involvement will significantly affect lecturers' performance.

This study confirmed the positive effect of transglobal leadership and work engagement on innovative work behavior. Thus, employee performance and innovative work behavior are positively related. However, this study failed to confirm a direct relationship between work engagement and employee performance. The same is true for transglobal leadership, a milestone in college success. Indeed, this paper did not support the idea of the association between job performance and transglobal leadership. Therefore, these findings should be further researched on a larger sample.

AUTHOR CONTRIBUTIONS

Conceptualization: Nilawati Fiernaningsih, Pudji Herijanto, Shinta Maharani Trivena.

Data curation: Nilawati Fiernaningsih, Pudji Herijanto.

Formal analysis: Nilawati Fiernaningsih, Pudji Herijanto.

Funding acquisition: Nilawati Fiernaningsih, Pudji Herijanto.

Investigation: Nilawati Fiernaningsih, Pudji Herijanto.

Methodology: Nilawati Fiernaningsih, Shinta Maharani Trivena.

Project administration: Nilawati Fiernaningsih, Pudji Herijanto.

Resources: Nilawati Fiernaningsih.

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Supervision: Nilawati Fiernaningsih, Shinta Maharani Trivena.

Validation: Nilawati Fiernaningsih.

Visualization: Nilawati Fiernaningsih, Shinta Maharani Trivena.

Writing – original draft: Nilawati Fiernaningsih, Pudji Herijanto, Shinta Maharani Trivena.

Writing – review & editing: Nilawati Fiernaningsih, Pudji Herijanto, Shinta Maharani Trivena.

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APPENDIX A

Table A1. Definitions of variables

Variable	Item
Transglobal Leadership	Leaders have cognitive intelligence that is used to solve problems.
	Leaders have managerial abilities in the scope of education.
	Leaders have complete responsibility for running the institution.
	Leaders are always open and willing to accept other people's opinions as long as they can realize the vision and mission of the institution.
	Leaders always try to provide information and knowledge to subordinates using various media.
	Leaders have a match between words and actions.
	In making decisions, the leadership is always firm and nimble.
	Leaders always maintain an emotional state at the meeting in making policy.
	Leaders have a managerial understanding.
	Leaders have a significant influence in carrying out the strategic plans that the institution has set.
	Leaders have a willingness to study organizational systems following local wisdom and globally.
	Leaders dare to take risks to develop institutions.
	Academic leaders at our institution respect each other with other leaders.
	Leaders always apply openness and transparency in developing institutions.
	Leaders have strategic capabilities in carrying out tasks in educational-related institutions.
	Leaders have an understanding of the organization and all stakeholders in the institution.
Leaders have an understanding of the current job description.	
Leaders have a method of evaluating institutional performance that is consistently applied every period.	
Leaders always have a solution if there are problems that the institution is experiencing.	
Leaders collaborate with other institutions and organizations to develop institutions.	
Work Engagement	As a lecturer, I feel full of energy and enthusiasm at work.
	As a lecturer, I am excited to go to work in the morning.
	As a lecturer, I feel excited when I do the tridharma of college.
	As a lecturer, I am proud of the work being done today.
	As a lecturer, I am enthusiastic about carrying out the tridharma of higher education.
	As a lecturer, it is a job that inspires me.
	As a lecturer, I get carried away when I carry out the tridharma of higher education.
	As a lecturer, I feel happy when I work intensely.
As a lecturer, I am too passionate about doing my job.	
Innovative Work Behavior	As a lecturer, I always create new ideas for current issues related to education.
	As a lecturer, I always look for new methods, techniques, or work instruments related to education.
	As a lecturer, I come up with original solutions to educational problems.
	As a lecturer, I ask for support from colleagues to realize my innovative ideas.
	As a lecturer, I ask for approval from the head of the institution to be able to implement my innovative ideas.
	As a lecturer, I make my colleagues feel enthusiastic and interested in participating in implementing my innovative ideas.
	As a lecturer, I transform innovative ideas into useful programs.
As a lecturer, I transform innovative ideas into systematic work processes.	
As a lecturer, I evaluate the usefulness of the program that has been made for future improvements.	
Employee Performance	As a lecturer, I always complete the tasks specified in the job description.
	As a lecturer, I have fulfilled all the job performance requirements.
	As a lecturer, I always fulfill all the responsibilities required according to the job.
	As a lecturer, I never neglect the work to be done.
As a lecturer, I always do essential tasks at work.	