



Mediation Of Work Motivation: The Impact Of Talent Management And Transformational Leadership On Employee Performance

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ABSTRACT

Competition in the education industry is currently increasing, so every educational organization must prepare human resources that can face increasing challenges. This study aims to determine and analyze the impact of talent management and transformational leadership on lecturer performance with motivation as an intervening variable at the University of Muhammadiyah Jember. The population in this study were all lecturers who teach at UM Jember, both DPK and Persyaritan lecturers, totaling 294 lecturers. The sample was determined using the Slovin formula, resulting in a total of 71 lecturers. Each lecturer had the opportunity to become a respondent where the questionnaire was distributed via Google Form. Analysis of respondent descriptions was carried out using descriptive statistics. Validity and reliability tests were also conducted to test the measuring instrument used, namely the research questionnaire compiled based on indicator variables. Smart PLS was used to test the research hypothesis. The results of the study found that talent management did not affect work motivation. Leadership did affect work motivation. Talent management did affect lecturer performance. Meanwhile, transformational leadership did not affect lecturer performance, while work motivation did affect lecturer performance.

INTRODUCTION

Higher education is a key foundation for shaping the future of individuals and society. It not only provides in-depth knowledge in various fields, but also enriches skills, opens career opportunities, and fosters critical thinking. This article will explain the importance of higher education as an irreplaceable foundation in the process of social, economic, and cultural development. Higher education creates a space for the development of in-depth knowledge. Through a structured curriculum and interaction with expert faculty, students are given the opportunity to explore a wide range of disciplines. Faculty and students engage in impactful research in a wide range of fields, from science and technology to the humanities and arts. This

research spurs advances in knowledge and technology and opens the door to solutions to global challenges such as climate change, global health, and social inequality. (<https://kampusedu.id/pendidikan/pentingnya-pendidikan-tinggi-dalam-membangun-masa-depan-yang-berkelanjutan/>, 2024).

Jember Regency is located in the eastern part of Java Island, with 23 state and private universities. This large number of universities makes competition for students crucial for each university. The presence of students is crucial as input for both universities, ensuring they become the nation's future generation. With readily available information, students can easily access information about state and private universities, including accreditation and organizational performance. The performance of state and private universities can also be seen from the performance of their lecturers and students. Table 1 shows the top five performance rankings of state and private universities in Jember Regency based on the Ministry of Education and Culture's Sinta Index.

Table 1. Performance of PTN/PTS Based on the Sinta Index

No.	Name of PTN/PTS	Number of Lecturers	Sinta 3 Years Value	Sinta All Years Values
1	Universitas Jember	1.431	353.880	797.848
2	Politeknik Jember	531	79.510	189.780
3	Universitas Muhammadiyah Jember	321	60.564	154.189
4	UIN KHAS Jember	322	14.229	27.986
5	Universitas PGRI Argopuro Jember	158	9.001	16.726

Source: sinta.kemdikbud.go.id (2024)

Based on the data presented in Table 1, regarding the performance of State/Private Universities based on lecturer performance, it is clear that Muhammadiyah University of Jember is still ranked 3rd out of the top 5. This condition must continue to be improved and addressed so that Muhammadiyah University of Jember has a continuously improving performance. This is inseparable from the performance of the lecturers in the organization. Therefore, it is important for Muhammadiyah University of Jember to continue to motivate its lecturers to improve the performance of Catur Darma. Many factors can improve employee performance, in this case in the context of higher education, namely lecturer performance, including improving talent management and the role of leadership in developing employees, as well as the work motivation of employees.

According to Sutrisno (2015), The definition of performance is how a person is expected to function and behave according to the tasks assigned to them by the leadership of a company or organization. One factor that can improve performance is talent management. According to (Pella & Inayati, 2019), Talent management is a process to ensure that a company fills key positions with future leaders and positions that support the company's core competencies (unique skills and high strategic value). According to (Lewis & Heckman, 2006), Talent management is a comprehensive process, from recruitment and placement to development and planning for employee development. Talent management theory claims that it is the practical application of knowledge and action (Hashemzaee & Ghasemi, 2017). When it comes to talent, creativity should be at the heart of it. This is because much of the information regarding talent concepts is applied to organizational management processes (Irham et al., 2024). The concept of talent is also widely applied by various companies. Talent cannot be measured or considered above average, but rather assessed based on criteria that align with expectations. Talented employees who are well-managed enable work to be completed promptly (Mantow & Nilasari,

2023), (Al-Hussaini et al., 2019), (M.Y & Z.M, 2017). Research on the relationship between talent management and performance was conducted by (Al-Hussaini et al., 2019; Bibi, 2018; Istikhah et al., 2022; M.Y & Z.M, 2017; Malika & Irfani, 2022; Mantow & Nilasari, 2023; Mkamburi & Kamaara, 2017; Najm & Manasrah, 2017; Safar et al., 2022; Shasena, 2021) which states that talent management has an impact on improving employee performance. Meanwhile, research from (Diniati et al., 2018) stated that talent management has no impact on employee performance. In addition to impacting performance, talent management can also increase employee motivation. This is evidenced by research on the relationship between talent management and work motivation conducted by (Damanik et al., 2020; Hashemzaee & Ghasemi, 2017; Irham et al., 2024) The results show that talent management influences work motivation.

Transformative leadership is also believed to improve employee motivation and performance. Transformative leadership is a leadership style that motivates followers to pursue and manage their own interests for the benefit of the organization. Individual friendliness, intellectual stimulation, and idealized influence all generate extra effort from employees for greater organizational effectiveness (Robbins & Judge, 2019). Research on leadership and motivation was conducted by (Harahap & Khair, 2020; Khaliq et al., 2021; Madanchian et al., 2022; Njuguna, 2023) The results of which are that leadership can increase work motivation. Research on the relationship between leadership and employee performance was conducted by (Bakker et al., 2022; Kurniawati & Tobing, 2019; Listiani et al., 2020; Priyono et al., 2018) The results show that leadership impacts employee performance.

Work motivation must be continuously improved so that employees work harder to achieve the targets set by the organization. Motivation can vary depending on the context. Employees have various motivations at work. Research on the relationship between motivation and performance was conducted by (Basalamah, 2017; Hidayah & Tobing, 2018; Kurniawan et al., 2019; Permana et al., 2019) which states that motivation impacts employee performance.

LITERATURE REVIEW

Grand Theory

This research was conducted based on the Resource-Based View (RBV) theory put forward by (Wernerfelt, 1984). This theory posits that organizational excellence depends on valuable, rare, difficult to imitate, and irreplaceable (VRIN) internal resources, including talent management and performance. Human Capital Theory also underpins this research, a theory proposed by (Becker, 1964) This discusses the issue of employees as economic capital whose value increases through education, training and work experience, including talent management.

Performance

According to Sutrisno (2015), The definition of performance is how a person is expected to function and behave according to the tasks assigned to him by the leadership of a company or organization. Meanwhile, according to Mangkunegara (2018), Performance is the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to them and their role within the company. Every employee in an organization strives to improve their performance. This is related to the performance targets set by the company. The better the employee's performance, the better the organization's performance.

Work Motivation

Besides performance, there's another aspect that needs attention in an organization: work motivation. Motivation is a condition that drives employees toward achieving organizational goals (Hasibuan, 2019). Everyone always has the drive to achieve something wherever they are (Rizal & Radiman, 2019). Motivation can be a person's desire to achieve

recognition in the organization where they work (Ardianti et al., 2018), (Jufrizen & Sitorus, 2021). A person's drive to achieve something can be due to positive competition which leads to increased organizational performance (Candana et al., 2020). Motivational variables can be assessed through three indicators, namely changes in energy or drive from within the individual, the emergence of feelings that influence a person's behavior, and certain reactions shown in efforts to achieve goals (Ar Rahman & Subroto, 2022). Highly motivated employees tend to demonstrate enthusiasm and a strong sense of responsibility in completing each task. Conversely, low-motivated employees struggle to perform optimally and tend to be less responsible, even if they possess strong work skills (Ardianti et al., 2018).

Transformational Leadership

Transformational leadership describes how a leader inspires members to strive for larger group goals rather than personal interests, using personal magnetism, motivating force, thought provocation, and/or personal attention (Bakker et al., 2022). Transformational leadership has four main dimensions. The first dimension, idealized influence, is evident in both character and behavior. It describes a leader who is a role model for followers, sets high moral and professional standards, and conveys the organization's vision convincingly, thereby gaining the trust of subordinates. The second dimension, inspirational motivation, describes the leader's ability to articulate a compelling and meaningful vision through words, symbols, or images that inspire enthusiasm and motivate followers to action. The third dimension, intellectual stimulation, indicates the extent to which the leader encourages employees to express ideas, view problems from multiple perspectives, and consider diverse input in the decision-making process. The final dimension, individualized consideration, demonstrates the leader's understanding of the different needs of each employee and strives to provide the guidance, attention, and support necessary for them to develop to their full potential (Schein, 2020).

Talent Management

Talent management can be used as a company strategy to provide development opportunities for each employee (Malika & Irfani, 2022). One of the main challenges of today's management is (Malika & Irfani, 2022). One of the main challenges of management today is winning the competition in the talent war, where companies compete to get the best human resources to be able to excel in the competition in the labor market (Malika & Irfani, 2022). Talent management is a series of processes carried out by companies to find suitable employees, place them in planned positions, develop their competencies, retain them, and provide appropriate work assignments (Safar et al., 2022). The implementation of talent management in educational institutions is an effort undertaken by schools or foundations to retain educators or teachers. This step is a strategy to maintain and develop employees so they remain and continue to provide services at the institution (Istikhah et al., 2022).

METHODS

This research is a descriptive causality study. The variables in this study consist of independent, intervening, and dependent variables. The independent variables are talent management (X1) and transformational leadership (X2). The intervening variable is work motivation. Meanwhile, the dependent variable is lecturer performance (Y). The population in this study is all lecturers who are permanent lecturers at the Muhammadiyah University of Jember, totaling 321 according to data on sinta.kemdikbud.go.id. The number of samples is determined by the Slovin formula with a 5% error and obtained a total of 71 respondents.

According to Lewis & Heckman (2006), Talent management is a comprehensive process, from recruitment and placement to development and planning for employee development in a better direction. The indicators are: 1) Training and development; 2) Recruitment; 3) Reward and

punishment. Transformative leadership is a leadership style that can motivate followers to carry out and manage their own interests for the benefit of the organization with individual friendliness, intellectual stimulation, and ideal influence, all of which will result in extra effort from workers for better organizational effectiveness (Robbins & Judge, 2019). The indicators are: 1) Vision; 2) Inspirational Communication; 3) Supportive Leadership; 4) Intellectual Stimulation; 5) Personal Awareness. Motivation is a condition that drives employees towards achieving organizational goals (Hasibuan, 2019). The indicators of motivation based on Herzberg's Theory are: 1) Achievement; 2) Recognition; 3) The work itself; 4) Responsibility; 5) Progress. Employee (lecturer) performance is a description of the abilities, skills, and work results demonstrated by an employee in carrying out their duties and responsibilities in the workplace. The indicators are: 1) Educational performance; 2) Research performance; 3) Community service performance; 4) Supporting performance.

Descriptive analysis was used to determine the average value of the variables used in the study, consisting of independent variables, namely talent management (X1), transformational leadership (X2) on the intervening variable of work motivation (Z) and the dependent variable, namely lecturer performance. The measurement model or outer model with reflective indicators was evaluated by the convergent and discriminant validity of the indicators and composite reliability for the block indicator. Hypothesis testing was carried out using Variance-based SEM or Partial Least Square (SEM-PLS) testing with the Warp PLS 6.0 program. SEM-PLS is used for exploratory research (Solihin & Ratmono, 2013). The reflexive model assumes that latent variables influence indicators whose causal relationship is from the construct to the indicator or manifest.

RESULTS

Descriptive Statistics of Respondents

The research respondents were 71 lecturers who were permanent lecturers at Muhammadiyah University of Jember.

Table 2. Descriptive Statistics of Respondent Demographics

	Criteria	Frequency (people)	Percentage (%)
Gender	Man	35	49,3
	Woman	36	50,7
	Total	71	100,0
Educational level	a. Magister	38	53,5
	b. Doctoral	33	46,5
	Total	71	100,0
Academic Level	Professor	1	1,4
	Associate Professor	12	16,9
	Lecturer	43	60,6
	Expert Assistant	13	18,3
	Instructor	2	2,8
	Total	71	100,0

Source: Data processed by researchers 2025.

Table 1 shows that the proportion of male and female lecturers at Muhammadiyah University of Jember is almost equal, at 49.3% and 50.7%, respectively. Based on educational background, the majority of permanent lecturers at Muhammadiyah University of Jember are master's degree graduates (53.5%). Furthermore, based on academic level, the majority of permanent lecturers at Muhammadiyah University of Jember hold the rank of lecturer (60.6%).

Descriptive Analysis of Research Variables**Table 3. Descriptive Research Variables**

Variable	Indicator	Mean	Modus	Variable Categories
Talent Management (X1)	X11	4,07	5	Good
	X12	3,63	4	
	X13	3,72	4	
	X1	3,81	4	
Transformational Leadership (X2)	X21	4,04	4	Good
	X22	4,20	4	
	X23	4,00	4	
	X24	3,79	3	
	X2	4,01	4	
Work Motivation (Z)	Z1	4,58	5	Very Good
	Z2	3,83	3	
	Z3	4,32	4	
	Z4	4,35	4	
	Z5	4,01	4	
	Z	4,22	4	
Lecturer Performance (Y)	Y1	4,35	4	Very Good
	Y2	4,37	5	
	Y3	4,42	5	
	Y4	4,41	4	
	Y	4,39	4	

Source: Data processed by researchers 2025.

Based on Table 3, it can be explained that the Talent Management Variable (X1) is perceived as good with an overall mode of 4 and an average of 3.81. The Talent Management aspect (X1) that received the best assessment was that UM Jember always provides opportunities for Transformational Leadership and development for lecturers with an average of 4.07. Meanwhile, the Talent Management aspect (X1) that received the lowest assessment was that UM Jember always conducts transparent and open recruitment of lecturers with an average of 3.63, so its existence still needs to be improved. Regarding the Transformational Leadership variable (X2), it was perceived as good, with an overall mode of 4 and an average of 4.01. The aspect of Transformational Leadership (X2) that received the best rating was that the UM Jember leadership always encourages lecturers to perform at their best, with an average of 4.20. Meanwhile, the aspect of Transformational Leadership (X2) that received the lowest rating was that the UM Jember leadership always provides intellectual stimulation for lecturers' activities, with an average of 3.79, indicating that its presence still needs improvement.

Related to the Work Motivation variable (Z), it was perceived as very good, with an overall mode of 4 and an average of 4.22. The aspect of Work Motivation (Z) that received the best rating was pride in being a lecturer at UM Jember, with an average of 4.58. Meanwhile, the aspect of Work Motivation (Z) that received the lowest rating was that the UM Jember leadership always praises lecturers' work, with an average of 3.83, indicating that its presence still needs improvement. Regarding the lecturer performance variable (Y), it is perceived as very good with an overall mode of 4 and an average of 4.39. The aspect of lecturer performance (Y) that received the best assessment was that lecturers always complete their community service performance well with an average of 4.42. Meanwhile, the aspect of Lecturer Performance (Y) that received the lowest assessment was that lecturers always complete their education performance well with an average of 4.35, so its existence still needs to be improved.

Outer Model Analysis Results (Validity and Reliability Test)**Table 4. Summary of Outer Model Analysis Results**

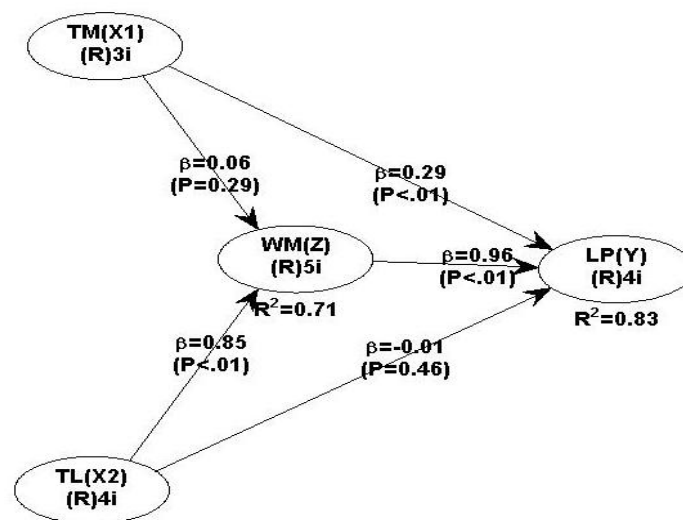
	Loadings Factor	AVE	Composite Reliability	Cronbach's Alpha
Talent Management (X ₁)		0,766	0,907	0,847
X1.1	0,892			
X1.2	0,867			
X1.3	0,865			
Transformational Leadership (X ₂)		0,837	0,953	0,935
X2.1	0,895			
X2.2	0,920			
X2.3	0,930			
X2.4	0,914			
Work motivation (Z)		0,648	0,902	0,863
Z1	0,724			
Z2	0,787			
Z3	0,883			
Z4	0,836			
Z5	0,785			
Lecturer Performance (Y)		0,815	0,946	0,924
Y1	0,898			
Y2	0,918			
Y3	0,942			
Y4	0,851			

Source: Data processed by researchers 2025.

The validation test criteria used cross-loadings with a value greater than 0.70 and an average variance extracted (AVE) with a value exceeding 0.70. Meanwhile, the reliability test referred to composite reliability coefficients and Cronbach's alpha coefficients above 0.7.

Structural Equation Modeling (PLS-SEM) Analysis Results

The results of data analysis using WARPLS 7.0 software provide results as illustrated in Figure 2 below.

**Figure 1. SEM-PLS Model Test Results**

Direct Effect Test Results

The results of testing the direct influence of exogenous variables on endogenous variables refer to the results of the analysis which are briefly presented as follows.

Table 5. Direct Influence

Effect			Estimate	S.E.	P	Result
Talent management	→	Work motivation	0,063	0,116	0,294	Not Supported
Transformational leadership	→	Work motivation	0,846	0,090	<0,001	Supported
Talent management	→	Lecturer performance	0,288	0,108	0,005	Supported
Transformational leadership	→	Lecturer performance	-0,012	0,118	0,459	Not Supported
Work motivation	→	Lecturer performance	0,963	0,087	<0,001	Supported

Source: Data processed by researchers 2025.

The results of the direct effect test indicate that talent management has no significant effect on work motivation. Transformational leadership has a significant effect on work motivation. Talent management has a significant effect on lecturer performance. Transformational leadership has no significant effect on lecturer performance. And, work motivation has a significant effect on lecturer performance.

Indirect Effect Test Results

An indirect relationship exists between the exogenous latent variables of talent management (X1) and transformational leadership (X2) and the endogenous latent variable of lecturer performance (Y) and the intervening endogenous variable of work motivation (Z). A summary of the indirect effects of these variables can be seen in Table 6 below.

Table 6. Indirect Effects

Effect	Estimate	S.E.	P	Result
Talent management → Work motivation → Lecturer performance	0,061	0,082	0,231	Not Supported
Transformational leadership → Work motivation → Lecturer performance	0,815	0,065	<0,001	Supported

Source: Data processed by researchers 2025.

The results of the indirect effect test indicate that work motivation does not act as an intervening variable in the relationship between talent management and lecturer performance. Therefore, the influence of talent management on lecturer performance is a direct influence and without the mediating or intervening role of work motivation. Furthermore, work motivation acts as an intervening variable in the relationship between transformational leadership and lecturer performance. Therefore, transformational leadership has a significant effect on lecturer performance with work motivation as an intervening variable. This means that better talent management will improve work motivation, and ultimately will encourage improved lecturer performance.

Coefficient of Determination (R²) Analysis

The R-square value describes the variability of changes in exogenous variables that can be explained by endogenous variables. The test results related to the R-square value can be seen in Table 7.

Table 7. R-Square Value

Variable	Variable Name	R-square
Z	Work motivation	0,712
Y	Lecturer performance	0,826

Source: Processed data, 2025.

Based on Table 7, the R-square value of the work motivation construct is 0.712 and the R-square value of the lecturer performance construct is 0.826. The R-square of 0.712 can be interpreted that 71.2% of the variability in changes in work motivation can be explained by the variables of talent management and transformational leadership. The R-square of 0.826 can be interpreted that 82.6% of the variability in changes in lecturer performance can be explained by the variables of talent management, transformational leadership, and work motivation.

DISCUSION

The Influence of Talent Management on Work Motivation

The analysis results show that the talent management variable has no significant effect on work motivation, with a coefficient of 0.063 and a significance value of 0.294, which is higher than the α limit (0.05). Thus, the first hypothesis (H1 is rejected) states that the implementation of talent management has not been able to significantly increase work motivation among the respondents of this study.

This finding indicates that although the organization has carried out talent management processes such as selective recruitment, appropriate position placement, and competency development opportunities, these have not been the main factors driving employee work motivation. It is possible that employees feel that the talent management program is still: not fully understood, not evenly distributed and fair, has not had a direct impact on individual career needs, or is still in the early stages of implementation so that its effects have not been felt. Research that is not in line with this research has been carried out by many previous researchers, namely (Damanik et al., 2020; Hashemzaee & Ghasemi, 2017; Irham et al., 2024), (Islam, 2025), (Cetin & Erbay, 2021) which states that talent management has an impact on work motivation.

The Influence of Transformational Leadership on Work Motivation

The results of the study indicate that transformational leadership has a positive and significant effect on work motivation, with a regression coefficient of 0.846 and a significance value <0.001 , well below the α limit (0.05). Thus, the second hypothesis (H2) is accepted, proving that the higher the implementation of transformational leadership, the higher the employee work motivation. These findings indicate that leaders who serve as role models for subordinates (idealized influence), are able to convey vision and goals inspiring (inspirational motivation), encourage creativity and participation in problem-solving (intellectual stimulation), and provide personal attention and guidance to each employee (individualized consideration) will create a work climate that fosters enthusiasm and internal drive for employees to perform better.

These results also support transformational leadership theory, which states that leaders who are able to inspire and provide direction will boost the intrinsic motivation of subordinates. Furthermore, these findings align with previous research that suggests transformational leadership has been shown to increase work motivation and the spirit of achievement. This

research aligns with research conducted by:(Demirhan et al., 2020; Harahap & Khair, 2020; Kansaki et al., 2021),(Fonseca & Costa, 2020; Iman & Lestari, 2019; Khaliq et al., 2021; Madanchian et al., 2022; Njuguna, 2023).

The Impact of Talent Management on Performance

The results of the study indicate that talent management has a positive and significant effect on lecturer performance, with a coefficient value of 0.288 and a significance level of 0.005, which is less than the α limit (0.05). Therefore, the third hypothesis (H3) is accepted, which states that the better the implementation of talent management, the higher the lecturer performance.

These findings indicate that the institution's talent management process, from appropriate lecturer selection and placement based on competency, training, career development, and retention mechanisms, has a significant impact on improving the quality of lecturers' work. This support encourages lecturers to maximize their performance in carrying out the Tri Dharma of Higher Education, such as improving teaching quality, research productivity, and involvement in community service. These results reinforce Human Capital theory, which states that human resources are valuable assets, and investment in competency development will result in higher performance. When institutions provide development space and opportunities to improve professional skills, lecturers feel valued and motivated to deliver their best results. These findings also align with previous research, which suggests that the effective implementation of talent management can increase productivity, commitment, loyalty, and individual performance in the workplace. Overall, these results confirm that educational institutions need to consistently maintain and improve talent management strategies as part of ongoing efforts to produce high-performing and competitive lecturers. Research paralleling this study was conducted by : (Bibi, 2018), (Al-Hussaini et al., 2019; Diniati et al., 2018; Istikhah et al., 2022; M.Y & Z.M, 2017; Malika & Irfani, 2022; Mantow & Nilasari, 2023; Mkamburi & Kamaara, 2017; Najm & Manasrah, 2017; Safar et al., 2022; Shasena, 2021).

The Influence of Transformational Leadership on Performance

The results of the study indicate that transformational leadership does not significantly influence lecturer performance, with a negative coefficient value of -0.012 and a significance level of 0.459, significantly higher than the α limit (0.05). Therefore, the fourth hypothesis (H4) is rejected, stating that the implementation of transformational leadership has not directly improved lecturer performance. This finding suggests that although leaders may have implemented transformational leadership styles such as providing inspiration, encouraging creativity, and setting an example, this has not had a significant impact on improving lecturer performance. This means that transformational leadership can improve performance if it first improves motivation or other psychological factors, not directly. Therefore, the role of transformational leadership may have a more significant impact on improving lecturer performance in the future. This research is inconsistent with research conducted by: (A. Setiawan et al., 2022), (Alamanda et al., 2022), (Senjaya & Anindita, 2020), (Qomariah, Estiningsih, et al., 2022), (Rahman et al., 2024), (Mujiraharjo et al., 2024), (Tantra et al., 2024), (Fawaid et al., 2024), (Thamrin et al., 2024), (Qomariah et al., 2020), (Qomariah, Lusiati, et al., 2022), (Mulyadi et al., 2023), (Nursaid et al., 2022), (Diah et al., 2024), (Anggraini et al., 2024), (Chandra et al., 2020), (Herawati et al., 2024), (Atikah & Qomariah, 2020). While this research is in line with the results of this research conducted by: (Qomariah et al., 2021), (Siagian, 2018) stated that leadership has no effect on performance.

The Influence of Work Motivation on Performance

The results of the study indicate that work motivation has a positive and significant effect on lecturer performance, with a coefficient value of 0.963 and a significance level of <0.001, well

below the α limit (0.05). Thus, the fifth hypothesis (H5) is accepted, proving that the higher a lecturer's work motivation, the better their performance.

These findings indicate that lecturers with strong work motivation, whether intrinsic or extrinsic, tend to be more enthusiastic in carrying out teaching tasks, take the initiative to improve teaching quality, be active in research and publication activities, have a commitment to community service, and demonstrate a high level of responsibility in carrying out the three pillars of higher education. Work motivation can arise from various forms of support and positive experiences in the workplace, such as recognition for achievement, harmonious working relationships, professional development opportunities, a fair reward system, and supportive working conditions.

These findings align with motivational theories, particularly Vroom's Expectancy Theory and Maslow's Needs Theory, which emphasize that individuals perform optimally when their psychological and professional needs are met and they believe their efforts will yield valuable outcomes. These findings are also consistent with previous studies that suggest that motivation is one of the strongest factors influencing performance improvement in both academic and professional settings (Ingsih et al., 2021), (Rahmadani et al., 2020), (Tahiri et al., 2022), (Mulyadi et al., 2023), (Rostina et al., 2024), (Martini et al., 2024), (Y. Setiawan et al., 2022), (Utomo et al., 2019), (Triasmawan et al., 2023), (Basyah et al., 2022), (Nilasari & Nisfiannoor, 2021), (Hosen et al., 2024), (Qomariah et al., 2021).

CONCLUSION

Based on the descriptions presented in the discussion, several conclusions can be drawn from the findings of this study: talent management has a positive but insignificant effect on work motivation. Transformational leadership has a positive and significant effect on work motivation. Talent management has a positive and significant effect on lecturer performance. Transformational leadership has a positive but insignificant effect on work motivation. Talent management has a positive but insignificant effect on lecturer performance, with work motivation as an intervening variable. Transformational leadership has a positive and significant effect on lecturer performance, with work motivation as an intervening variable.

The research subjects were limited to permanent lecturers at the University of Muhammadiyah Jember, thus generalizing the results is not possible. Further research can be conducted with a broader audience (regional or national). Another limitation relates to this study's limited focus on the influence of talent management and transformational leadership on lecturer work motivation and performance. Therefore, future research should formulate and develop a model related to the factors influencing lecturer work motivation and performance. Future research can test other variables and use different approaches to obtain more robust findings.

LIMITATION

This study has several limitations that should be considered when interpreting the results: This study was conducted only at the University of Muhammadiyah Jember, so the findings may not be generalized to other higher education institutions with different organizational cultures, management systems, or lecturer characteristics. The number of research respondents was limited to 71 lecturers based on Slovin sampling. A larger sample could provide a more robust representation and potentially yield different statistical outcomes. Data collection relied on self-assessment through questionnaires, which may be subject to common method bias, social desirability effects, and subjective responses that cannot be fully verified independently. The study used a cross-sectional approach, capturing responses at a single point in time. Therefore, the research cannot measure changes over time or establish

stronger causal relationships between variables. The model only examined the influence of talent management and transformational leadership with motivation as an intervening variable on lecturer performance. Other factors such as organizational culture, compensation, job satisfaction, workload, and institutional support were not included, even though they may also influence lecturer performance. Performance and motivation were measured based on general indicators and may not fully capture variations across different academic fields, teaching loads, or administrative responsibilities among lecturers.

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