

THE ANALYSIS LEADERSHIP STYLE OF STUDY PROGRAM LEADERS ON LECTURER PERFORMANCE STKIP BBG BANDA ACEH

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Abstract

This study aims to examine the influence of leadership style of department to the performance of STKIP BBG Banda Aceh. The data were obtained by sampling to all lecturers at STKIP BBG Banda Aceh. From this research, it is found that leadership style of department leader has a significant influence on the performance of STKIP lecturers of BBG Banda Aceh. Any change in leadership style of the department leader in a positive direction will improve the performance of lecturer STKIP BBG Banda Aceh.

Keywords: *Leadership style, Head of study program, Lecturer, performance, STKIP BBG Banda Aceh*

INTRODUCTION

The vision and mission of private universities to achieve the goals will be better if the organization undergoes continuous improvement and development. One of the improvements that private universities seek to improve or defend their superiority. The vision and mission of each study program as a whole supports the vision and mission of STKIP Bina Bangsa Getsempena (Rahmattullah, 2015).

In the competition in this economic world, the increasingly intense competition between private universities where required to remain in the competition and the influence of leadership style of the respective chairman of each study is also different and a factor in its influence on STKIP BBG.

One of the things that can be taken by private universities to be able to survive in intense competition is by improving the

performance of university lecturers by maintaining and improving leadership style of department leader on lecturer performance.

The leadership style of the department director from a private university becomes the driving factor and support in leading the lecturer in improving its performance. All efforts are made to achieve the objective of them by using human resources that is a reliable and professional work force and leadership style from the performance of a chairman of the study program, where the head of the study program must have ideal and good character so that it can improve the performance of the lecturer.

The leadership style of a department leader in the organization is very important in the progress of the organization for the advancement of a private college depends on the leadership style of a chairman of the

program both in the process of influencing, directing and providing an important influence for private university objectives achieved.

A good leadership style is a leadership style that can provide motivation to work on subordinates. A director of the study program should bring together skills, experience, personality and motivation. The performance of lecturers will be good if the leadership style of the department leader can give the right motivation and the leadership has a leadership style that can be accepted by all lecturers and support the creation of a good working atmosphere.

Ineffective leadership style will not provide good direction to subordinates to the efforts of all the work in achieving goals. The influence of leadership style of department leader on lecturer performance can be influenced by leadership style adopted and applied by top management or leadership. Goal path theory assumes that leaders can change their style or behavior to meet the demands of a particular situation, such as when facing a new subordinate group or a new project, the director of the study program may behave directly in making work procedures and explaining what to do.

The prodi chairman can use supportive behavior to increase group cohesion and foster positive climate. Once the group is familiar with the task and when

new problems are found, the head of the study program can demonstrate participatory behavior to improve the motivation of the lecturer. Achievement-oriented behaviors can be used to drive increased performance. The application of leadership style that suits the character of lecturers, occupations, and existing conditions can contribute greatly to the improvement of lecturer's performance.

Problem Formulation

From the background can be formulated the problem of whether the leadership style of the study program affect the performance of lecturers STKIP BBG Banda Aceh.

Research Purposes

This study aims to examine the influence of leadership style of department leader on the performance of lecturers STKIP BBG Banda Aceh.

LITERATURE OF REVIEWS

Structural leadership at the university includes the Dekan and the Rektor. They are academic and administrative leaders who support lecturers. In this case supportive leadership is needed where there is a (structural) leader who supports other leaders (scientific leaders). This model is similar to leadership in a knowledge-based institution, such as hospitals, consultancy institutions, research institutes. The Dean and Head are expected

to be competent leaders to lead a solid system.

Scientist leaders are a world that is unattractive and lonely, although it is actually from them the power of established universities. In various faculties there is no facility for scientific leaders.

Observations show: Rektor and Dekan as Academic leader not yet optimal role to function as supportive leader. Lecturer as a scientific leader has not received support and academic atmosphere of the condition. As a result. the existence of structural leaders and scientific leaders have not been built in a balanced way.

In various universities is not known what is called a scientific leader. Observations at various campuses in Indonesia, which are considered and always a scene of noise is a structural leader such as deans and rectors. This position becomes a bone of contention. I saw in a state university outside Java, it is said that no lecturer is a scientist leader. What to look for is how to become a dean. Scientist leaders are a world that is unattractive and lonely, although it is actually from them the power of established universities. In various faculties there is no facility for scientific leaders.

Leaders of science less given the role and facilities. As the note will be discussed in other sections are: The way to get a structural leader can run politically. In some

universities there is even a choice model of the regional head: one man/woman-one vote. What are the consequences? Various negative things can happen, among others: Dekan/Rektor may be elected because of his group that can come from: tribe/son of the region, religion, political affiliation, race and so on; The concept of a supportive leader is not an emphasis; The academic atmosphere within the institution of higher education decreases and becomes minimalist; There can be an atmosphere of lecturer docking with a non-scientific (political) foundation.

Concerning the above statement, Ciptono, WS (2007) states that the primary motivation of the hierarchical level of managerial capability is how to make changes in the organizational system. The ability of top managers is considered most capable of making significant changes because of its vast resources and influence. In contrast, lower-level managerial skills find it more difficult to make significant changes in the system because bureaucratic control processes that limit their actions lead to helplessness or lack of chronic autonomy.

Compared with the hierarchical level of managerial capability, the degree of autonomy can be a more comprehensive contribution with respect to the ability of managers to influence organizational systems. Autonomy not only acts as an enhancer of people to improve internal work

motivation, but also can serve to moderate the extent to which individuals can influence the system significantly.

In addition, the involvement and empowerment of all members of the organization in collaborative and collaborative efforts to achieve quality improvement seems to be a key element in leading the study program. Furthermore Yukl, G (2001) states that leadership in the Organization has a special focus on managerial leadership in large organizations and is an attempt to bridge the gap between academics and management practitioners.

Concerning the external, Davis and Bryant stated that the way in which the leadership relationships and performance of research centers reinforce each other and the importance of this in creating and transferring technology in industrial university research partnerships and the implications of this for science policy.

Jenita (2015) identifies and obtains empirical evidence on the influence of motivation and implementation of human resources strategies on the performance of lecturers and the implications on the quality of university graduates in Riau Province. Theoretically, teacher's motivation and implementation of human resource strategy applied in every university set policy to reach the institution goal in influencing the performance of lecturer which give influence to the quality of the graduate. This

research would like to answer whether it also applies to the context of PTS lecturers in Riau.

This research is done by using descriptive and verification method. The sampling technique used is Cluster proportional random sampling, sample determination using formulas developed by Isaac and Michael, with population of 1866 Lecturers with a total sample of 236 respondents. The research was conducted at Private Universities in Riau Province. Analyzer used is path analysis The result of this research concludes that 1) condition of human resources strategy implementation, performance and average quality of faculty graduates in high category, except in very high category of motivation. The relationship between independent variables in the medium category; 2) there is positive and significant influence of motivation variable and implementation of human resources strategy to lecturer's performance with 70,33%; 3) there is a positive and significant influence of the variable on the quality of the performance of faculty.

Rabiah (2015) examines the role of dean leadership in improving the performance of lecturers in the science faculty of tarbiah and teacher of IAIN sultan amai gorontalo. From this research, it can be concluded that the role of the dean's leadership in improving lecturers on the tridharma of universities (education,

research and community service) in the faculty of tarbiah and teacher training is very important and it is shown by how the dean becomes a drafter, motivator, decision maker, and catalysts, supervisors.

Second, the results of lecturer's performance at the Faculty of Tarbiyah and IAIN Teacher of Sultan Amai Gorontalo consists of two contexts, namely performance as work behavior and performance as a result of work; lecturer's performance as work behavior consists of 3 indicators: timelines, creativity and cooperation, need for supervision, lecturer's performance as the result of lecturer's work consists of 3 indicators: quality, quantity, and cost effectiveness.

Third, Factors supporting the leadership of the dean in improving the performance of lecturers at the Faculty of Tarbiyah and Teacher Training IAIN Sultan Amai Gorontalo namely: the existence of lecturer certification allowance, lecturer commitment in implementing Tridharma college, culture cooperation lecturer, central government support, local government support, by LPM, the availability of libraries Faculty of Tarbiyah and Teacher Training. Factors of inhibition in the presence of teaching in the classroom, lack of motivation of lecturers in writing scientific papers/writings and doing research, the lack of education facilities and infrastructure, lack of supervision and monitoring in the

learning process in the classroom, teaching expenses of lecturers exceeds SKS which becomes obligation and lack of lack of honorable teaching incentives.

Christianingsih (2011) stated that overall visionary leadership and lecturer performance had a positive and significant influence on the quality of the university. Partially, the lowest average value is the change agent and trainer sub-variables, the competence sub-variables show in the medium category, sub variable of empathy and productivity shows in medium category. As for the other sub-variables into the high category. The results showed that the performance of lecturers in the category of being.

This means that there is still need to improve the competence of lecturers covering pedagogic competence, professional competence, social competence, and competence of personality. Result of research of university quality variable for sub variable of empathy and productivity show in medium category. Thus the leadership should strive to be empathetic for the academic community through genuine concern for the aspirations and needs of all the people in the institution, being hospitable and courteous, serving wholeheartedly, creating a conducive academic atmosphere, creating a harmonious atmosphere, open attitude and a pleasant atmosphere.

Research conducted by Linda Ika Mayasari (2017) which states that leadership and bureaucracy is very determine the existence of a college. A weak leader will cause the college unable to move its vision to its full potential. Likewise with the bureaucracy of slow and convoluted will reduce the image of universities in the eyes of stakeholders. Therefore, colleges must have leaders who are capable of bringing about change and creating a good bureaucracy.

Leading at one college will be very different from leading in another institution. As an organization with the duty of tri dharma college requires different styles of leaders and different bureaucracy. Leaders in college not only acting as head, but must be able to become steering core to realize a competitive university. Furthermore

Radianto (2015) states that interaction control plays a very important role in entrepreneurial university Through the control of the lecturer can provide ideas and ideas to the leadership, in this case will be able to motivate the lecturers in behaving accordingly expected by the university Ideas and ideas that will bringing about innovation and creativity is an important part of entrepreneurial university character.

Rumondor (2011) concludes that the situational (contingency) approach can depict styles that depend on factors of situations, employees, tasks, organizations, and other environmental variables. There are three critical variables that influence the style of leader: leader, follower or subordinate, and situations, all three of which are interconnected and interacted as in the following figure:

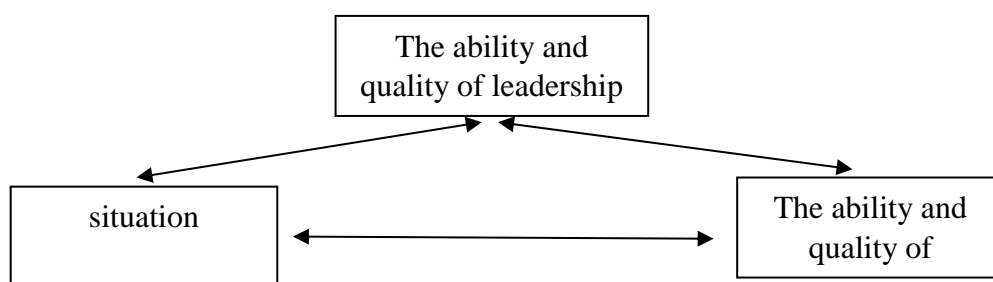


Figure 1. Relationship Between Leaders, Subordinates and Situation

METHOD

Determination of respondents in this study was done by proportional random

sampling technique. The sample size is 31 private university lecturers in Banda Aceh. The variables used in this study include

Leadership Style as the independent variable (X) and Lecturer STKIP BBG performance as the dependent variable (Y). Leadership styles include autocratic leadership styles, democratic leadership styles and permissive leadership styles.

Measurement of leadership style variables is measured through 5 indicators, namely responsibility, trust, communication, decision making and empathy. While the lecturer's performance is measured through 5 indicators, namely job quality, timeliness, initiative, ability and communication. The measurement method for each variable indicator is done by using ordinal scale. Class categories for leadership styles are:

- 19.5 - 33.5: leadership style of the director of the study program is low
- 33.6 - 47.5: leadership style of chairman of the study program
- 47.6 - 60.5: leadership style of high department chairman.

Class categories for lecturer performance are:

- 19.5 - 33.5: Low lecturer performance
- 33.6 - 47.5: moderate lecturer performance
- 47.6 - 60.5: high lecturer performance.

Data analysis technique in this research is done by way of describing and interpreting existing data to describe phenomenon that happened. Analytical technique used to measure the closeness of variable relationship that is by correlation coefficient test of spearman rank. Then interpreted by Guilford's interpretation (1956).

DATA ANALYSIS AND DISCUSSION

Characteristics of Respondents

Respondents in this study were 40 lecturers STKIP BBG Banda Aceh. Characteristics of respondents are divided into 4 characteristics, namely: age, gender, level of formal education, and length of work.

Table 2. Respondent Characteristics of Lecturers STKIP BBG Banda Aceh

No	Description	Amount	
		Lecturer	Percent
1	Age (years)		
	Range of 15 to 64	40	100
	64 and up	0	0
2	Gender		
	Man	20	50
	Women	20	50
3	Education		
	S2	39	97,5
	S3	1	2,5
4	Length of work		
	Below 10 years	27	67,5
	Between 10 and 20	12	30
	20 years and over	1	2,5

The style of leadership is the norm of behavior one uses when one tries to influence another as it sees. Leadership style required a chairman of the study program to be able to manage his lecturer. Based on the identification result, the leadership style used by STKIP BBG department leader is a democratic leadership style.

This style of leadership can be seen from the characteristics of democratic

leadership style, such as communication between head of department and lecturer is open, the head of department gives opportunity to the lecturers to express their opinions and complaints about the problem that happened in STKIP BBG after that decision and problem solving done by chairman of the study program. The level of leadership style of the study director in this study can be seen in Table 3.

Table 3. Percentage of Leadership Style Head of Study Program STKIP BBG

No	Leadership Style Chairman Prodi	Category (%)		
		High	Medium	Low
1	Responsible	81,59	18,92	0,00
2	Trust	73,43	26,17	0,00
3	Communication	56,74	42,28	0,00
4	Decision-making	40,81	59,31	0,00
5	Compassionate	60,56	37,98	0,00
	Average	62,63	36,93	0,00

Table 3 shows that the level of leadership style of the study program is included in the high category (62.63%) which means that the leader performs his / her duties as the head of study program; some lecturers are directly involved in decision making, communication between the lecturers and the head of the study program takes place within and out of work and compassionate by some lecturers because they often interact with the chairman of the study program. While 36.93% of respondents assessed the leadership style of the department leader in the medium category, this is because some

lecturers are involved indirectly in decision making so that communication frequency is not as good as those who have structural positions. The responsibility of the head of the study program is included in the high category with the percentage of respondents is 81.59% because it is seen from the main duty and the function as the leader that is done well.

Private universities are effective or successful if supported by qualified human resources. The quality of the work of lecturers STKIP BBG included in the high category (62.63%) because the lecturer can complete his work in accordance with the

main task and function. In addition, the lecturers are willing to work overtime to achieve the set targets. The timeliness of lecturers is included in the high category with the percentage of respondents is 81.59% because the lecturers enter and exit the teaching in accordance with the standard time of entry and exit of teaching that has been specified STKIP BBG especially the distance of their houses relatively close to STKIP BBG.

In addition, the completion of the work given at the appointed time so that the work does not accumulate and the results in accordance with the expected. With the importance of timeliness, work can be neatly arranged, and will facilitate the process of organizing and controlling other work. The lecturers' initiatives fall into the high category (60.56%) because some lecturers occasionally can do jobs outside their work such as assisting other lecturers when their work is done and in this case the cooperation between the lecturers is formed for STKIP BBG.

Nevertheless, some lecturers still contribute in giving opinions or ideas for STKIP BBG getting better. The lecturers of STKIP BBG are included in the high category (62.63%) because the lecturers can reach the targets set in the work plan of each division. In addition, lecturers work as closely as possible in accordance with the standards and rules set by STKIP BBG.

Achievement of achievement related to the ability to accomplish challenging goals (challenging goal).

Therefore, to achieve an objective of a private college, a lecturer is required to have sufficient ability to complete his work. Communication lecturers with fellow lecturers included into the high category (56.74%) due to the establishment of good cooperation with fellow lecturers to exchange ideas or ideas. In addition, relationships with fellow lecturers were established inside and outside the work (Rahmattullah, 2015).

Relationship between Leadership Style Head of Department with Performance Lecturer STKIP BBG

Based on Rank Spearman correlation calculation using SPSS application, obtained sig value. 0,000 at a significance level of 99 percent ($\alpha = 0.01$). The sig value. smaller than 0.01, it can be concluded that there is a relationship between the leadership style of the department of study with the performance of lecturers at STKIP BBG. As for the value of correlation coefficient (r_s) obtained equal to 0.717 between leadership style of director of study program with lecturer performance in STKIP BBG.

For strengthen the validity of this research analysis hypothesis testing with t test. Testing the hypothesis is done by a one-sided test. Based on t test results obtained t

count of 5.539 and t table of 2.756, it can be concluded t arithmetic greater than t table which means reject H0 and receive H1. The closeness of the relationship between the leadership style of the department leader and the performance of the lecturer at STKIP BBG is known by interpreting using Guilford correlation coefficient rule (1956) attached in Table 3.

The interpretation result using Guilford correlation coefficient rule (1956) stated that the value of 0.717 means that the relationship between two variables is strong. This means that there is a direct or positive relationship between the two, it can be said the more democratic leadership style of the department of study, the higher the lecturer's performance.

CONCLUSION

The leadership style used by the head of the STKIP BBG department is a democratic leadership style with a leadership style that belongs to the high

category (58.10%) which means that the department conducts its duty as a democratic leader, some lecturers are directly involved in decision making, lecturers and communication between heads of study program and lecturers took place both inside and outside work and empathy felt by some lecturers because they often interacted with the head of study program.

A good leadership style will produce good results with the tasks and functions of a chairman of the study program in a private college, on the contrary if the leadership style of a director of private university study program is not good then it will give a bad impact on lecturers and private universities , therefore it is advisable to monitor the lecturers directly, give lecturers the opportunity to give opinions, establish relationships and good communication on lecturers is a good step in giving influence and directing lecturers to be motivated in achieving the goal STKIP BBG.

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