

The Effect of effective leadership and lecturer's motivation to the effectiveness of the organization of Private Higher Education Organizations in East Kalimantan, Indonesia

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Abstract

Background: This study aims to improve the leadership effectiveness, lecturer's motivation and effectiveness of the organization to support the effectiveness of private university organizations in East Kalimantan Province, Indonesia

Materials and Methods: This research uses quantitative descriptive method. *The Leader-member Exchange (LMX)* by Graen & Uhl Brien (1991) and *The Leadership Profile (TLP)* measurement model developed by Sashkin (2003), motivation developed by Herzberg (1967), while the measure of organizational effectiveness variables, this study adjusted the model developed by Cameroon (1978). The overall indicators in this study were measured using five Likert scales. The analytical unit is lecturer's currently active in 12 private universities in East Kalimantan Province with a sample of 190 people from a population of 760 lecturers. Determination of sample using *simple random sampling* technique. Descriptive analysis and hypothesis testing were done using SPSS 21.0 and SEM (*Structural Equation Model*) program with AMOS 20.0 program with the findings as follows.

Results: The result of the analysis showed that there was no significant contribution indicated by the effective leadership toward the motivation of lecturer (path coefficient positive marked 0,088 with the value of $cr = 0,975$ and $p = 0,329$), effective leadership toward organizational effectiveness (negative signified coefficient of 0,063 with $cr = -0,770$ and $p = 0,441$).

Keywords: *Higher education, Effective leadership, Motivation, organizational effectiveness, private universities in East Kalimantan.*

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I. INTRODUCTION

The tertiary education environment, wherever it is, always changes very quickly. Higher education institutions must be responsive to the phenomenon of change that will occur and inevitably occur in the future by preparing 21st century competencies, such as; critical thinking, creative and innovative, communicative, and collaborative. To support these competencies, Bush & Coleman (2006) states that a leader who has a vision and mission is able to describe the future of the higher education organization in accordance with the desired goals, who are able to express values and explain the direction of effective organizations.

Smith (1996) stressed the need for a college leader to have a vision of improving the quality of the organization, being able to lead effective departments, developing the performance of his staff, and being proactive in every activity that supports the improvement of the quality of the institution he leads.

In the current digital era, in the world of tertiary education in Indonesia, the management of tertiary education needs to be done to integrated manner given that our current tertiary education. Tilaar (2003) shows that tertiary institutions currently need to improve their management, especially in the management of centralistic management, because centralized management has resulted in a decline in the quality of education. In managing the organizational system, Yulk (2008) states that the leader can improve the performance of his organization by influencing the performance of (1) subordinates, colleagues and others outside the organization; (2) policies in management and organizational systems and organizational structures (3) influences that are used together in a consistent way for effective leadership.

Private tertiary institutions in East Kalimantan need to continue to improve the quality of their institutions to meet the needs of the community and the world of work today. Therefore, hard work is needed from all private universities in East Kalimantan to continue to improve the quality of its institutions so that graduates are better and accepted in the community and workplace.

II. MATERIALS AND METHODS

1. Research Design

This research uses a quantitative descriptive approach to describe and empirically test hypotheses in the study of the effects of effective leadership, organizational climate and lecturer motivation on the effectiveness of private tertiary institutions in East Kalimantan. This research is categorized as a correlational research that aims to find, explain a relationship, estimate, test based on existing theories, to reveal the correlation between variables (Mc Millan and Schumacher, in Syamsuddin and Vismaia, 2009: 25).

2. Research Variables

The variables in this study were divided into two namely exogenous and endogenous variables. The exogenous variable in this study is effective leadership (VKE). Endogenous variables are effect or consequence variables, which are variables that are directly or indirectly affected by exogenous variables. The endogenous variables in this study are lecturer motivation (VMD) and organizational effectiveness (VKO).

3. Population and Research Samples

The population in this study were private university lecturers in East Kalimantan Province, spread over 45 tertiary institutions with a total of 764 lecturers. From the population of PTS lecturers in East Kalimantan good research samples ranged from 165 to 330 samples (Sugiyono, 2007). Furthermore, this study uses a sample of 190 lecturers at Private HE Institutions spread across the province of East Kalimantan with a simple random sampling technique (simple random sampling) for private universities in East Kalimantan.

The results of testing the hypotheses proposed in this study are briefly shown in the following Table:

The results of Hypotheses testing

Antar Variabel	Laten	Estimate	S.E.	C.R.	P	Ket.
VMD	<--- VKE	0,088	0,141	0,975	0,329	Not Significant
VKO	<--- VIO	0,121	0,127	1,381	0,167	Not Significant
VKO	<--- VMD	0,512	0,079	6,573	***	Significant

III. RESULTS AND DISCUSSION

Results:

a. Effective leadership (X) does not significantly influence to the motivation of lecturers (Z). This can be seen from the path coefficient that is positive at 0.088 with a value of C.R. equal to 0.975 and obtained a probability probability (p) of 0.329 which is greater than the significance level (α) determined at 0.05. Thus, effective leadership does not significantly influence the motivation of lecturers. Likewise, the indirect leadership effective on the motivation of lecturers is shown with a negative value of -0.238 meaning that the influence of leadership on the motivation of lecturers is also indirectly influenced by a decrease in organizational climate by 0.238. "Effective leadership has a significant effect on the motivation of lecturers at private universities in the province of East Kalimantan" is not proven.

b. Effective leadership (X) does not have a significant direct effect on Organizational Effectiveness (Y). This can be seen from the path coefficient that is negative at -0.063 with a value of C.R. equal to -0,077 and a significance probability is obtained

(p) is 0.441 which is greater with a significance level (α) determined at 0.05. The effect of effective leadership on organizational effectiveness by -0.077 means that every time there is an increase in effective leadership, it will reduce the effectiveness of the organization by 0.077. Lecturer motivation (Z2) has a significant effect on organizational effectiveness (Y). This can be seen from the path coefficient that is positive at 0.512 with a value of C.R. of 6.573 and obtained a significance probability (p) of 0,000 which is smaller than the significance level (α) determined at 0.05. "Effective leadership has a significant effect on organizational effectiveness in private tertiary institutions in East Kalimantan Province" is not proven.

c. The direct effect of lecturer motivation on organizational effectiveness is 0.512, which means that there is an increase in the motivation of lecturers to increase motivation significantly at 0.512. "The motivation of lecturers has a significant effect on the effectiveness of organizations in private tertiary institutions in East Kalimantan Province" is proven.

IV. DISCUSSION

1. Measurement of Effective Leadership Variables

In measuring effective leadership variables, communication skills have the greatest influence (0.885) followed by leadership that has concern, has principles, is centered on followers, has self-confidence, visionary leadership, leadership that has leadership skills, and leadership that has an appreciation equity. This can be accepted because the perception of effective leadership is assessed from the ability to communicate organizational leaders to all stakeholders of the organization.

In tertiary institutions, communication built within an organization is good dialogical communication between members of the organization. Communication developed by university leaders must be more effective, this is because the organizational structure is more directed to the bureaucratic system. The organizational structure of higher education institutions such as chancellor / chairman / director, vice chancellor / vice chairman / deputy director as well as the structural lines to the dean / chair of study programs and the ranks must be with communication built in an organization very important role, because communication disruption will be very unfortunate for organizational performance.

Communication built by university leaders must be effective. According to Abbas (2008) one way is to cultivate a dialogical communication system. Dialogic communication is a two-way communication between superiors and subordinates and vice versa. Effective and dialogic communication is not the communication of a leader who always leads the conversation without giving an opportunity to the other party, for example in an academic meeting, leaders of higher education must listen to evaluations delivered by lecturers regardless of their position structurally.

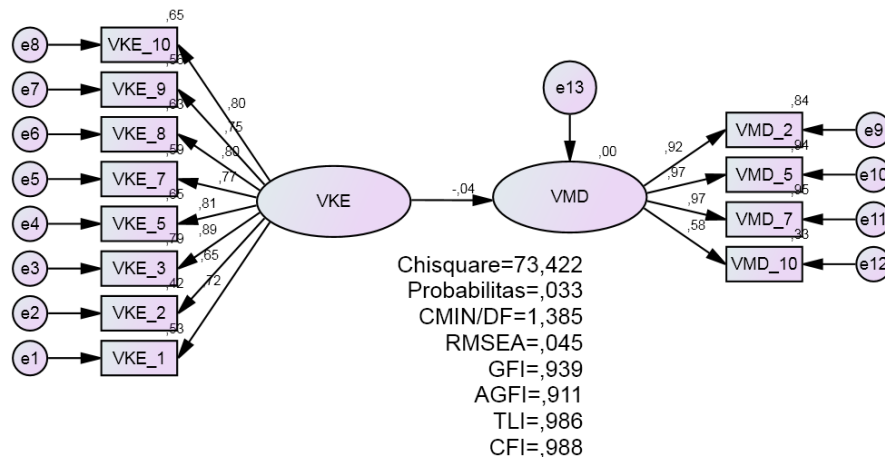


Figure1: Effect of VKE on VMD
SEM Amos 20.0

2. Measurement of Lecturer Motivation Variables

In terms of lecturer motivation, growth and development indicators provide the strongest influence in forming lecturer motivation variables of 0.805. Subsequently followed by indicators of working conditions, interpersonal relationships, responsibilities, achievements, work itself, supervision, organizational policies, salary & security, and rewards.

Career growth and development in the perception of lecturers is considered the most important because it involves the recognition of professional positions and the socio-economic needs of a lecturer. As mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation of the Republic of Indonesia Number 37 of 2009 concerning Lecturers stated that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research and community service. Article 69 of Law No. 14/2005 concerning Teachers and Lecturers, stated that the guidance and development of lecturers includes the development and professional and career development. Guidance and professional development of lecturers includes pedagogical competence, personal competence, social competence, and professional competence. The guidance and professional development of the lecturers is carried out through the improvement of academic positions, while the guidance and career development of the lecturers include assignments, promotions and promotions.

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. A prospective lecturer can only be appointed as a lecturer if it meets the requirements set and has passed the selection and

evaluation determined by the faculty admissions team. However, recognition as a lecturer can only be obtained if the lecturer already has a National Lecturer Registration Number (NIDN). NIDN is the identity of lecturers in Indonesia that must be owned by lecturers from state and private universities. NIDN is also an identity for all matters concerning lecturers. Lecturers who already have NIDN have a position as professionals at the tertiary level. The position as a professional is proven by the ownership of educator certificates obtained through competency tests. Professional allowances are given to lecturers who have educator certificates, carry out the Indonesia Three Pillars of Higher Education, namely: teaching, research and community services with a workload of at least commensurate with 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester, and fulfill other requirements in accordance with statutory regulations. The professional allowance can be stopped if the lecturer no longer meets the requirements in accordance with applicable regulations. For this reason, lecturers are required to report their activities every semester and then evaluate their performance. Lecturers who do not meet the workload requirements need guidance and explanations from assessors so that the performance determined by law can be achieved. Meanwhile, the career path of a lecturer is shown through the Academic Lecturer Position, which is the position that shows.

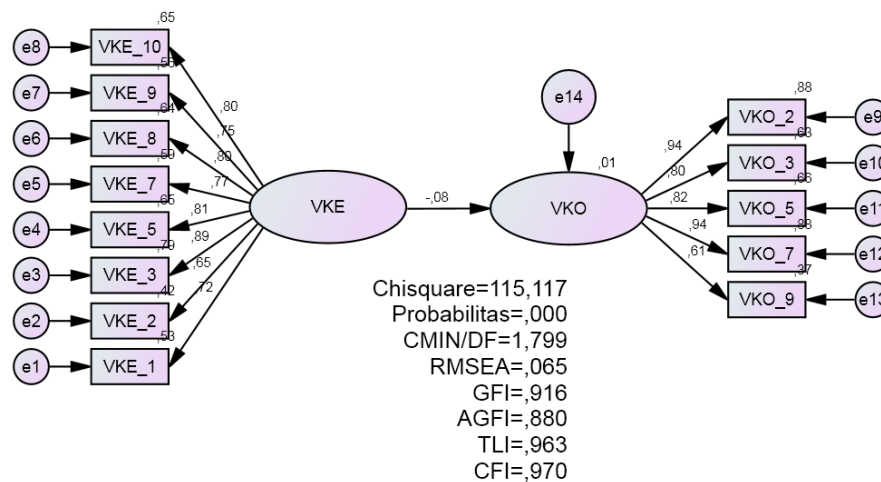


Figure 2: Effect of VMD on VKO
SEM Amos 20.0

2. Measurement of Organizational Effectiveness Variables

Furthermore, the organizational effectiveness variable shows that the quality indicators of the professional development of the faculty have the greatest influence in shaping organizational effectiveness by 0.930 followed by indicators of student personal development, student academic development, system of openness and community interaction, ability to manage resources, job satisfaction of staff and administration, satisfaction students, as well as organizational health.

The concept of effectiveness used in this discussion also refers to the formulation put forward by Amitai Etzioni (1964, p. 8), namely the level of organizational success in achieving its goals or objectives. The terms of reference used to analyze, not only in terms of goal optimization, system perspective, or perspective of human behavior in organizations, but are more comprehensive, by examining the characteristics of the organization, environment, human resources, and its management policies and practices such as the Steers analysis framework (1980).

There are institutions of individual ability and diversity are factors that also determine the effectiveness of an organization. Many organizations cannot achieve their goals optimally because of the limited capabilities and skills of their human resources. In addition there are factors within the individual that greatly affect the performance in carrying out organizational tasks. For example, motivational factors, work spirit, individual desires and expectations, satisfaction, achievement and the need for appreciation and self-actualization that requires fulfillment by the organization. These individual factors can provide job satisfaction is often used as a univariate measure to assess and determine the degree of effectiveness of an organization.

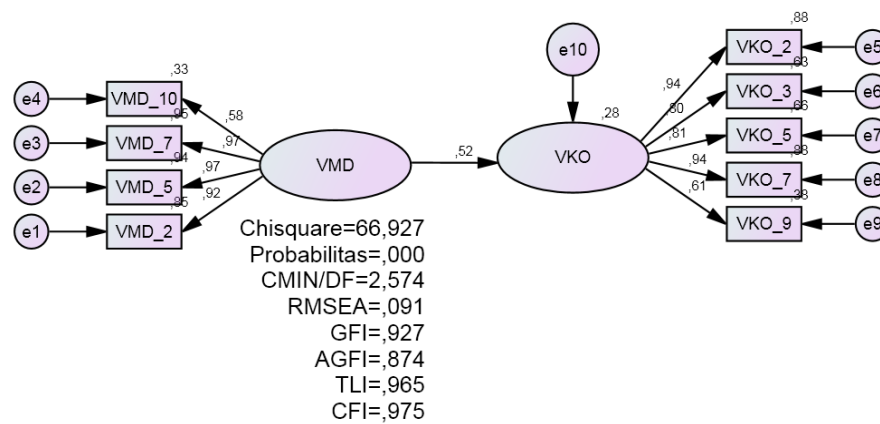


Figure 3: Effect of VKE on VMD
SEM Amos 20.0

V. CONCLUSION AND REKOMENDATION

Based on the findings, leadership in tertiary institutions has an important role in the management of quality tertiary institutions, leaders in carrying out bad and unprofessional leadership, will have a bad influence on achieving the quality of education in tertiary institutions. The Leader-Member Exchange (LMX) theory used in measuring effective leadership instrument variables that gives a significant influence on each variable such as:

1. Effective leadership does not significantly influence the motivation of lecturers in this finding is certainly not in line with the LMX theory where effective leadership in higher education in East Kalimantan in the relationship between leadership and followers will significantly influence the work motivation of lecturers in higher education in East Kalimantan. However, this empirical finding is supported by Beugre et al (2001); Walker (2015); Goodnight's (2004) where they state that the organizational environment that practices autocratic leadership allows an emphasis on the motivation of lecturers in tertiary education in East Kalimantan which can lead to work stresses and will hinder the lecturers' motivation to improve their performance which ultimately affects the effectiveness of the organization.
2. Effective leadership has no significant effect on Organizational Effectiveness. These findings indicate that organizational effectiveness does not have a significant effect on organizational effectiveness. These findings are likely due to the LMX theory not explaining contextual factors that might have an impact on the LMX relationship (Anad el al (2001) in Northouse (2013)). Contextual factors such as workplace norms, organizational culture variables, other policy rules that affect the exchange of relations between leaders and followers. These contextual factors may not be able to influence the effective leadership of private tertiary institutions in East Kalimantan in the effectiveness of higher education organizations in East Kalimantan.
3. Motivation of lecturer work affects the effectiveness of the organisation, this finding also strengthens the LMX theory of lecturer work motivation influences organizational leadership. The application of LMX theory in higher education is a mature relationship between leaders and the entire academic community where leaders will position themselves in a relationship to motivate lecturers in carrying out their obligations towards the Three Pillar of HE (Tri Darma of Higher Education): teaching, research and community service and this will certainly improve the quality of the institution. high.

1. Research findings that support LMX theory or programs:

- a. The influence of lecturer motivation on organizational effectiveness shows a positive and significant effect, meaning that the work motivation of lecturers increases the effectiveness of the organization of private tertiary institutions in East Kalimantan. Geographically, the condition of private tertiary institutions in East Kalimantan, the completeness of infrastructure, and proximity to information sources do not make them feel small. It is precisely with these limitations, the lecturers try to be actively involved to be involved in competition or competition by increasing their ability to find and collaborate with state or private universities outside the province and even try to collaborate with foreign universities solely to improve the quality of professionals as lecturers which is not the same as the condition of the lecturers on the island of Java. This will certainly affect the effectiveness of their institutions in achieving the goals of the institution. The results of this finding are very important to be followed up by leaders of private universities in East Kalimantan, such as facilitating and supporting lecturer career paths in achieving lecturer functional positions, lecturer certification, mentoring of

lecturer performance, providing facilities and infrastructure that support quality learning processes, research programs both independently and institutionally, as well as programs that support community service activities. This is very important because lecturers' motivation both intrinsic and extrinsic motivation is the strength of lecturers in interpreting their competencies in improving their quality in carrying out the obligations of the Three Pillars of Higher Education which ultimately leads to success in achieving the effectiveness of higher education organizations.

2. Results of research that reject theories or programs:

a. The insignificant influence between effective leadership (X) and work motivation (Z2) shows that the leadership practices that have taken place so far at PTS East Kalimantan have a positive effect but do not significantly increase the work motivation of the existing lecturers. The success of an organization is not determined solely by leaders, nor is it determined only by good governance, but it is determined by various factors, namely leadership, subordinate maturity, work teams, and entrepreneurial spirit.

The problem faced by most PTSs to improve the HR performance of lecturers is not merely because of constraints in funding limitations, but it is not uncommon for lecturer performance not yet able to develop optimally because the organizational culture and leadership developed in PTS institutions are less conducive to improving performance. In LMX theory, the better and more effective relationship between leaders and followers, the leadership style applied by leaders will influence the higher the performance of lecturers, which is indicated by the quantity of work they provide in teaching, writing and participation in scientific forums, as well as the amount community service activities. Effective leadership that takes place provides space for lecturers to be independent, especially in planning teaching, implementing, and evaluating learning. The independence of the lecturers is very visible in the ability to plan teaching, mastery in lectures, mastery of delivery techniques, variations in the use of teaching methods, individual service delivery, as well as in assessment and reporting.

b. The effect of effective leadership on the effectiveness of the organization of private tertiary institutions in East Kalimantan identified no significant effect on the formation of organizational effectiveness. The leadership practices that have been carried out so far have been proven not to provide the creation of student academic development, student career development, job satisfaction of staff and administrators, systems of openness and community interaction, and organizational health, to be effective.

Dynamic tertiary institutions and the changing role of leadership in tertiary institutions are very important, a strong synergy is needed to treat the conditions and conditions of tertiary institutions with the management of tertiary institutions to achieve goals and face global competition. The application of LMX theory that supports effective leadership in tertiary institutions in East Kalimantan needs to be encouraged to be more applied and adapted to the contextual leadership that exists in higher education in East Kalimantan. For this reason, leaders of PTS in East Kalimantan must have programs that continue to motivate subordinates, namely: 1. To socialize the vision and mission of tertiary institutions, to achieve Strategic Plans and Operational Plans and always evaluate them within a certain period. (2). Motivate lecturers in the Tri Darma Higher Education program such as quality learning processes of independent research projects, research grants and implementation of community service programs. (3) Give awards to subordinates who perform well with awards, money, and promotions for the sake of achieving a professional career.

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