

Leadership and Performance: Case in Indonesia State University

Mohammad Benny Alexandri¹, Meita Pragiwani²

¹Universitas Padjadjaran

²Sekolah Tinggi Ilmu Ekonomi Indonesia

Abstract: *Most of the Indonesia lecturers who working in State Universities are Civil Servants, so there is no performance based contract. Lecturer performance which assessed using instruments that measure integrity performance and loyalty, but not to measure academic performance. Lecturers who actively researchers and lecturers who don't write or lecturers who don't write still get the same award. It causes reluctant to work. There has never been found a lecturer at State University in Indonesia who was stopped for researching or never publishing internationally. Some of the problems which faced by university lecturers are (1) lack of time for research because of teaching. (2) is lecturer's career an endpoint or foundation for a career elsewhere? (3) Braindrain symptoms when university lecturers moved abroad. Being a question, whether the professorship or become a professor is something interesting, prestigious, or not? The purpose of this study are (1) How the condition of lecture's performance in Indonesia (2) What the main problems face by Indonesia lectures The result of this research is expected to be used as the development of human resource management science, this research is expected to become reference material for those who are interested to develop and add the variables affecting employee performance especially the lecturer's performance.*

Keywords: University, Lecturer, Performance, Research, State University

1. Background of Study

Some situations that make lecturers feel comfortable in the State University are more influenced by, among others: the certainty of salary, certainty of retirement, workplace and work climate that does not demand high performance.

To illustrate that there are still many lecturers (especially in State University) who work with large lecturers 'faculty and are filled with lecturers' desks. More extreme again, not infrequently still found lecturer workroom facilities that have been the level of professor a large room that is partitioned as a cubicle. Similar to an administrative clerk in an office. (Prof. Dr. LaksonoTrisnantoro, 2008)

How is the lecturer's response in dealing with this? Some studies at the university have some interesting reasons that can be found.

Here are some findings on working conditions of lecturers:

- 1) The academic ability of the state university is weak due to recruitment and lecturer development problems that are still not in accordance with international university standards. Therefore the management of the state university must change. If not then foreign universities will enter Indonesia and / or we will continue to lose competition. We must dare to change, which can be started from universities and faculty who dare to make changes
- 2) Actually the human resources in the university is very remarkable. This is indicated by the number of lecturers who become consultants and commissioners of local, national, or international companies. However, the situation and management at the university institution itself can not even be managed properly.
- 3) The lecturer management system applied in State University currently still uses management approach

with bureaucratic model plus personal approach, not through international standard rules. Personal approach can be very tiring and difficult. Meanwhile, good human resources management in the company there are clear rules (Prof. Dr. LaksonoTrisnantoro)

The problems in this study are limited to the following:

- 1) The variables studied are only related to Lecturer Job Satisfaction and Lecturer Performance at Padjadjaran University.
- 2) The unit of analysis is a Permanent Lecturer at Padjadjaran University.

2. Methodology

From some of these studies, there are some differences in this study:

- 1) How the condition of lecture's performance in Indonesia (case in Padjadjaran University Indonesia)
- 2) What the main problems face by Indonesia lectures ((case in Padjadjaran University Indonesia)
- 3) What's the conclusion from problems mentioned

3. Discussion

Padjadjaran University

Padjadjaran University in the last three years, successively become the most favorite university in Indonesia. In 2014 the number of enthusiasts to enter Padjadjaran University increased by more than 200% from the previous year. This can be seen from the number of Padjadjaran University enthusiasts who increased up to 233,542 people in 2014 for first choice and 4,535 people for the two selected enthusiasts from the previous year ie in the year 2013 which only amounted to 48,557 people for all levels on the entire entrance filter. The leadership style at Padjadjaran

University is very interesting to discuss at this time. Since it was declared as a State College of Legal Entity, several innovations have emerged at Padjadjaran University. This study looks for an overview of how the performance of employees, especially lecturers at the Padjadjaran University. From the data it can be seen that the number of lecturers of Padjadjaran University according to the data is 1780 lecturers.

Condition in Indonesia

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(2) Actually the human resources in the university is very remarkable. This is indicated by the number of lecturers who become consultants and commissioners of local, national, or international companies. However, the situation and management at the university institution itself can not even be managed properly. (**Cipto Subroto**)

(3) The lecturer management system applied in PT currently still uses management approach with bureaucratic model plus personal approach, not through international standard rules. Personal approach can be very tiring and difficult. Meanwhile, human resource management in a good company is clear rules (**Prof. Dr. Laksono Trisnantoro**)

Is the university lecturer of State University can be managed with a clear contract? In theory it can not be done with a personal management approach. What is clear the model management of lecturers as civil servants are not able to improve the quality of lecturers. There needs to be another instrument in establishing a lecturer's work contract. Efforts to improve the contractual system of lecturers need to be preceded by improvement of incentives, facilities and lecturer quality criteria. Lecturers are the spearheads of universities working in laboratory units, sections or centers. However, facilities and situations in the laboratory provided to support lecturer research are still very less compared to bureaucratic units under the Rectorate. There is something ironic if the lecturers and laboratories as the spearhead of the university is not given enough attention, but it continues to be demanded to become a world class university.

4. Literature Review

Job Satisfaction

Efforts to Improve Job Satisfaction of Lecturers In order for lecturers to work maximally, then job satisfaction must be continuously diperhartikan. **Siagian (2006: 297-299)** reveals the factors that affect job satisfaction are (1) absenteeism. (2) desire to move, (3) age, (4) level of office, (5) size of organization.

Mangkunegara (2004: 117) reveals aspects that affect job satisfaction are aspects of work-related feelings such as wages or salary received, career development opportunities, relationships with other employees, job placement, job type, corporate organizational structure, quality supervision, while the aspects related to himself, including age, health condition, ability, and education.

Kuswadi (2004: 55) Job satisfaction can help maximize the performance of lecturers in the long term will result that is:

- 1) Satisfied lecturers tend to work with better quality
- 2) Satisfied lecturers tend to work more productively.
- 3) Satisfied lecturers tend to last longer in the organization where the lecturer works.
- 4) Satisfied lecturers tend to work with students .

Lecturer's Performance

Performance is the result or success rate of a person as a whole over a certain period of time in carrying out the task compared with various possibilities, such as predefined work standard, target or criteria target and agreed upon. When viewed from the origin, the word performance is a translation of the word performance, according to The Scribner-Bantam English Dictionary, published by the United States and Canada (1979).

Derived from the root of the word to perform with several entries: (1) performing, executing, executing (to do or carry out, execute), (2) fulfilling or implementing a discharge of fullfill, perfecting the responsibility (to execute or complete an understaking), and (4) doing what one would expect of a person (Mangkuprawira 2007: 1).

Performance of Lecturers in Education Process in Higher Education Act of the Republic of Indonesia Number 14 Year 2005 regarding Teachers and Lecturers in Chapter I Article 1 is affirmed on duties, professions, providers of formal education, qualifications, and lecturer competence as follows:

- (1) Lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and the arts through education, research, and community service.
- (2) A professional is a work or activity undertaken by a person and becomes a living income source that requires expertise, proficiency, or competence that meets certain quality or norm standards and requires professional education.
- (3) Educational providers are governments, local governments or provide education on formal education.
- (4) Academic qualification is academic education degree certificate which must be owned by teacher or lecturer according to type, ladder, and formal education unit at the place of assignment
- (5) Competence is a set of knowledge, skill and behavior that must be possessed, lived and controlled by teacher or lecturer in performing professional duties "

Lecturers are said to be competent according to the Law of the Republic of Indonesia Number 14 Year 2005 regarding Teachers and Lecturers, if lecturers have mastered four basic competencies, namely: (1) Pedagogic Competence is the ability to manage learners (2) Personality Competence is the ability of a solid personality, noble, wise, and authoritative as well as a role model of learners (3) Professional Competence is the ability mastery of subject matter widely and deeply. (4) Social Competence is the ability of lecturers to communicate and interact effectively and efficiently with learners, fellow lecturers, parents / guardians of learners, and the surrounding community. (Trianto 2006: 241).

Indrajit and Djokopranoto (2006: 213) express the opinion of L. Dee Fink, there are five questions to assess the quality of teaching that is: (a). Do lecturers have sufficient and up-to-date knowledge of the subject matter taught, including academic experience and / or practical experience and development efforts? (b). How well are lecturers' decisions regarding the courses given, including the goals, techniques and teaching strategies, the assignment of reading assignments or homework or laboratory, test and assessment? (c). How well does the classroom support the teaching process during the teaching lecture, including organizing, enthusiasm, interaction, and student relationships? (d). How well the results of education and teaching received by students include the amount of study, the importance of being learned, attitudes toward the learning process, and attitudes toward the courses? (e). How is the quality of teaching and learning process aided or influenced by contextual factors including physical, institutional, social, and personal factors?

5. Discussion

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Employee performance is measured based on standard or criteria set by the company. Management to achieve employee performance is very high especially to improve company performance as a whole.

Factors affecting employee performance include (1). organizational strategy, (short-term and long-term value goals, organizational culture and economic conditions) and (2). individual attributes, among others, ability and skill. Performance can increase employee satisfaction in high performing organizations over low-performing organizations (Ostroff, 1992).

The success or failure of an organization whether business or public oriented, is usually perceived as a success or failure of a leader. So important is the role of the leader that the issue of the leader becomes the focus that attracts the attention of researchers in the field of organizational behavior. **Schein (1992), Nahavandi & Malekzadeh (1993), and Kouzes & Posner (1987 1993)** stated that leaders have a great influence on organizational success.

Leaders play a key role in formulating and implementing organizational strategies. (in **Su'ud, 2000**).

Leadership is one of the issues in management that is still quite interesting to discuss until today. The mass media, both electronic and printed, often present opinions and talks about leadership.

The role of leadership is very strategic and important for the achievement of the mission, vision and goals of an organization, is one motive that encourages people to always investigate the ins and outs associated with leadership. The quality of the leader is often regarded as the most important factor in success or organizational failure (**Bass, 1990, Menon, 2002**) as well as the success or failure of an organization both business and public-oriented, are usually perceived as the success or failure of a leader.

Leaders play a key role in formulating and implementing organizational strategies. (in **Su'ud, 2000**). The quality of the leader is often regarded as the most important factor of organizational success or failure (**Menon, 2002**) as well as the success or failure of a business-or business-oriented organization, usually perceived as a leader's success or failure.

6. Conclusion

The phenomena that can be found from the readiness of lecturers according to **Joeliati (2013)** are as follows:

In addition to the above phenomena, the phenomena associated with competitive advantage as well as program performance are as follows:

- 1) There are still administrative staff from the study program that does not prepare the needs of teaching and learning process.
- 2) There are still lecturers in giving lectures, not using computer technology.
- 3) Not yet fully equipped classes with LCD, or there are still classes with conventional learning tools.
- 4) Infrastructure facilities for lectures are still not fulfilled in accordance with expectations, for example there is still too small lecture hall, less comfortable seating conditions and other facilities that are not yet complete.
- 5) Not reaching the number of leading research and still limited percentage of international journal publication.
- 6) In some courses there is a non-competency-based curriculum (responsive to labor market needs)
- 7) The ratio of qualified lecturers to the total number of lecturers has not been achieved.
- 8) There are still a number of classes with a large number of students

7. Suggestion

- 1) Facilities is still an important thing for lecturer
- 2) Leadership in department dominated in decision maker of lecturer and for their carrier
- 3) Performance of lecture depends upon qualification, their expertise and place for work
- 4) Research is the main objective for lecturers especially for state university lecturers.

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