

Analysis Of The Concept Of Servant Leadership In Improving The Participation Of Lecturer Performance In Universities In North Sulawesi

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Abstract

This study aims to determine the form of leadership that serves its relationship in improving the performance of private university lecturers in North Sulawesi. Knowing the concept of servant leadership will encourage the performance of private university lecturers. This research was conducted in private university lecturers, especially North Sulawesi. The research method is descriptive and justified by the correlational research method. The population in this study were lecturers of private universities in North Sulawesi. Samples were taken by 300 PTS lecturers who were identified randomly. The results showed that there was a positive relationship between understanding the concept of servant leadership and the participation of lecturers' performance. But the lack of role of PTS leaders in giving encouragement and trust and service to their subordinates causes confidence in the potential, pride and ability to carry out the tridharma of higher education. The lack of involvement of lecturers in the decision-making process, adaptability and awareness of the mission are still lacking causing conditions in the work such as community pride, harmony of values between individuals in the organization does not support optimal teaching, community service and research. Lack of success in carrying out education and teaching,

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1. Introduction

The quality of human resources (HR) is determined by various things, especially education. Human resources are improved through various educational programs that are carried out in a systematic and targeted manner. Of course, these various interests refer to the progress of science and technology based on faith and piety. Universities have a very important role in the process of creating quality human resources, as implementing units of formal education with a diversity of student potential. This condition certainly requires a variety of educational services. Lecturers are one of the important assets as an element of service providers who are the spearhead for higher education in providing excellent service. In carrying out these duties and responsibilities, every lecturer is required to be able to show maximum performance through success in completing the tasks and responsibilities given.

According to the 2006 Program for International Student Assessment (PISA), school performance in Indonesia is low. Academic quality between nations shows that of the 57 countries surveyed for Mathematics and Natural Sciences, Indonesia is only ranked 50th each, and reading ability is ranked 48th. Report from the Research and Development Agency of the Ministry of National Education on the results of the teacher entrance test. Civil Affairs in 1999-2000 showed that the average score of the selection test in the field of study was still very low. The facts show that many lecturers do not meet the qualifications, because they do not have professional competence, pedagogic competence, personality competence, and social competence (Source: Directorate of P2TK and KPT, Director General of Higher Education, Ministry of National Education RI, PGSMK Beginner Teacher Competency Standards, 2004). As mandated in Law no. 12 of 2012 that universities are educational units that provide higher education, consisting of State Universities (PTN) and Private Universities (PTS). Higher education as a means of studying, developing and distributing Science and Technology. This, of course, requires universities to provide excellent educational services by continuously working to improve performance for better quality higher education. Based on data from the Higher Education Service Institute (LLDIKTI) Wil IX (formerly Kopertis Wil. IX Sulawesi) until 2019, there were 44 private universities in North Sulawesi consisting of 12 academies, 23 colleges, 1 institute and 8 universities. . The number of private universities in North Sulawesi Province is far more than state universities, which only number 4. This means that the existence of private universities is very much needed by the community. Private universities in North Sulawesi are trying to catch up by continuously improving themselves and trying to improve quality through improving performance in order to compete in creating superior human resources. Deem, et.al (2007) stated that paradigm change in higher education governance is the key word in higher education management. The Circular of the Director General of Higher Education No. 2920/DT/2007 states that aspects in providing excellent education services include the availability of permanent lecturers, lecture halls, laboratory rooms, lecturer workspaces, computer rooms and adequate internet access have not been fully met by PTS.

Improvements to the education service system continue to be carried out with a focus on fulfilling these service aspects which are believed to be able to encourage higher education performance in realizing educational services according to community expectations.) which have not held A accreditation. There are even private universities that are not registered with the National Accreditation Board for Higher Education (BAN-PT), of 38 private universities in North Sulawesi, none of them have received A accreditation by BAN-PT. The success of realizing an adequate higher education service system cannot be separated from the availability of adequate human resources, namely lecturers to create quality universities. Suidiana (2003) states that to improve the quality of the learning process in higher education, it is required to increase the professionalism of lecturers. Law Number 14 of 2005 Article 1 paragraph (2) states 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. The tasks are summarized in the Tri Dharma of Higher Education.

Permanent lecturers at private universities in North Sulawesi based on data from the Wil IX Sulawesi Higher Education Service Institute (LLDIKTI) amounted to 1,067 people. The highest level of education is D3 totaling 3 people, D4 totaling 9 people, S1 totaling 437 people, S2 478 people, S3 totaling 47 people, specialists and professions 7 people, while without levels amounted to 86 people. The academic education level of lecturers still does not meet the

educational level standards according to Law no. 14 of 2005 in Article 46 states that Lecturers have a minimum qualification of a. master's degree program graduates for diploma and undergraduate programs; and b. doctoral program graduates for postgraduate programs.

Lecturers as the spearhead of an educational institution play a very important and strategic role in controlling the campus and providing direction for the progress of the campus. The performance of the principal is a very important and fundamental aspect in determining the success of educational institutions. Lecturer resources are not only defined as what is done but also what is produced by the lecturer. Lecturer resources play a greater role in organizational success, so many organizations now recognize that the "human" element in organizations can provide a competitive advantage (King et al., 2016), and human resource behavior and production outcomes are indistinguishable from it. Performance is a concept that describes how a person uses their potential or knowledge, skills and abilities to achieve their goals or expectations (Altındağ & Köseadağı, 2015). Organizational leadership is an important factor in the process or effort to improve personal and organizational performance. Leadership is the ability to influence, inspire, and contribute personally to the effectiveness and development of a company (Dartey-Baah, 2015). There are several types of leadership, including authoritarian leadership, charismatic leadership, and servant leadership. The most effective leadership among the three is servant leadership (Shekari & Nikooparvar, 2012). Service-oriented leadership is one type of leadership ability that can empower and develop employees with a humble, sincere and respectful attitude. The service leader will provide direction and be responsible for the organization or company he leads (van Dierendonck & Nuijten, 2011). The characteristics of in-service leaders are strong conceptual abilities, high integrity, and concern for subordinates. In addition, in-service leaders actively emphasize that subordinates must also place the needs of others above their own, thereby encouraging subordinates to practice their own behavior (Liden et al., 2014). The use of trust as a mediating variable is based on consideration of the results of previous research. Research on the relationship between servant leadership and trust was conducted by Rezaei (2012). Based on this description, the researchers chose the title: "Analysis of the Concept of Servant Leadership in Increasing Participation of Lecturer Performance in Private Universities in North Sulawesi.

2. Method

The purpose of this paper is to analyze the concept of servant leadership in order to increase the participation of lecturers' performance, especially in private universities in North Sulawesi. The research was carried out at private universities in North Sulawesi Province. The research period was 9 months, starting from June 2009 to February 2010. The research method used is descriptive quantitative analysis research. This descriptive method is used to systematically describe the facts or characteristics of a particular population or a particular field in an actual and accurate manner, focusing on observation and the natural atmosphere (Hasan, 2002:22). Quantitative descriptive focuses more on the interpretation of quantitative data in the field.



Figure 1. Theoretical Model of Research Variables.

No	Servant Leadership Concept	Number Who Understands	Presentation
1.	Understand	270	73.5%
2.	No answer	30	26.5%
	Amount	300	100%

The type used in study is data and of data this primary secondary data. Primary data is data obtained from the first source, either from individuals or individuals such as the results of interviews or the results of filling out questionnaires that are usually done by researchers (Sugiarto et. al, 2001:16). While secondary data is primary data that has been processed by other parties or primary data that has been further processed and presented either by primary data collectors or by other parties which are generally presented in the form of tables or diagrams.

3.1. Analysis and Interpretation

3.1. Respondent's Understanding

Lecturers must understand the essence of leading, especially regarding the concept of servant leadership. Understanding the importance of servant leadership, especially in increasing participation in performance, will encourage improvements in the quality of education. A good understanding of servant leadership is expected to increase lecturers' performance participation (Table 1).

Table.1 Understanding the Concept of Servant Leadership

Source: Data processed from research results, 2020

Based on table 2 above, it is known, as many as 300 respondents can be detailed 36 people or 73.5% states that they understand the concept of servant leadership in higher education. Furthermore, 30 people or 26.5% did not answer with the concept of servant leadership. These results indicate that lecturers at private universities in North Sulawesi are willing to be involved in service leadership capacity building activities. The understanding of most of these lecturers will have an influence on their attitudes and performance. This indicates

that lecturers have an understanding of "serving" in view of the protection of the quality of education.

3.2. Respondents' Participation in Servant Leadership Programs

Summated Rating Method used in determining the score on the Likert scale measurement, namely giving the highest and lowest scores for each answer to the question posed to the respondent. The answer to the highest question is given a value of 5, while the lowest answer is 1. The answer between the two scales is adjusted to the number of available answers, for the question strongly agree is given a value of 5, agree is given a value of 4, doubtful is given a value of 3, disagree is given a value 2, and 1 strongly disagree. To obtain a rating of public opinion, 10 questions were asked. With a maximum total score of 50. Furthermore, the value of each respondent is added up and ranked with a rating scale as follows: Highest score – lowest score / Number of categories = difference per category

3.3. Participation In Supporting Servant Leadership Programs

Table 2. Participation in a servant leadership program

No	Attitude	Number of people)	Presentation
1.	Strongly agree	260	63.64%
2.	Agree	38	34.27%
3.	Doubtful	2	0.70%
4.	Do not agree	0	0.00%
5.	Strongly Disagree	0	0.00%
6.	Not answering	2	1.40%
	Amount	73	100%

Source: Data processed from research results, 2019

Based on the table above, it is known, as many as 300 respondents can be detailed 260 people or 63.64% stated strongly agree if there is a servant leadership, then 38 people or 34.27% agree with a servant leadership program. These results indicate that PTS doesn't understand the purpose of the servant leadership program.

3.2. Analysis and Interpretation

3.3. Servant Leadership Concept

Leadership is the ability to influence, inspire, and contribute personally to the effectiveness and development of a company (Dartey-Baah, 2015). Rai (2012) found that leadership serves as a facilitator of knowledge creation through behaviors such as leadership sharing and caring relationships. Servant leadership is more focused on serving and prioritizing the interests of followers. Bryant (2015) discusses the challenges facing leadership serving as a theoretical construct, in particular as a definition that results in construct ambiguity, lack of agreed-upon measures, and sparse empirical evidence. The study sheds light on the need for consensus, empirical research and examination of the phenomenon of servant leadership at various levels of the organization.

In an effort to achieve educational goals, Oteng stated that reforms needed to be made to create an education system that is able to serve the needs of the community and can optimally

utilize the available manpower, facilities, and technology. To achieve optimal educational goals, many supporting factors are needed, including a conducive school organizational climate and a high work ethic among school caregivers. A conducive school organizational climate can be created with job satisfaction. Job satisfaction is a teacher's need in his professional duties. Furthermore, Litwin and Stringer in Kootnz, et.al., suggested organizational dimensions by using the classification of needs (achievement, power, and affiliation), as the main types of motivation, they found the strength of these motives was influenced by organizational climate. The development of an atmosphere of intimacy, warmth, openness, and honesty coupled with the establishment of dynamic interpersonal social interactions within a school organization, indicates that the school organizational climate is increasingly being maintained and can be used as an instrument to carry out various innovations for fostering and developing school organizations. This is in line with Wahab's opinion which states that an educational institution can carry out various innovations through teacher performance in carrying out work assignments, if the atmosphere (climate) of the school organization is maintained and runs dynamically. Based on the theories that have been described, it can be synthesized that Organizational Climate is a member's perception of various aspects that influence organizational attitudes and behavior to achieve predetermined organizational goals.

3.4.Lecturer Performance Form.

There are three performance indicators, namely: (1) individual work outcomes (individual task outcomes), (2) frequent behaviors (behaviors), and (3) individual characters (traits). Individual work results depend on a person's behavior in doing his job. The behavior in question is behavior related to the task that must be done. In principle, performance leads to an effort to achieve better work performance. Robbins states that success in doing a job is largely determined by performance. While Harsey, et. al. suggests that performance is the result of an activity or job. Likewise Bernardin and Russel in Ruky, stated "performance is the record of outcome produced on a specified job function or activity during a specified time period". From this understanding, there are three aspects that need to be understood by every leader of an organization and their subordinates, namely: (1) clarity of tasks that are responsibilities, (2) clarity of results expected by the organization, and (3) time required to complete work. . In line with this opinion, Handoko stated that performance is a process by which an organization evaluates or assesses employee performance. Then emphasized by Suntoro in Tika, stating that performance is the result of work achieved by a person or group of people in an organization in order to achieve organizational goals within a certain period.

Another opinion by Colquitt, et.al., states that performance is formally described "as the value of a set of supportive employee behaviors, both positively and negatively in order to achieve organizational goals". Likewise, Luthans with a behavioral approach stated that in management, performance is the quantity or quality of something produced or services provided by someone who does work. Referring to these limits, it can be stated that performance is the result, both quantity and quality, achieved by a person in carrying out the tasks for which he is responsible. It is different with Griffin stating that performance is determined by three factors, namely: (1) ability, (2) desire, and (3) environment.

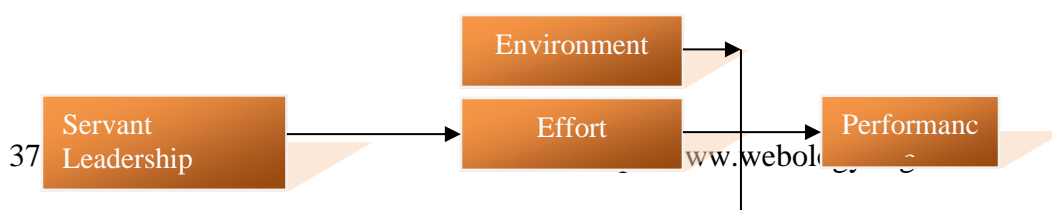




Figure 1. Performance Model and Influencing Factors.

Servant leadership positions and their relationship to abilities, desires, efforts and the environment have an influence on future performance. The model depicted that if an individual wants to have good performance, then he must know how to do the job properly and correctly, have a high desire to doing it, and knowing all the factors that affect his work by starting from the attitude and understanding of servant leadership.

3.5. Conclusions and suggestions

Based on the results of data analysis, the results of the study can be concluded as follows. Servant leadership is determined by environment, effort and ability. Respondents strongly agree if concept and program servant leadership. These results indicate that private university lecturers have understood the purpose of the program servant leadership. These results indicate that lecturers at private universities in North Sulawesi are willing to be involved in service leadership capacity building activities. The understanding of most of these lecturers will have an influence on their attitudes and performance. This indicates that lecturers have an understanding of "serving" in view of the protection of the quality of education.

Servant leadership which is indicated by helping to find enthusiasm, trust from lecturers, service for lecturers and leaders as good listeners is quite good. The lowest indicators that need attention are again the trust of lecturers and services by prioritizing lecturers. Leaders focus more on structural problems than interacting with lecturers informally as part of the leadership service activities.

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