

The Role of Coercive Intellectual Leadership in Improving the Performance of Study Programs Through 6C Characters of Lecturers in Central Java

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ARTICLE INFO

Article history:

Received March 19, 2022

Revised April 03, 2022

Accepted May 01, 2022

Available online May 25, 2022

Kata Kunci:

Kemampuan Memimpin,
Intelektual, Kinerja

Keywords:

Leadership Ability, Intellectual,
Performance



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ABSTRAK

Fakta menunjukkan bahwa kinerja Program Studi belum tercapai secara optimal. Hal itu terlihat dari hasil akreditasi, kualitas pembelajaran, publikasi ilmiah, dan kerjasama antar institusi. Beberapa program studi masih memiliki nilai akreditasi (C) yang rendah meskipun dari aspek sumber daya yang memadai. Penelitian ini bertujuan untuk menganalisis pengaruh Komunikasi, Kolaborasi, Kasih Sayang, Berpikir Kritis, Berpikir Kreatif, dan Logika Komputasi dalam meningkatkan kualitas kelulusan terhadap kinerja organisasi dengan pendekatan Coercive Intellectual Leadership. Sampel penelitian ditentukan dengan teknik sensus, artinya seluruh populasi digunakan sebagai sampel. Penelitian ini melibatkan 21 Fakultas Ekonomi dan Bisnis Perguruan Tinggi Swasta di Semarang, Jawa Tengah. Data dianalisis menggunakan analisis perangkat lunak statistik SEM-PLS. Hasil penelitian yaitu Manajemen 6C terbukti berpengaruh positif dan signifikan terhadap kinerja. Dari hasil analisis data, dapat disimpulkan bahwa kepemimpinan intelektual koersif memoderasi efek kolaborasi, berpikir kritis, dan logika komputasional terhadap kinerja tetapi tidak dapat memengaruhi kreativitas, pola komunikasi, dan kasih sayang dalam meningkatkan kinerja.

ABSTRACT

The facts show that the performance of the Study Program has not been achieved optimally. It can be seen from the accreditation results, quality of learning, scientific publications, and collaboration between institutions. Some study programs still have a low accreditation score (C), even regarding adequate resources. This study aims to analyze the effect of Communication, Collaboration, Compassion, Critical Thinking, Creative Thinking, and Computational Logic in improving the quality of graduation on organizational performance with the Coercive Intellectual Leadership approach. The census technique determined the research sample, meaning that the entire population was used as a sample. This study involved 21 Faculties of Economics and Business in Private Universities in Semarang, Central Java. Data analysis using statistical analysis software SEM-PLS. This research results show that 6C Management has a positive and significant effect on performance. From the data analysis results, coercive intellectual leadership inevitably moderates the effects of collaboration, critical thinking, and logic on performance. However, it cannot affect creativity, communication patterns, and compassion in improving performance.

1. INTRODUCTION

Global changes such as the Covid-19 pandemic force higher education institutions to make significant changes in the New Normal era to create innovation (Future Practice) and to be creative in responding to circumstances. Universities need to change the mindset of future orientation with Future Practice through adaptation skills, collaboration, problem-solving and innovation, and technology-centric. Currently, the world faces global demographic challenges in which developed countries are experiencing an aging society, while Indonesia is entering a demographic process. These are contradictory but promising and worrying at the same time. Thus, preparing human resources to be able to take advantage of it and to enter the global competition needs to be considered. Technological progress can be seen from people's creativity in which urban society continues to accelerate and even it is predicted to enter a period where machines are smarter than humans. The global changes include the industrial revolution which is

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characterized by the replacement of old competencies with new competencies. The current condition due to the pandemic is known as VUCA or vulnerable, uncertain, complex, and ambiguous. However, such condition needs to be faced with a strong character by shifting the higher education institution to meet the 21st-century demand. Some required competencies outlined in 1998 are still actual such as basic literacy, critical thinking, problem-solving, creativity, collaboration, character quality, and persistence.

Facts show that the performance of the Study Program has not been optimally achieved. It can be seen from the results of accreditation, quality of learning, scientific publications, and collaboration between institutions. Some study programs still have a low accreditation score (C) even though the aspect of resources is adequate. In terms of learning quality, some lecturers have not met the minimum standard of attendance of 75% and lack scientific publications in accredited journals. This phenomenon might be caused by a less optimal leadership role in managing Study Programs (Martono, 2013). The leadership in the study program greatly determines the performance of the study program. In terms of organizational culture, the leader's contribution is large. The Head of Study Program is not only a formal leader but also needs to be a dynamist for activities at the study program level. The activeness in responding to rules and policies is largely determined by the role of the leader.

The amount of research funds from 2017-2020 tends to be the same but the number in the second year is fluctuate in which the highest number in 2018 reached 1,111 research titles and decreased to 765 research titles in 2020 which is the least number of research titles. Meanwhile, for community service, the highest number in 2018 reached 230 activities and decreased to 81 activities in 2020 which is the least number of activities with a total fund of Rp 7,082,800,000. Based on this description, the performance of the lecturers/*tri dharma* of LLDIKTI VI (Higher Education Service Institutions) Central Java Region, show some indications of low research culture among lecturers. Many lecturers do not conduct research regularly and even some have never conducted individual research at all, even though they have guided students. Meanwhile, many lecturers tend to conduct internal research, namely research conducted within their institution.

College graduates often get complaints in the world of work as they are considered to lack communication skills, collaboration, discipline, not on time, and unable to make decisions independently (Akbar, 2021). This phenomenon is due to the lack of focus on the development of Communication, Collaboration, Compassion, Critical Thinking, Creative Thinking and Computation Logic (6C) in the Indonesian education system. One of the new competencies in this basic competency is computational logic, which then must become a culture in learning. Teaching staff who have strategic abilities in solving problems will instinctively share by applying them in the learning. Meanwhile, compassion is a competency that must be possessed by a lecturer when teaching which at the same time can build the lecturer's integrity (Budiarti et al., 2020).

The improvement of the study program's performance is highly determined by some factors such as leadership style, organizational culture, and cooperation. The leader's role in the study program includes personal, informational, and decision-making aspects (Martono, 2013). Efforts to achieve study program goals demand leaders be able to provide motivation and become exemplary figures in the study program; become a liaison and a spokesperson for the study program. The role of decision-makers requires the leader to be able to share limited resources and act as a mediator in a conflict, and encourage the achievement of study program performance by improving the intellectual quality of lecturers (Indahsari et al., 2020). The results of previous studies concerning the influence of leadership on the organizational performance show that there is a strong relationship between transformational leadership and organizational performance (Khajeh, 2018). The more the leader exerts influence as a transformational leader, the more impact on organizational performance (Arif & Akram, 2018). On the other hand, many studies state otherwise that the transformational leadership style has a low influence on organizational performance (Prabowo et al., 2018).

Based on the gap phenomenon and the differences in the results of the research above, this article proposes Coercive Intellectual Leadership which is the result of the integration of the dimensions of transformational leadership theory and Power theory which is a style of leader's ability to force others to carry out their orders based on the knowledge that develops intellectually and values in the Qur'an and Hadith (Pratiwi & Widodo, 2021). Intellectual leadership and deep and well-targeted social power can produce reliable coercive intellectual leadership in order to improve organizational performance (Pratiwi & Widodo, 2021). This article aims to analyze the role of Coercive Intellectual Leadership on the basic competencies of teaching staff in increasing the quality of graduates to improve study program performance.

2. METHODS

This article is exploratory research to determine the relationship between the independent and dependent variables. The population in this study are 21 universities that have the Faculty of Economics and Business (S1) in Semarang City, Central Java. The sample determination used census meaning that the entire population was sampled. This study involved 21 faculties of economics and business in Semarang City, Central Java. We use economic faculties to simplify the research. The economic faculty has its own community and Questionnaire will be sent to each Kaprodi, thus, it will make this research more easier. The data were analyzed using SEM PLS software. Critical thinking was measured by problem-solving skills, which are critical, logical connection thinking, and able to understand problems in detail. Communication skill was measured by perception, accuracy, attitude/control, and credibility (Nørgaard et al., 2012). Collaboration was measured by cooperation, interaction, compromise, and participation. Creativity was measured by being able to realize the incorporation of new ideas depending on one's mind thinking in creating new ideas to generate discoveries or innovations that are usually economically valuable. Computational logic was measured by logical indications, formulating problems, identifying, analyzing, and implementing solutions with the most efficient and effective procedures/strategies.

Compassion is measured by indications of self-kindness, common humanity (seeing oneself fairly), and mindfulness (full awareness of the situation experienced) (Neff, 2011). Coercive intellectual leadership is indicated by encouraging and expressing appreciation for new ways of working, improving problem-solving skills, fostering creativity, and employee growth and achievement in the workplace. The performance indicators of the study program include the quality of graduates; quality of lecturers; research quality and quantity; quality and quantity of community service; and the number of collaborations locally, regionally, and internationally. This study used a Likert scale with 1 - 5 points and a standard error of 5%.

3. RESULTS AND DISCUSSIONS

Results

From the results of data analysis, it can be said that all aspects of 6C Character have a significant influence on improving the performance of the Economics Faculty Study Program at universities in Semarang City, Central Java with the overall t value (t statistic) from the t table value (02,160) and the p value is smaller than the error rate (0.05). Creativity and Innovation are strategic intellectual-based capital and encourage organizational performance improvement. So, the first hypothesis in this study which results in an increase in both creativity and innovation, the higher the performance, is proven. Collaboration is a form of cooperation and has a very important role in efforts to improve performance. The second hypothesis which states that the better the collaboration, the higher the performance.

Communication was developed as a support for improving performance and proved to be able to improve performance study programs, so the third hypothesis is proven. Critical Thinking is essential in raising high quality graduates who are not only with technical skills but also with required software skills. So this study proves the fourth hypothesis that the better the ability of lecturers to think critically, the higher their performance. Compassion is manifested as a high interest and talent in his profession, with love he will have a high motivation to continue to improve and develop himself. This study proves the fifth hypothesis that the better the affection, the higher the performance. The ability of computational logic to realize efficient performance and is obtained from the ability to think logistics, formulate problems, identify, analyze, and implement solutions with the best steps/ strategies. So, the hypothesis is proven, the higher the performance of computational logic.

In the effect of coercive intellectual leadership moderating the effect of collaboration, critical thinking, and computational logic on study program performance, the t-value (t statistic) is entirely higher than the t-table value (02.160) and the p-value is smaller than the error level (0.05). From the results of data analysis, it can be concluded that coercive intellectual leadership moderates the effect of collaboration, critical thinking, and computational logic on the performance of the economics faculty study program at universities in Semarang city, central java. Meanwhile, on the influence of creativity, communication and compassion on the performance of the economics faculty study program at universities in the city of Semarang, central java, the t-count value (t statistic) is entirely smaller than the t-table value (02.160) and the p-value is greater than the error level (0.05) so that it is concluded that there is no moderating effect of coercive intellectual leadership on the influence of creativity, communication and compassion on the performance of the economics faculty study program at universities in Semarang city, central java.

Coercive intellectual leadership moderates the influence of collaboration, critical thinking, and computational logic on the performance of the economics faculty study program at universities in Semarang city, central java by providing boundaries between good and bad, right and wrong, and haram

and halal based on science. That develops and intellectually encourages collaboration, improves critical thinking skills and logical computing abilities in improving the performance of the management faculty study program. Intellectual leadership and deep and well-targeted social power to encourage and express appreciation for new ways of working in accordance with social norms that are the embodiment of the coercive intellectual leadership style are unable to influence creativity, communication patterns and compassion in improving performance. Leaders who are coercive in encouraging their subordinates to think creatively always pay attention to applicable regulations and sanctions and at some universities have their own culture and regulations in limiting communication patterns, creativity and also the interests of lecturers' talents in work.

Discussion

Basic Competencies 6C and Organizational Performance

6C concept covers creativity, collaboration, communication, compassion, critical thinking, and computational logic. They are applied to create competent college graduates. The 6C concept was developed by the Ministry of Education and Culture of the Republic of Indonesia by adding two new basic competencies to the 2013 curriculum, namely computational logic and compassion (Arifin, 2021). Critical Thinking is an ability to understand a complex problem, which brings up perspective as it can connect one information with others, and find the right solution to a problem (Rodzalan et al., 2020). Critical thinking is important in improving the employability of graduates to ensure that they are capable of dealing with advanced development in the field (Holmes, 2013). Thus, the importance of critical thinking skills for lecturers has encouraged universities to play a more significant role in producing high-quality graduates equipped with not only technical skills but also soft skills. Critical thinking is indicated by problem-solving skills, is critical, logical connection thinking, and able to understand problems in detail. One of the efforts of universities in improving critical thinking and problem-solving skills is based on the idea that universities can and should produce holistic graduates who are ready for future jobs (Jackson, 2015). Lecturers' abilities of Critical Thinking and Problem Solving are expected to be able to be transmitted to their students to improve their critical thinking and problem-solving skills (Jackson, 2015) (Rodzalan et al., 2020). Communication is social interaction between someone who conveys his/her ideas to each other (Sok-Foon et al., 2012). Communication is an activity of transferring information both written and verbally (Hora & Lee, 2021). Communication is one of the most fundamental elements of human functioning, so it has a direct impact on the quality of interpersonal relationships (Zahner & Lehrfeld, 2019). The use of effective communication skills is an important interpersonal competency (Nørgaard et al., 2012). Communication skill is the ability to communicate well (Singh, 2018). It is indicated by the ability to convey information or messages to others (Nørgaard et al., 2012).

Collaboration is a form of cooperation to achieve the desired goals as a group (Ritala & Hurmelinna-Laukkanen, 2013). Collaboration is the ability to synergize, work productively with others, adapt to various responsibilities and roles, respect different perspectives, and put empathy in its place (de Groot, 2020). Collaboration is a form of cooperation, interaction, compromise of some elements related to individuals, institutions, and or parties involved directly and indirectly who receive the consequences and benefits (Maican et al., 2019). Collaboration is a form of the participation process of some people or groups to achieve certain results (de Groot, 2020). Collaboration is a form of cooperation to achieve the desired results and build trust between the parties involved (Banaeianjahromi & Smolander, 2019). Therefore, it can be concluded that collaboration is all forms of cooperation between parties in order to achieve mutually agreed results. Collaboration has an important role in creating great team performance. Collaboration is a trigger for trust and ultimately improves performance (Banaeianjahromi & Smolander, 2019). Creativity and Innovation are the ability to convey and develop new ideas to other parties, be responsive and openly accept new and different perspectives (Rodzalan et al., 2020). Creativity has become the slogan in contemporary times: being creative is the only way to do anything and the most effective mode of survival. Individuals who can survive are those who have intellectual-based capital (Widodo, 2018); strategic intellectual resources (Widodo & Shahab, 2015); the capacity to form social networks (Kao & Wu, 2016); and knowledge exchange (Singh, 2018); creativity (Carvalho, 2020); and high innovation power (Wardhani & Widodo, 2020).

Computational logic

Computational logic is the ability to think to solve a problem thoroughly and logically (Yuliati et al., 2020). Computational logic is directed to become a culture in learning. Teachers who have strategic abilities in solving problems will instinctively be realized in the form of an initiation process in the subject (Baro'ah, 2020). Teachers are required to have the ability and strategy in solving problems (Hotimah, Ulyawati, 2020). This ability can be implemented during the teaching and learning process, for example

when there are students who are hyperactive during learning, the teacher must have a strategy to make the child willing to listen to the lesson. Computational logic is measured by logical indications, formulating problems, identifying, analyzing, and implementing solutions with the most efficient and effective steps/strategies.

Compassion

Compassion is a competency that should be possessed by teachers when teaching as compassion will indirectly build integrity. A teacher must have a high interest and talent in his/her profession (Baro'ah, 2020). Teachers should love their profession as when people have compassion, they will have high motivation to continue to improve and develop themselves (Arifin, 2021). By mastering the existing competencies, with the addition of the two new competencies, it is expected that the ability of teachers will be unquestionable and they are free to carry out creative and innovative learning activities. Compassion is measured by indications of self-kindness or kindness from oneself, common humanity (seeing oneself fairly), and mindfulness (full awareness of the situation experienced) (Neff, 2011).

Coercive intellectual leadership and organizational Performance

Coercive intellectual leadership is the leader's ability to provide boundaries between good and bad, right and wrong, haram and halal based on developed science and intellectually able to translate it in the form of productive performance (Pratiwi & Widodo, 2021). Intellectual leadership and deep and well-targeted social power will produce reliable coercive intellectual leadership to improve organizational performance. Coercive intellectual leadership is indicated by 4 indicators of: (1) Encourage and express an appreciation of new ways of working, namely the ability of leaders to encourage and express appreciation for new ways of working in accordance with existing social norms; (2) Enhance employees' problem-solving capabilities, namely the ability of leaders to improve problem-solving abilities by considering applicable regulations and sanctions; (3) Fostering creativity, namely leadership that can encourage subordinates to think creatively; (4) Nurture employees' growth and achievement in the workplace, namely leadership that fosters employee growth and achievement in the workplace (Pratiwi & Widodo, 2021).

Coercive intellectual leadership is the leader's ability to provide boundaries between good and bad, right and wrong, and haram and halal based on intellectually developed science. Coercive intellectual leadership is indicated by encouraging and expressing appreciation for new ways of working, improving problem-solving skills, fostering creativity, and employee growth and achievement in the workplace. Performance is the level of success of organizations (department/study program) to improve the quality of the study programs and academic achievement supported by the quality of lecturers in learning and publishing research results as well as establishing collaboration with other parties (Martono, 2013). Organizational performance indicators cover improving the quality of study programs, academic achievement, quality of learning implementation, increasing publication of research results, quality of lecturers, and establishing collaboration with other institutions (Zulfakar, 2020).

The study program's performance indicators cover the quality of graduates; quality of lecturers; research quality and quantity; quality and quantity of community service; and the number of collaborations carried out locally, regionally, and internationally. Cooperation is built to share resources in order to meet academic quality standards for study programs (Martono, 2013). The influence of leadership to create organizational performance is to encourage and express appreciation for new ways of working in accordance with applicable social norms (Pratiwi & Widodo, 2021). Leaders who can solve problems by paying attention to regulatory policies and sanctions applicable in the organization will be able to improve the quality and quantity of organizational performance (Pratiwi & Widodo, 2021). Leadership has a strong influence on improving organizational performance (Lai et al., 2020). Leadership that can encourage subordinates to think creatively and foster employee growth and achievement in the workplace is a dominant factor influencing the success of an organization. It is because leadership has a role as a coordinator, motivator, and catalyst that will bring the organization to the peak of success (Pratiwi & Widodo, 2021). Leadership is a supporting factor of potential performance (Torlak et al., 2021).

4. CONCLUSION

Coercive intellectual leadership moderates the effect of collaboration, critical thinking, and computational logic on the performance of the economics faculty study program at universities in Semarang city, central java. Coercive intellectual leadership moderates the influence of collaboration, critical thinking, and computational logic on the performance of the economics faculty study program at universities in Semarang city, central java by providing boundaries between good and bad, right and

wrong, and haram and halal based on science. That develops and intellectually encourages collaboration, improves critical thinking skills and logical computing abilities in improving the performance of the management faculty study program. Intellectual leadership and deep and well-targeted social power to encourage and express appreciation for new ways of working in accordance with social norms that are the embodiment of the coercive intellectual leadership style are unable to influence creativity, communication patterns and compassion in improving performance. Leaders who are coercive in encouraging their subordinates to think creatively always pay attention to applicable regulations and sanctions and at some universities have their own culture and regulations in limiting communication patterns, creativity and also the interests of lecturers' talents in work.

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