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Analysis of Improving Lecturer Performance Through Strengthening Visionary Leadership and Learning Organization in Indonesian Higher Education

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Abstract

This study aims to analyze the improvement of lecturer performance through visionary leadership and strengthening the learning organization. The research employs a quantitative method with a survey approach. The sample consists of 172 lecturers selected using proportional random sampling techniques. Data collection involves a validated and reliable questionnaire. Data analysis techniques are used to describe the data, test prerequisites (normality, homogeneity, and linearity), and hypothesis testing using t-tests and coefficient of determination tests. The results of the study indicate: (1) there is a direct influence of visionary leadership on lecturer performance, falling into the strong category; and (2) there is a direct influence of the learning organization on lecturer performance, also falling into the strong category. The conclusion of this research is that lecturer performance can be improved through the development of visionary leadership and a learning organization.

Keywords: Lecturer Performance, Visionary Leadership, Learning Organization

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INTRODUCTION

The most important component in the higher education system in Indonesia, aside from students, is lecturers. Lecturers have roles, duties, and responsibilities in improving human quality and enlightening the nation. Considering these roles, every lecturer is required to continually improve themselves and maintain high performance. Professional lecturers must exhibit high performance to produce disciplined, accomplished, loyal, and responsible outcomes (Lee & Kim, 2020; Pranitasari et al., 2019). Lecturers can enhance their performance by engaging in positive activities in their roles, such as teaching according to schedule, punctuality, never skipping classes, collaborating well with fellow lecturers, honesty, and more. Good lecturer performance contributes to the accreditation of higher education institutions. Lecturer performance is represented through the displayed performance in completing tasks related to their roles in the higher education organization, such as teaching, research, community service, scholarly publications, and support (Lee, 2022; Yissa, 2018).

Empirical facts indicate that higher education institutions in West Java have not been able to demonstrate optimal performance. The performance of higher education institutions is closely related to the performance of lecturers, the frontliners of higher education institutions. The suboptimal ranking of higher education institution performance reflects the lecturer's performance as the main

actor in implementing the Tri Dharma of Higher Education institutions. This is concerning, given the importance of the lecturer's role in achieving the goals of higher education institutions. When the Tri Dharma is not maximally implemented, it is difficult for higher education institutions to achieve their best performance. This fact aligns with the current situation where only 4 higher education institutions in West Java are in the main cluster, 2 in the medium cluster, and 4 institutions have received "Excellent" accreditation. If this condition is not promptly addressed, it will have detrimental effects on higher education institutions and the community using higher education graduates, especially in producing competent graduates, capable of competing, and ready to enter the workforce.

One aspect influencing lecturer performance is leadership. One dominant leadership type used in organizations is visionary leadership. Visionary leadership is the leader's ability to create and articulate a realistic, reliable, attractive vision for the future of an organization or organizational unit that continues to grow and improve (Hartini, 2017; Rinel, 2018). A visionary leader is someone who always looks forward, envisioning what needs to be achieved in the future based on the current reality. A visionary leader is crucial for the life or death of an organization. Every institution requires a leader with a vision or mission known as a visionary, close to stakeholders or the community in need of its services, having a broad innovative idea, familiar, and has a high work ethic (Irwana, 2017; Sutriyati et al., 2023). The impact or outcome of visionary leadership on an organization will be evident in its approach to determining policies and decisions, the basis for decision-making considerations, compliance with rules, and suitability for the party receiving delegation, reference attitudes in work, and supervision references (Malaret et al., 2021; Rais et al., 2022).

Leadership in the context of education plays a crucial role in determining lecturer performance. An effective leader can provide a clear vision, guidance, and support to lecturers. The presence of inspiring leadership can stimulate lecturer motivation, strengthen commitment to the educational institution's mission, and create a conducive working environment for academic development (Cobanoglu, 2021; Yang, 2013). With good leadership, lecturers tend to feel valued, supported, and more capable of making optimal contributions to the teaching, research, and community service processes (Badrun et al., 2022).

Furthermore, there is a good relationship between the life of a learning organization and lecturer performance. A learning organization can be defined as an organization with the ability to continually improve performance sustainably and cyclically because its members have individual commitment and competence capable of learning and sharing knowledge at a superficial and substantial level (“Changing Nature and Organization of Forest Work,” 2020; Rogers & Ashforth, 2017). A learning organization is a metaphor describing an organization as an integrated system that is always changing because its individual members undergo a learning process, underpinned by its work culture (Demir, 2015a; Yaraş & Öztürk, 2022). Individual learning processes occur when organization members understand new concepts (know why), followed by an increase in the ability and experience to realize these concepts (know how), resulting in changes or improvements to the organization's added value. The changing environment

demands that campuses have the ability to adapt (Demir, 2015b). Rapid changes compel campuses to transform into institutions that are responsive to changes, stakeholder demands, and the creation of new strategies. Therefore, campuses need strategies that are fundamental, radical, and dramatic, all of which are contained in the concept of a learning organization (Demir, 2015a; Yaraş & Öztürk, 2022).

Based on the background information provided earlier, this research aims to analyze the improvement of lecturer performance through visionary leadership and strengthening the learning organization. This research can be recommended to relevant parties such as lecturers, program heads, deans, rectors, the Ministry of Defense and the Ministry of Education and Culture, Research and Technology.

RESEARCH METHOD

This research employs a quantitative method, with a survey approach. A survey is used to obtain or collect information data about a large population using a relatively smaller sample. The study population consists of lecturers from the Defense University of the Republic of Indonesia, including Bachelor's degree (S-1) lecturers = 155 individuals, Master's degree (S-2) lecturers = 140 individuals, and Doctoral degree (S-3) lecturers = 4 individuals with National Identity Numbers (NIDN). Proportional random sampling is employed to select a sample of 172 lecturers from the total population of 299 lecturers on campus, using Taro Yamane's sample size formula.

The data in this study are primary data, obtained directly from the original source without intermediaries. The primary data source is from the questionnaire responses distributed to the respondents. The instrument used is a questionnaire to measure the dependent variable (Y), which is lecturer performance, and the independent variables, namely visionary leadership (X_1) and learning organization (X_2). The validity and reliability of the research instrument are tested using Pearson's Product Moment correlation and Cronbach Alpha correlation, respectively.

Data analysis techniques are used to describe the data related to the researched object. In this case, non-inferential data will be presented, including the mean, median, mode, standard deviation, variance, range, and total score of the quantitative data. Furthermore, inferential data analysis is conducted, consisting of prerequisite tests and hypothesis testing. Prerequisite tests include normality, homogeneity, and linearity tests. Hypothesis testing involves t-tests and coefficient of determination tests.

RESULTS AND DISCUSSION

Data Description

Lecturer Performance Data

The measurement results of the Lecturer Performance variable (Y) through the research instrument yielded the following outcomes: the sum of the data is 20101, the count of data is 172, the maximum score is 137, the minimum score is 82, the mean score is 116.87, the median is 117.00, the mode is 120, the

range between the highest and lowest scores is 55, and the standard deviation is 6.258. The data can be explained through the table below.

Table 1. Descriptive Statistics of Lecturer Performance (Y)

No	Statistical Measure	Result
1	Count	172
2	Mean	116,87
3	Median	117,00
4	Modus	120
5	Standard Deviation	6,258
6	Variance	39,157
7	Range	55
8	Minimum Score	82
9	Maximum Score	137
10	Number of Classes	9
11	Class Interval	7
12	Total	20101

Visionary Leadership Data

The measurement results of the Visionary Leadership variable (X_1) through the research instrument yielded the following outcomes: the sum of the data is 23446, the count of data is 172, the maximum score is 173, the minimum score is 75, the mean score is 136.31, the median is 141.5, the mode is 140, the range between the highest and lowest scores is 98, and the standard deviation is 25.830. The data can be explained through the table below.

Table 2. Descriptive Statistics of Visionary Leadership Variable (X_1)

No	Statistical Measure	Result
1	Count	172
2	Mean	136,31
3	Median	141,5
4	Modus	140
5	Standard Deviation	25,830
6	Variance	667,199
7	Range	98
8	Minimum Score	75
9	Maximum Score	173
10	Number of Classes	9
11	Class Interval	11
12	Total	23446

Learning Organization Data

The measurement results of the Learning Organization variable (X_2) through the research instrument yielded the following outcomes: the sum of the data is 23961, the count of data is 172, the maximum score is 173, the minimum score is 89, the mean score is 139.31, the median is 141.00, the mode is 141, the range between the highest and lowest scores is 84, and the standard deviation is 15.969. The data can be explained through the table below.

Table 3. Descriptive Statistics of Learning Organization Variable (X_2)

No	Statistical Measure	Result
1	Count	172
2	Mean	139,31
3	Median	141,00
4	Modus	141
5	Standard Deviation	15,969
6	Variance	255,010
7	Range	84
8	Minimum Score	89
9	Maximum Score	173
10	Number of Classes	9
11	Class Interval	11
12	Total	23961

Prerequisite Test

Normality Test

The normality test for the estimated standard errors uses the Liliefors test. The L_{table} value for N=172 with α=0.05 is 0.0680 at a significance level of 0.05. The requirement that the estimated standard errors come from a normally distributed population is fulfilled when $L_{calc} < L_{table.}$ For the Visionary Leadership variable (X_1), the Liliefors test yields L_{calc} = 0,0458, while from the Liliefors table for α = 0.05 and n = 172, the L_{table} = 0,0680. Since $L_{calc} < L_{table}$, H_0 is accepted, meaning the conclusion is that the estimated standard errors of the Visionary Leadership variable (X_1) concerning the Lecturer Performance (Y) come from a normally distributed population. Furthermore, for the Learning Organization variable (X_2), the Liliefors test resulted in L_{calc} = 0,0542, and with L_{table}= 0,0680 from the Liliefors table for α=0.05 and n=172. As $L_{calc} < L_{table}$, H_0 is accepted, indicating the conclusion that the estimated standard errors of the Learning Organization variable (X_2) regarding the Lecturer Performance (Y) originate from a normally distributed population.

Homogeneity Test

Homogeneity testing is conducted to determine whether population variances are homogeneous or not. The homogeneity test of variable data in this study is performed using the Bartlett test. The data is considered homogeneous if the significance value (sig) is greater than the significance level of 0.05. The homogeneity test results using the Bartlett test for the Visionary Leadership variable (X_1) on Lecturer Performance (Y) are as follows in the table below.

Table 4. Homogeneity Test of Visionary Leadership Variable (X_1) on Lecturer Performance (Y)

Box's M		18,264
F	Approx.	9,057
	df1	2

	df2	55128,162
	Sig.	,061
Tests null hypothesis of equal population covariance matrices.		

Based on the Bartlett test results, the sig. value is 0.061, while the significance level used is 0.05. The data is considered homogeneous if the sig value > the significance level of 0.05. Therefore, the Visionary Leadership Variable (X_1) on Lecturer Performance (Y) is from a population with the same variance (homogeneous). Furthermore, the homogeneity test results using the Bartlett test for the Learning Organization variable (X_2) on Lecturer Performance (Y) are as follows in the table below.

Table 5. Homogeneity Test of Learning Organization Variable (X_2) on Lecturer Performance (Y)

Box's M		1,319
F	Approx.	,434
	df1	3
	df2	33144,318
	Sig.	,728
Tests null hypothesis of equal population covariance matrices.		

Based on the Bartlett test calculations, the sig. value is 0.728, while the significance level used is 0.05. The data is considered homogeneous if the sig value > the significance level of 0.05. Therefore, the Learning Organization Variable (X_2) on Lecturer Performance (Y) is from a population with the same variance (homogeneous).

Linearity Test

In the analysis of the linearity test, it can be conducted using the ANOVA table by examining the significance value of Deviation from Linearity. The linearity test criteria are that if the significance value > 0.05, there is a significant linear relationship between the Visionary Leadership variable (X_1) and the Learning Organization variable (X_2) with the Lecturer Performance variable (Y). After fulfilling the linearity test, the linear regression test can be proceeded with. Using the ANOVA table at a significance level of 0.05, the results of the linear regression model analysis between the Visionary Leadership variable (X_1) and the Lecturer Performance variable (Y) are obtained as follows.

Table 6. ANOVA Test for Visionary Leadership variable (X_1) on Lecturer Performance variable (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Lecturer Performance_Y * Visionary Leadership_X1	Between Groups	(Combined)	4793,574	73	65,665	3,383	,000
		Linearity	3124,702	1	3124,702	160,970	,000
		Deviation from Linearity	1668,873	72	23,179	1,194	,206
	Within Groups		1902,350	98	19,412		

	Total		6695,924	171			

Based on the table above, the Deviation from Linearity has a sig value of 0.206. If the sig value (0.206) > 0.05, then, H_0 is accepted. It is concluded that the regression between the Visionary Leadership variable (X_1) and the Lecturer Performance variable (Y) is linear. Thus, it can be proven that there is a significant linear relationship between the Visionary Leadership variable (X_1) and the Lecturer Performance variable (Y). As for the data of the Learning Organization variable (X_2) on Lecturer Performance (Y), using the ANOVA table at a significance level of 0.05, the results of the linear regression model analysis are obtained as follows.

Table 7. ANOVA Test for Learning Organization variable (X_2) on Lecturer Performance variable (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Lecturer Performance_Y * Learning Organization_X2	Between Groups	(Combined)	5734,788	62	92,497	10,490	,000
		Linearity	4170,797	1	4170,797	472,999	,000
		Deviation from Linearity	1563,991	61	25,639	2,908	,054
	Within Groups		961,137	109	8,818		
	Total		6695,924	171			

Based on Table 7, the Deviation from Linearity has a sig value of 0.054. If the sig value (0.054) > 0.05, then H_0 is accepted. It is concluded that the regression between the Learning Organization variable (X_2) and the Lecturer Performance variable (Y) is linear. Thus, it can be proven that there is a significant linear relationship between the Learning Organization variable (X_2) and the Lecturer Performance variable (Y).

Hypothesis Test

The influence of Visionary Leadership (X_1) on the Lecturer Performance variable (Y)

The results of the linear regression model analysis of the Visionary Leadership variable (X_1) on the Lecturer Performance variable (Y) are obtained as follows.

Table 8. Linear Regression Test (t-test) for the Visionary Leadership variable (X_1) on the Lecturer Performance variable (Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	94,307	1,882		50,099	,000
	Visionary Leadership_X1	,165	,014	,683	12,196	,000

a. Dependent Variable: Lecturer Performance_Y

Based on Table 8, it is known that the slope constant (a) is 94.915 with the coefficient (b) X1 is 0.439, so the regression equation formed between the Visionary Leadership variable (X_1) and the Lecturer Performance variable (Y)

is ŷ = 94.915 + 0.439X. The significance value (sig) from the output above is obtained as 0.000 < α (0.05). Thus, it can be concluded that the influence between the Visionary Leadership variable (X_1) and the Lecturer Performance variable (Y) is significant. To determine the contribution of Visionary Leadership (X_1) to the Lecturer Performance (Y), we can look at the coefficient of determination $(ry_{21})^2$, as seen in the following SPSS test results.

Table 9. Coefficient of Determination for the Visionary Leadership variable (X_1) on the Lecturer Performance variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,683[a]	,467	,464	4,583

a. Predictors: (Constant), Visionary Leadership_X1

The contribution of Visionary Leadership (X_1) to the Lecturer Performance (Y) $(rx_{21})^2$ is 0.467, which means that 46.7% of Lecturer Performance (Y) can be explained by Visionary Leadership (X_1). The remaining 53.3% is contributed by other factors outside Visionary Leadership. Guided by the interpretation of the correlation coefficient, the relationship between Visionary Leadership and Lecturer Performance is strong (R= 0.683). The Visionary Leadership (X_1) model on the Lecturer Performance (Y) variable can be depicted with the regression equation model ŷ = 94.307 + 0.165X, as seen in the scatter plot diagram below.

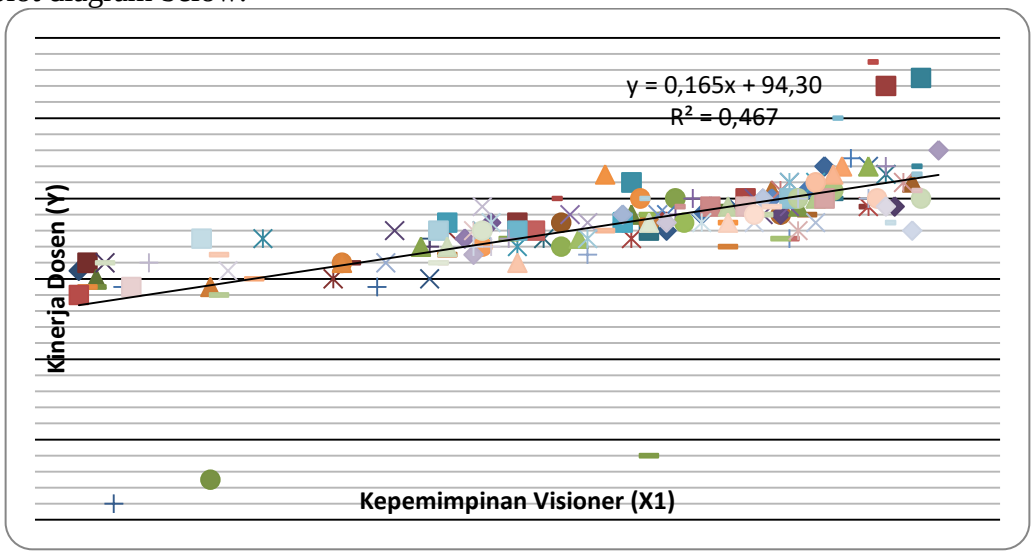

Figure 1. Scatter Plot of the Regression Equation Model ŷ = 94.307 + 0.165X

The Influence of Learning Organization (X_2) on the Lecturer Performance variable (Y)

The results of the linear regression model analysis of the Learning Organization variable (X_2) on the Lecturer Performance variable (Y) are obtained as follows.

Table 10. Linear Regression Test (t-test) for the Learning Organization variable (X_2) on the Lecturer Performance variable (Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	73,783	2,588		28,512	,000
	Organisasi Pembelajar_X2	,309	,018	,789	16,757	,000
a. Dependent Variable: Lecturer Performance_Y						

Based on Table 10, it is known that the slope constant (a) is 73.783 with the coefficient (b) X2 is 0.309, so the regression equation formed between the Learning Organization variable (X_2) and the Lecturer Performance variable (Y) is $\hat{y} = 73.783 + 0.309X$. The significance value (sig) from the output above is obtained as $0.000 < \alpha$ (0.05). Thus, it can be concluded that the influence between the Learning Organization variable (X_2) and the Lecturer Performance variable (Y) is significant. To determine the contribution of the Learning Organization (X_2) to the Lecturer Performance (Y), we can look at the coefficient of determination $(ry_{21})^2$, as seen in the following SPSS test results:

Table 11. Coefficient of Determination for the Learning Organization variable (X_2) on the Lecturer Performance variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,789[a]	,623	,621	3,854
a. Predictors: (Constant), Learning Organization_X2				

The contribution of the Learning Organization (X_2) to the Lecturer Performance (Y) $(rx_{21})^2$ is 0.623, which means that 62.3% of the Learning Organization (X_2) to the Lecturer Performance (Y). The remaining 37.7% is contributed by other factors outside the Learning Organization (X_2). Guided by the interpretation of the correlation coefficient, the relationship between the Learning Organization (X_2) and Lecturer Performance is strong (R= 0.789). The Learning Organization (X_2) model on the Lecturer Performance (Y) variable can be depicted with the regression equation model $\hat{y} = 73.783 + 0.309X$, as seen in the scatter plot diagram below.

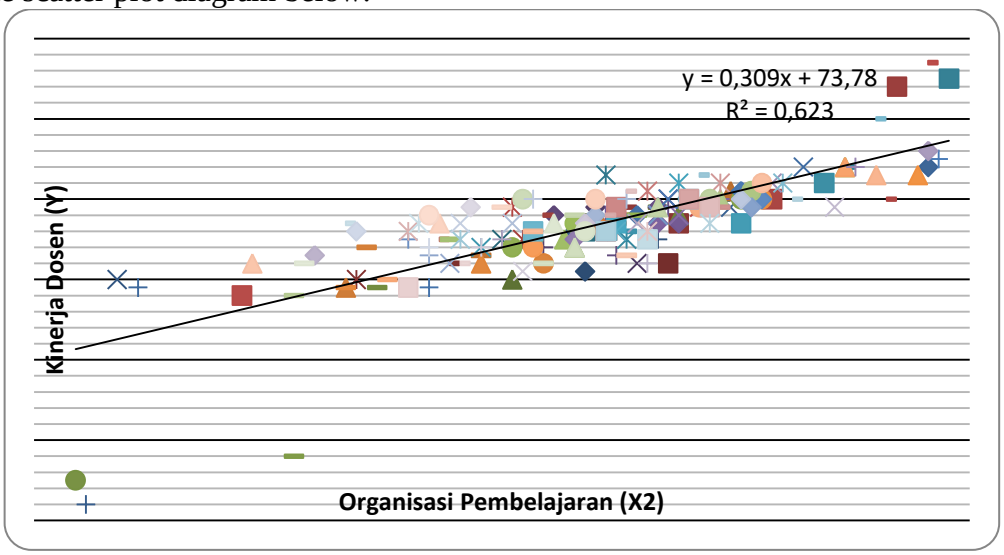

Figure 2. Scatter Plot of the Regression Equation Model $\hat{y} = 73.783 + 0.309X$

This research demonstrates that visionary leadership has a significant influence on lecturer performance, which is relevant in the context of educational institution development. Visionary leadership can be interpreted as a leader's ability to formulate and communicate an inspirational long-term vision, provide clear guidance, and promote innovation (Cobanoglu, 2021; Samancioglu et al., 2019a). In the context of lecturer performance, visionary leadership may play a key role in providing motivation and the necessary direction for lecturers to achieve their educational and research goals. A leader with a strong vision can inspire enthusiasm and creativity among lecturers, motivating them to innovate in the processes of teaching, research, and community engagement (Ghalavi & Nastiezaie, 2020a; Özdemir et al., 2020).

Furthermore, visionary leadership can help address challenges and changes in the continually evolving field of education. Through their vision, a leader can prepare lecturers to face significant changes in the curriculum, technology, and demands of the job market (Eliophotou, 2021; Munir & Aboidullah, 2018). Visionary leaders who can integrate their vision with institutional values and support lecturers in achieving that vision can have a positive impact on overall lecturer performance. Therefore, further research in this area can provide deeper insights into how visionary leadership can act as a catalyst for improving lecturer performance and, in turn, enhancing the overall quality of higher education (Ghalavi & Nastiezaie, 2020b; Samancioglu et al., 2019b).

This research also proves that there is an influence of the learning organization on lecturer performance, leading to a profound understanding of the dynamics of the academic environment and the potential for human resource development in educational institutions. A learning organization can be defined as an entity capable of continuously generating, accessing, and transferring knowledge to enhance quality and innovation (Jenaababadi et al., 2013a; Kılınç, 2014a). In the context of lecturer performance, the existence of a learning organization can create a stimulating learning and collaborative work environment. Educational institutions that can foster an inclusive and supportive learning culture will provide lecturers with opportunities to continually enhance their skills, knowledge, and teaching methods. Through collaborative learning and idea exchange, lecturers can respond more rapidly to the latest developments in their academic fields, thereby improving the quality of teaching and research (Ağalday, 2022; Jenaababadi et al., 2013b).

Moreover, a learning organization can help create a work climate that motivates lecturers to innovate and cope with change more effectively. The availability of resources, professional development opportunities, and institutional support for research and development activities can be determining factors in enhancing lecturer performance (Bustomi et al., 2022; Kılınç, 2014b). Therefore, further research in this context can provide insights into how creating and maintaining an effective learning organization can positively contribute to lecturer performance, shaping a sustainable learning culture in higher education institutions (Kılınç, 2014a; Shalbayeva et al., 2021).

CONCLUSION

Based on the results and discussion of the research data above, it can be concluded that: (1) there is a direct influence of visionary leadership on lecturer performance categorized as strong; and (2) there is a direct influence of the learning organization on lecturer performance categorized as strong. The conclusion of this research is that lecturer performance can be enhanced through the development of visionary leadership and a learning organization. The focus of future research could be on identifying concrete strategies that can be implemented by higher education leaders to strengthen visionary leadership and build a sustainable learning organization. Involving active participation from lecturers, this research can evaluate the real impact of changes in organizational culture on lecturer performance, as well as explore critical factors that may hinder or support the adoption of these practices. The results of this research can provide practical guidance for higher education leaders in their efforts to improve lecturer performance through strengthening visionary leadership and establishing a responsive learning organization in the higher education environment in Indonesia.

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