

Efforts to Increase Lecturer Involvement through Organizational Culture, Transformational Leadership and Economic Prosperity

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Abstract:

This study analyses efforts to increase lecturer involvement through organizational culture, transformational leadership and economic prosperity. The background of this research is located at STIT Al-Ittihadiyah Labuhanbatu Utara, North Sumatra Province. The research subjects included six lecturers, consisting of 4 permanent lecturers of the PGMI Study Program and two permanent lecturers of the PIAUD Study Program, as well as information from higher education leaders and the foundation. This study uses a qualitative approach to the type of case study. The results of this study conclude that the moral and direct involvement of private lecturers who teach at STIT Al-Ittihadiyah Labuhanbatu Utara increases from 2017 to 2022 based on 3 (three) aspects; the first is a conducive organizational culture based on integrity, professionalism and the principle of kinship. Second, the transformational leadership practised by high school leaders prioritizes the target of change rather than just a structural position. Third is economic welfare, where lecturers are given a monthly salary according to the number of teaching credits and salary allowances for permanent lecturers from the North Sumatra Al-Ittihadiyah educational foundation. The implications of this study show the importance of the role of leaders in stimulating the level of activeness of private university lecturers, so it is recommended for future researchers to analyze this variable in public universities, which have a higher level of lecturer welfare.

Keywords: *Organizational Culture, Transformational Leadership, Lecturer Participation*

Abstrak:

Penelitian ini bertujuan untuk mengkaji upaya meningkatkan keterlibatan dosen melalui budaya organisasi, kepemimpinan transformasional dan kesejahteraan ekonomi. Adapun latar penelitian ini bertempat di STIT Al-Ittihadiyah Labuhanbatu Utara, Provinsi Sumatera Utara. Subjek penelitian meliputi 6 dosen, terdiri dari 4 dosen tetap Prodi PGMI dan 2 dosen tetap Prodi PIAUD, serta informasi dari pimpinan perguruan tinggi dan pihak yayasan. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Hasil penelitian ini menyimpulkan bahwa keterlibatan moral dan langsung dari dosen swasta yang mengajar di STIT Al-Ittihadiyah Labuhanbatu Utara meningkat per 2017 hingga 2022 didasarkan pada 3 (tiga) aspek, pertama budaya organisasi yang kondusif berbasis integritas, profesionalitas, dan asas kekeluargaan. Kedua, kepemimpinan transformasional yang dipraktikkan oleh pimpinan sekolah tinggi, mengutamakan target perubahan daripada sekadar jabatan

struktural. Ketiga, kesejahteraan ekonomi, di mana para dosen diberi gaji setiap bulan sesuai jumlah SKS mengajar serta tunjangan gaji bagi dosen tetap dari pihak yayasan pendidikan Al-Ittihadiyah Sumatera Utara. Implikasi dari penelitian ini menunjukkan pentingnya peran pemimpin dalam menstimulus tingkat keaktifan dosen perguruan tinggi swasta, sehingga direkomendasikan bagi peneliti berikutnya untuk menganalisa variabel ini pada perguruan tinggi negeri yang memiliki tingkat kesejahteraan dosen lebih tinggi.

Kata Kunci: *Budaya Organisasi, Kepemimpinan Transformasional, Partisipasi Dosen*

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INTRODUCTION

Educators are professionals that are responsible for facilitating students obtain quality education (Rosmawati et al., 2020). Contribution and involvement in the learning process, not just transferring knowledge to students, because educators act as leaders in learning (Risdiyany, 2021). The leadership of educators in the learning process is a determining factor for the success of human resource development. Higher education educators are called lecturers (Yunita et al., 2022).

The role of lecturers as educators for prospective teachers is to transform, develop and disseminate knowledge (Baslini, 2022). The main tasks are carried out in the concept of the tri dharma of higher education, namely education (covering teaching in class/outside the classroom, fostering student character, and adding scientific insight), research (problem identification, development of learning products, discovery of new concepts in learning), and dedication to the public (Sutrisno et al., 2022; Muali, 2017). This shows that there is a relationship between lecturers and the progress of society, so society demands positive and extra performance from lecturers.

Based on a preliminary study conducted from early February to April 2022, researchers obtained information that PIAUD and PGMI lecturers at STIT Al-Ittihadiyah Labuhanbatu Utara experienced problems related to their level of activity. There was a welfare gap for permanent and non-permanent lecturers from 2017 to 2018. This is due to the discrepancy in the distribution of teaching schedules provided by the campus academic field. Of course, this is a separate evaluation for leaders in improving the performance and activeness of lecturers.

Lecturer performance indicators based on the tri dharma of higher education require lecturers to have skills and competencies so that their work results are by the Employee Performance Standards (SKP) (Sriwahyuni et al., 2022). Academically, lecturers are burdened with several heavy tasks in fulfilling the three aspects of the tri dharma. Likewise, academic assignments that are relatively heavy are often not balanced with the compensation and well-being of lecturers, especially in private universities (PTS) (Ningrum et al., 2022). The "glory" of the teaching profession at private universities is often reduced to the management of the institution, where lecturers depend on the "number of students" being taught (Pratiwi, 2020). Of course, this becomes a paradox in the learning process and system.

Concentration and focus on educating lecturers at private universities clashed on well-being and economic aspects. In addition, lecturers also experience attachment to institutions so that they cannot freely find additional fees to work for other agencies (Qomariah, 2022; Jannah *et al.*, 2023). On the other hand, the organizers of higher education institutions (campus) try to bind lecturers with certain contractual agreements so that they can dedicate themselves optimally. The granting and registration of lecturers in the university database (PD DIKTI) to obtain a National Lecturer Identification Number (NIDN), promising a smooth promotion system, and efforts to pass as a certified lecturer (lecturer certification) is a form of the binding effort carried out by higher education institutions (Annisa *et al.*, 2022).

The bond between lecturers and campuses has positive consequences, where lecturers are legitimately seen as educators (permanent lecturers) on campus and can develop academic careers on behalf of the institution (Utama *et al.*, 2022). Meanwhile, campuses can also have permanent lecturers who are ready to dedicate themselves to the institution. The bond between lecturers and campuses will have an impact on all educational activities and even being able to increase productivity (Suprpto, 2022).

Community satisfaction with institutions, campus image and accreditation, and quality of lecturers are significant concerns for universities. In addition, organizational culture, communication within the campus environment, and the campus leadership style are the capital for lecturers to be motivated to improve their careers and academic achievements (Pebrina *et al.*, 2022). This mutualistic relationship will increase the campus's reputation in the community (Pasaribu, 2022). Therefore, the organizational culture created on campus must be a value system practised by all campus employees and staff.

Organizational culture in higher education also determines mutual respect, ownership, and accountability for lecturers (Sukmarani, 2022). The university's internal policies are the proper regulations (legal umbrellas) to create a culture that develops a positive climate in the campus environment (Yanuarsari *et al.*, 2022). In addition to internal policies, leadership is essential for creating a conducive organizational culture that increasingly binds lecturers to be involved in learning, research and community service activities (Baharun *et al.*, 2022). The central role of the leader will be seen as effective and efficient through interactive communication (Finatariyani & Cahyani, 2022).

Effective communication from leaders is in sync with the leadership style of the rector/chairman of the college (Ramadhanti, 2022). The concern shown by the rector/chairman towards the performance of lecturers, the lecturers' well-being, and the lecturers' needs will impact the lecturers' feeling of being bound to dedicate themselves (Ardhana *et al.*, 2022). In addition, lecturers will increasingly show high loyalty to the leadership. The efforts made by this kind of leader will result in a change or transformation (Novitasari *et al.*, 2022; Assingkily & Mission, 2019). Transformational leadership can transmit a visionary and inspiring attitude from superiors (leaders) to subordinates (lecturers). Furthermore, through a transformational leadership process in improving morale and motivation to educate each lecturer, as well as being

oriented to the priority of the interests of achieving the institution's goals (Wahidah et al., 2022; Pratiwi et al., 2022).

The achievement of a leader will be realized through a combination of campus culture, the leadership style of the rector/chairman, and transformational leadership towards the attachment and involvement of lecturers to educate wholeheartedly (Aprilia et al., 2022). Thus, increasing the effectiveness and reputation of the campus, an accountable institutional development system, as well as empowering human resources that are effective and efficient are the principal capital of universities in creating a conducive learning climate and spirit of achievement (Sartika & Khair, 2022; Rinuastuti, 2022).

Indeed, relevant academic studies that have discussed the attachment of lecturers to private higher education institutions (PTS) have been investigated from various perspectives. This is seen as a literature review to find the novelty of this research. Among them are discussing aspects of the managerial characteristics of private campuses (Tubingan, et al., 2022), spiritual leadership (Ilham, 2022), university operational risk analysis (Syamsia, et al., 2022), quality of work life and self-development of lecturers (Tuasikal, 2022), research performance of private university lecturers (Souisa, et al., 2022), transformational leadership and lecturer job satisfaction (Sulhan, et al., 2022), institutional management and "university image" (Kusnara, 2022), the level of educational qualifications of lecturers at private universities and the achievements of campus graduates (Munthe & Nasruddin, 2022), strategic management in empowering lecturers and students on campus (Aryawan, 2022), the role of affective commitment for improving lecturer performance (Sulistiyani, et al., 2022), plagiarism and its impact on academic work (Makrifatin, 2022), and the lecturer's self-control factor in preventing behavioral (cultural) deviations in higher education (Fadhila, 2022).

13 Observing the description above, it is known that there are differences between this research and previous research, namely from the aspect of methodological studies (quantitative) with three variables in the form of transformational leadership, organizational culture and lecturer well-being at the same time, to examine the effect on lecturer engagement and involvement. Moreover, this research is deliberately devoted to private universities, namely the Tarbiyah College of Sciences (STIT) Al-Ittihadiyah Labuhanbatu Utara. Hence, the difference is visible in the aspect of feeling the involvement of lecturer **7** on campus.

The focus of this research is to increase the involvement of lecturers in private universities (PTS). This is because PTS lecturers are often seen as reluctant to be actively involved in academic and campus administration activities, starting from organizational climate issues, and leadership attitudes, to latent aspects such as economic well-being. On this basis, the research aims to analyze **8** the involvement of lecturers in one of the PTS in North Sumatra in terms of organizational culture, transformational leadership and economic well-being.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive study method. The focus of this research discussion is on how to increase the participation or involvement of lecturers in campus quality development, ranging from organizational culture and transformational leadership to lecturer well-being. The research background is located at Jl. Cross Sumatra, Gunting Saga, Kualuh Selatan Subdistrict, North Labuhanbatu Regency, North Sumatra 21457.

Researchers served as crucial instruments in interviewing informants, including the leadership of STIT Al-Ittihadiyah Labuhanbatu Utara (Head, Head I, and Head II STIT Al-Ittihadiyah Labuhanbatu Utara); the research subjects included six lecturers, consisting of 4 permanent lecturers from the PGMI Study Program (Tarmiji Siregar, Walimsyah, Gumarphi Rahis Pasaribu, & Junaida) and two permanent lecturers from the PIAUD Study Program (Oda Kinata Banurea & Dedi Sahputra Napitupulu), as well as information from university leaders and the foundation. Interview data will be adjusted to the results of observations and document studies by triangulation (Assingkily, 2021). As for research data analysis techniques using data reduction and data presentation, conclude. Furthermore, the data is declared valid after fulfilling the test of 4 (four) criteria, namely credibility, transferability, dependability and confirmability.

RESULTS AND DISCUSSION

Lecturer Involvement Through Organizational Culture

Organizational culture significantly influences the performance of human resources at each university (Fauzi, 2019). This is based on internal regulations and policies that are systematically implemented by all components of higher education. The applicable policy will reference all human resources in thinking, acting and creating something to develop the institution's quality (Hanum et al., 2021).

According to Awaluddin (2018), lecturers, as one of the human resources in higher education, have a central role as leaders in the learning process. Whether campus regulations are running or not in learning is entrusted to lecturers. Likewise, lecturers still cannot act arbitrarily because an independent institution guarantees the institution's quality control system (Akbar et al., 2018). In line with the previous opinion, Sari (2018) suggests that this is intended so that lecturers can be creative, create innovations according to their skills, and remain focused on the orientation or target of institutional quality development.

The participation or involvement of lecturers in higher education is necessary for carrying out their role as the "heart of the campus". The sincerity of the lecturer's intentions will be proven by the performance displayed so that it becomes an inspiration and motivation for students (Habudin, 2020). The involvement of lecturers and students is not only in the learning room (in the classroom) but also in the form of research (to various educational institutions, schools, madrasas, or Islamic boarding schools) and community service (Sulaeman, 2019).

The Tridharma of Higher Education becomes a binding and integral unit. This means that lecturers cannot prioritize themselves on only one aspect (e.g. research), but must be balanced between educational performance (teaching,

transferring scientific insights), research (finding novelty as a reference for improvement or innovation in the field of education), and dedication (empowerment of knowledge and insight to society) (Andriko & Iskandar, 2021). These three aspects are also indicators of the success of lecturers in dedication to the institution (campus) and the community.

Furthermore, Situmeang (2021) explains that the actual reality is that lecturers experience demotivation in teaching due to an organizational culture that is "unhealthy" and not supportive (appreciative) of lecturer performance. Lecturers are responsible for providing optimal learning for students so they can independently strive for optimality in the academic and non-academic fields. This is the explanation from the Head of STIT Al-Ittihadiyah Labuhanbatu Utara in the interview process; "in the current development, lecturers have begun to lose their enthusiasm for teaching. Coupled with the campus organizational culture that is increasingly distant from the academic world. Campuses no longer pay attention to student learning resources, be it reference books, library management, procurement of scientific journals, group studies or study groups".

Based on the interview excerpt above, it is understood that the reality of students being far from learning resources is a real thing; one of the contributing factors is the low organizational culture that can increase student learning motivation. In line with this, Armanto & Gunarto (2020) stated that organizational culture creates a creative space for students to manage discussions and activities while honing their skills independently. Furthermore, Meutia & Husada (2019) added that the campus is responsible for facilitating students obtain complete and relevant reference sources for their assignments, as well as facilitating student activity units (UKM) in the form of BEM and other intra-campus organizations.

Furthermore, the following is a picture of a flyer for a routine discussion of the lecturers of Al-Ittihadiyah North Labuhanbatu.



Figure 1. Flyer for Discussion and Webinars of STIT Al-Ittihadiyah Labuhanbatu Utara

Indrasari et al. (2018) explained that the discussions started by educators (lecturers) became activities that students imitated. Jufrizen et al. (2020) added that organizational culture in the form of discussion activities could stimulate students to actively carry out discussions with academic and non-academic

themes such as entrepreneurship. This shows an excellent organizational culture on campus.

It is understood that the organizational culture at STIT Al-Ittihadiyah Labuhanbatu Utara has been running effectively through regular discussion activities and the provision of educational-themed seminars (webinars). Likewise, it is acknowledged by the leadership that there are still obstacles or weaknesses as a turning point in efforts to optimize an effective and efficient organizational culture on the campus.

Lecturer Involvement Through Transformational Leadership

Transformational leadership is a form of leadership that empowers all potential subordinates towards quality improvement (Tjahjono et al., 2018). In this context, Muliati & Ernawati (2020) argues that leaders influence, foster and control the performance of subordinates to improve the quality of institutions. Transformational leadership is closely related to innovation in education because leaders are required to read opportunities and challenges according to the needs of society and the world of work and survive amidst various changes.

In line with the above, (Affandi et al., 2021) explain that the existence of a transformative leader can transmit positive things to subordinates to work better from time to time. This was raised due to the inspirational attitude, vision and positive energy inherent in the leader. More than that, transformative leaders do not "lose ideas" to realize innovation, so it becomes a unique attraction for subordinates to enrich the experience of their leaders.

Given the importance of lecturers as human resources who shape other human resources (students), lecturers must continuously improve their competence. Astari (2019) explains that lecturers must continue improving their competence through academic training or attending seminars or conferences. Jumiran et al. (2020) added that lecturers must continue to work to improve competence and writing skills because this impacts the attitude that students imitate. In another context, Nurtjahjani et al. (2020) require lecturers to make every effort to continue their doctoral program studies as a form of willingness to learn continuously.

Sulhan et al. (2022) commented that increasing lecturer competence does not only come from oneself (internally) but requires encouragement from people around (external), especially from the leadership. This is interpreted as a form of synergy between leaders and subordinates, where leaders encourage subordinates to improve performance and competence and are given opportunities to continue their studies; on the other hand, lecturers dedicate themselves to developing the institution's quality and are still allowed to increase their potential.

The attitude displayed by the leadership can support the form of synergy between subordinates and leaders. For this reason, transformative leaders who apply transformational leadership are solutions to problem-solving on campus. Furthermore, Indrawanto (2019) explained that the hallmark of leadership is displayed through decision-making. Long before that, it was essential to pay attention to the communication built by the leader. Thus, the essence of

transformational leadership is communication built by leaders in transmitting the spirit of innovation and creation to subordinates.

Based on the description above, the involvement of lecturers at STIT Al-Ittihadiyah Labuhanbatu Utara looks excellent and practical, considering the transformational leadership attitude practised by the STIT Chair/Chancellor. The leadership provides opportunities for subordinates to follow a doctoral study program (S-3) according to their field of expertise and improve academic work to soar in rank as a requirement for lecturer certification. Thus, lecturers at STIT always increase participation in various campus activities and develop the institution's quality through increasing self-competence.

Lecturer Involvement Through Economic Well-Being

Economic welfare is a benchmark considered by someone when choosing a profession or job. As stated by Harsono (2017), the welfare aspect is considered vital because it is based on the family's economic needs and demands self-development (competence), which requires additional costs. Economic welfare is also a supporting factor for lecturer performance because the concentration of lecturers will be divided if they have to seek additional income from agencies or other jobs.

Leaders are responsible for ensuring the well-being of their lecturers; this is intended so that lecturers can work optimally for the advancement and improvement of the institution's quality. Furthermore, the well-being of lecturers does not necessarily mean money. However, it can also be in the form of social well-being and career support that bridges the economic well-being of lecturers. This means that the leadership provides opportunities for lecturers to develop careers as a "stepping stone" to achieving prosperity in the economic field.

According to Susanto et al. (2021), lecturers have obtained social well-being in the community. However, this social well-being, in turn, makes lecturers need economic well-being to focus on improving performance. Furthermore, Rizky et al. (2022) explain that economic well-being will make lecturers focus on increasing self-competence and developing the institution's quality. This synergy between economic well-being and the involvement of lecturers in higher education will improve the institution's quality.

The government, through the ministry of research, technology and higher education, has issued regulation number 51 of 2017 concerning educator certification for lecturers as a new regulation from the previous Minister of Education and Culture number 47 of 2009. Hawignyo et al. (2021) consider this to show the government's concern in facilitating lecturers to achieve increased economic welfare. Lecturers who have obtained certification can fully dedicate their time to developing the quality of education in Indonesia.

STIT Al-Ittihadiyah Labuhanbatu Utara seeks to help lecturers improve their academic careers and manage ranks so they can be certified. It is intended that lecturers receive salary allowances from the government through lecturer certification, thereby increasing the economic well-being of lecturers. In addition, lecturers are also given an appreciation in the form of a monthly salary according

to the number of credits taught and a salary allowance from the foundation for more lecturers' performance.

As stated by Gumarpi Rahis Pasaribu in the following interview excerpt: thank God we were given a monthly salary because apart from teaching at STIT, we also teach at UIN North Sumatra Medan. If at UIN, our salary is taken per semester or at least once every three months. That could be our semester savings, ma'am; while fulfilling the monthly needs we get from salaries as permanent lecturers at STIT. Likewise, sometimes we are given an appreciation of additional fees from the foundation, even though the amount is not fixed, sometimes 500 thousand rupiahs, 700 thousand rupiahs, or at least 300 thousand rupiahs" (Results of Interview with Head II of Administration and Finance of STIT Al-Ittihadiyah Labuhanbatu Utara)

The interview excerpt above explains that lecturers at STIT Al-Ittihadiyah Labuhanbatu Utara feel that economic well-being has been fulfilled, especially in supporting increasing academic careers to obtain lecturer certification. According to Ramdhan & Siregar (2019), career support for lecturers is one of the keys to a leader's success in attracting lecturer involvement in a university. Arif & Putrawansyah (2021) added that career advancement makes lecturers want to be actively involved in developing the institution's quality.

Based on the description above, it can be understood that lecturers at STIT Al-Ittihadiyah Labuhanbatu Utara obtain career support from the leadership to participate in lecturer certification to fulfil economic needs. In addition, the foundation and campus also provide monthly salaries and allowances to permanent lecturers. Likewise, the provision of salaries and allowances is still adjusted to the capabilities of the campus and foundations so that the prosperous category is fulfilled, but rich is not a benchmark.

Thus, it is understood that more than the active involvement of lecturers in private tertiary institutions is needed to stimulate the involvement of lecturers in public tertiary institutions. This is applied to three aspects, namely economic welfare, where private lecturers need various side jobs to make ends meet. Second is the leader's attitude, in which private lecturers, as academics with master status, feel they need appreciation for the knowledge they have acquired during college. Third, the climate or organizational culture, in which private lecturers need a conducive environment for improving their careers.

CONCLUSION

Based on the description above, it is concluded that the direct and moral involvement of private lecturers who teach at STIT Al-Ittihadiyah Labuhanbatu Utara increased from 2017 to 2022 based on 3 (three) aspects, *firstly* a conducive organizational culture based on integrity, professionalism, and the principle of kinship. *Second*, transformational leadership practised by high school leaders prioritizes change targets rather than just structural positions. *Third*, economic well-being, where lecturers are given a salary every month according to the number of credits taught and salary allowances for permanent lecturers from the Al-Ittihadiyah education foundation in North Sumatra. The implications of this study show the importance of the role of leaders in stimulating the level of

activeness of private university lecturers, so it is recommended for future researchers to analyze this variable in public universities, which have a higher level of lecturer well-being.

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