

## THE LEADERSHIP OF THE HEAD OF THE STUDY PROGRAM IN EFFORTS TO IMPROVE LECTURER PERFORMANCE

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**Article history:** received 02 September 2023; revised 16 September 2023; accepted 02 October 2023

DOI: <https://doi.org/10.33751/jhss.v7i3.9452>

**Abstract.** Higher education is a critical sector in the advancement of a nation, and the caliber of instruction provided within this domain is predominantly dictated by the effectiveness of lecturers. Enhancing the performance of lecturers has the potential to elevate both the standard of education and instruction. In order for educational institutions to attain commendable benchmarks for performance and eligibility, they must be guided by a Head of Study Program who possesses thorough expertise in the field of leadership. Data for this study were collected via direct interviews with the Head of the Study Program and indirect and direct observation. The findings of this study indicate that the Head of the Business Study Program at Swadarma Institute of Technology has implemented various strategies to enhance lecturer performance. Among these is the provision of professional development opportunities, including workshops, training, and mentoring, which assist lecturers in refining their teaching abilities and remaining current with the most recent trends and optimal methodologies.

**Keywords:** higher education; leadership; head of study program; lecturer performance

### I. INTRODUCTION

Higher education is one of the key sectors in a country's development, and the quality of teaching in higher education is largely determined by the performance of lecturers. Quality lecturers will be able to provide effective learning, support quality research, and contribute to the development of educational institutions. Therefore, the leadership role of the Head of Study Program is essential in managing and improving lecturer performance[1], [2].

The Head of Study Program has a strategic role in creating an academic environment that is conducive to lecturer development. Effective leadership from a Head of Study Program can provide the direction, motivation and support needed by lecturers to improve the quality of their teaching and research. Therefore, research regarding the leadership role of the Head of Study Program in efforts to improve lecturer performance is very relevant[3].

Several factors indicate that the role of the Head of Study Program is very important. First, changes in the dynamics of higher education, marked by technological developments and increasingly complex job market demands, require lecturers to continue to develop themselves. In this context, the Head of Study Program can be a catalyst for organizing lecturer training and development[4].

Second, the leadership of the Head of Study Program influences organizational culture at the study program level. An organizational culture that supports high performance will encourage lecturers to innovate, collaborate and actively participate in curriculum development and research. An

effective study program head can create a positive atmosphere that motivates lecturers to make maximum contributions[5], [6].

Third, in facing global competition, improving the reputation of educational institutions also depends heavily on the reputation of lecturers. The Head of Study Program can play an important role in managing the reputation of lecturers and study programs, including through the promotion of research results, international collaboration, and participation in academic activities that have a positive impact[7].

Improving the quality of higher education is not only a priority at the national level, but is also a global concern. Universities are currently increasingly competing in creating a superior academic environment, and improving lecturer performance is one of the keys to institutional success in facing this challenge. In addition, increasingly stringent demands for accreditation of higher education institutions also encourage the need to focus on improving the quality of teaching and research[8]–[10].

The importance of this research is increasingly evident in the context of global perceptions of the quality of higher education. Many international organizations and institutions routinely evaluate and rank universities based on a number of criteria, including lecturer reputation, research quality, and teaching effectiveness. In facing the globalization of education, higher education institutions need to understand and respond to these demands to maintain or improve their role[11].

In addition, accreditation from national and international evaluation bodies is a determining factor in the competitiveness and sustainability of institutions. Improving lecturer performance is a must so that institutions can meet established accreditation standards[12]. Therefore, this research can also contribute to the understanding of how the leadership of the Head of Study Program can support efforts to achieve accreditation standards, which in turn will support the institution's reputation at the national and international levels.

Although much research has been conducted on leadership in the educational context, research that specifically explores the role of the Head of Study Program in efforts to improve lecturer performance is still limited. Therefore, this research aims to provide in-depth insight into the effective leadership strategies and actions of the Head of Study Program in improving lecturer performance, as well as their impact on study program development and institutional reputation. With a better understanding of the role of the Head of Study Program, it is hoped that it can make a significant contribution to developing the overall quality of higher education.

## II. RESEARCH METHODS

The research method used in this research is descriptive qualitative method. The descriptive qualitative method is a research approach that aims to describe and explain phenomena or situations in detail. Researchers collect data through interviews, observations, or document analysis to understand the characteristics and context of an event. Data analysis was carried out inductively, with a focus on interpreting meaning and in-depth understanding. This method is often used to explore social, cultural or human behavioral aspects[13], [14]. The descriptive qualitative research method was implemented using a data collection approach through observation and interviews. The following are the research stages used.

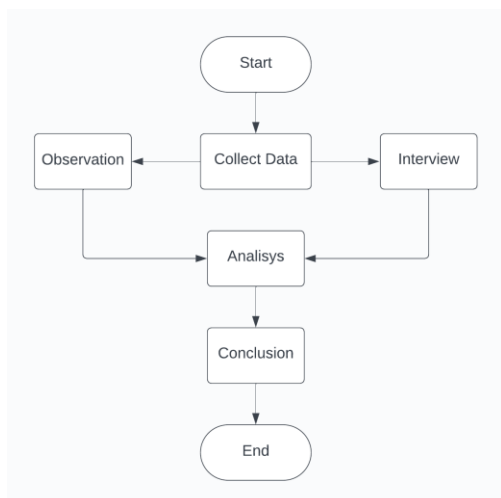


Figure.1 Research Stages

In this study, the researcher attempted to describe the leadership role of the head of the study program in an effort to improve the performance of lecturers at the Swadarma Institute of Technology and Business, West Jakarta. The objects of this research are the Head of the Study Program and lecturers who teach at the Swadarma Institute of Technology and Business, West Jakarta. The data collection methods used in this research are interviews and observation.

According to [15] as a scientific method, observation is usually defined as the systematic observation and recording of the phenomena being studied. Meanwhile, interviews are an approach commonly used to collect qualitative data. Interviews are a data collection technique that involves direct interaction between the researcher and the respondent, with the aim of gaining an in-depth understanding of the respondent's point of view, experiences and perceptions related to the research topic [16].

Researchers conducted a literature review of research related to leadership in improving lecturer performance from national and international journal articles. Observations were carried out in order to obtain theories that support research, such as regarding leadership, lecturer performance and quality of education. Apart from that, researchers also conducted direct interviews with the Head of the Study Program and lecturers who teach at the Swadarma Institute of Technology and Business. Apart from interviews, researchers also obtained data by collecting information in the form of documents and data about lecturers at the Institute of Technology and Business. Swadarma, starting from the number of lecturers, educational qualifications, personal data as well as several achievement records of study program heads and lecturers.

### Leadership

Leadership is an important skill and competency in personal and professional life, encompassing the ability of an individual, group, or organization to influence, guide, and inspire others[17]. The following are leadership roles and responsibilities according to Rahmi Hayati, et al[18]includes:

1. Organize, guide, and manage others  
Leaders are responsible for organizing, guiding, and managing their teams to achieve desired results.
2. Training new employees  
Leaders play an important role in training new employees and ensuring they are well equipped to perform their duties.
3. Communicate transparently and constructively  
Effective communication is critical for leaders to keep their teams informed and motivated.
4. Encourage collaboration  
Leaders should encourage their teams to work together and share ideas to achieve common goals.
5. Resolving conflicts and disputes  
Leaders must address conflict and disagreement within their teams, provide solutions and maintain a positive work environment.
6. Enable employees to realize their potential

Leaders must help their employees to develop and grow within the organization, so they can reach their full potential.

7. Recognize good behavior  
Recognizing and praising team members' efforts and achievements is an important role of a leader.
8. Identify ineffective techniques or procedures  
Leaders must be able to identify areas of improvement and implement changes to improve their team's performance.

There are different types of leadership roles, such as manager, coach, and mentor, each with their own responsibilities and challenges. Effective leadership is critical to guiding organizations and teams to success, and leaders must develop their skills and competencies to excel in their roles[19]. Leadership in educational organizations is the application of leadership principles and practices in educational settings to ensure academic success, create a positive and inclusive learning environment, and inspire continuous improvement[20]. Leadership in higher education involves uniting and motivating faculty and students to reach their full potential, foster collaboration, and overcome challenges with innovative and solution-based approaches. Educational leaders, such as chancellors and department heads, play a critical role in guiding educational organizations' values, setting expectations for practices and outcomes, and creating a vision for the future of their higher education institutions. They also work to maintain a safe and open learning environment, delegate responsibilities, and continuously improve instructional methods and curriculum content[21]. Overall, effective educational leadership is essential to fostering success, encouraging communication, collaboration, and dedication.

#### *Lecturer Performance*

The quality of education is essential for the growth of individuals and society, and faculty performance plays an important role in achieving this goal. Several factors contribute to the quality of education, and lecturer performance assessment management and lecturer performance measures in improving quality are important aspects that can be monitored by educational institutions to support and improve the performance of their lecturers[22]. According to [23] explains poor lecturer performance can have significant consequences for the quality of education and student learning outcomes. Some of the consequences of poor lecturer performance include:

1. Decreased motivation and engagement  
Poor teaching can lead to decreased motivation and engagement among students, resulting in poor study habits, poor grades, and disinterest in learning.
2. Lower academic achievement  
Students exposed to poor teaching may not understand the course material, leading to lower grades and test scores.
3. Negative self-image  
Poor teaching can lead to a negative self-image among students, limiting their willingness to take risks or pursue new opportunities.

4. Limited potential  
Poor academic performance can limit a student's potential and have long-term consequences for their personal and professional development.
5. Anxiety and depression  
Poor teaching can lead to low self-esteem, anxiety, and even depression, all of which can hinder academic achievement.
6. Difficulty getting accepted into college or getting a job  
Students who perform poorly in school may have difficulty getting accepted into college or getting jobs, limiting their future academic and career success.
7. Negative impact on the quality of higher education  
Poor lecturer performance can have a negative impact on the quality of higher education, affecting the reputation of educational institutions and their ability to attract and retain students.

Overall, poor lecturer performance can have a negative impact on learning outcomes and the quality of education. Therefore, educational institutions must have special programs to improve lecturer performance. The following are several examples of quality education programs and strategies to improve lecturer performance, including:

1. Performance dimensions  
There are seven performance dimensions of lecturer performance, including preparation and planning, effectiveness in presenting lesson material, calmness, relationships with students, self-development, relationships with other staff, and relationships with parents and the community.
2. Motivation and self-efficacy  
Lecturer performance can be influenced by factors such as motivation and self-efficacy, which are critical for effective teaching and learning.
3. Leadership  
University and college leadership can reward lecturers who have high performance, because this can increase their motivation and commitment to improving their teaching abilities.
4. Organizational climate  
Organizational climate, including community expectations, the school system, the school itself, and classroom policies, can significantly influence lecturer performance.
5. Attitudes in profession, discipline and work environment  
These factors have a significant influence on lecturer performance, both simultaneously and partially.
6. Lecturer certification and workload  
Integrating lecturer certification and workload with lecturer performance assessments can help improve the quality of education.
7. Student evaluation of lecturer performance  
Regular student evaluations can provide valuable feedback for lecturers to identify areas for improvement and improve their teaching skills.

By addressing these factors and implementing quality educational programs, educational institutions can create

supportive and inclusive learning environments that foster student success and prepare them to face future challenges [24].

#### *Quality of Education*

Educational quality encompasses multiple dimensions, including the effectiveness of the learning environment, the relevance of the curriculum, and its impact on students' overall development [25], [26]. Quality education is more than just literacy and numeracy, aiming to prepare individuals for life, citizenship and social contribution. The United Nations (UN) emphasizes that quality education must be equitable, inclusive and accessible to all, promote lifelong learning and encourage the acquisition of knowledge. Education also plays an important role in overcoming poverty, reducing inequality, and promoting tolerance and peace in society. Factors such as well-trained lecturers, a conducive learning environment, and the availability of resources and materials are essential in ensuring quality education. Apart from that, the use of technology, personalized learning, and inclusive teaching methods also contribute to improving the quality of education. Overall, quality education is fundamental to individual and societal growth, and is a key driver of human and economic development [27]. Some examples of quality educational programs include:

1. Accelerated learning opportunities  
A program that allows students to progress through their learning at their own pace, focusing on their strengths and areas of interest.
2. Easily accessible library resources and services  
Provides access to a variety of resources, including books, journals, and databases, to support research and inquiry-based learning for students.
3. Literacy and numeracy  
Ensure that students develop strong reading, writing, and math skills, which are critical for success in personal and professional life.
4. Minimize technology-related distractions  
Implement strategies to help students stay focused and make the most of their time on assignments, such as setting guidelines for device use or providing designated quiet areas for focused study.
5. Performing Arts  
Incorporate arts education into the curriculum, such as music, dance, and theater, to foster creativity, self-expression, and critical thinking skills.
6. Physical education  
Provides opportunities for students to engage in physical activities and sports, promoting health, fitness, and teamwork skills.
7. Safe and comfortable environment  
Ensure that students feel safe and protected in their learning environment, free from bullying, harassment and violence.

These programs can help create high-quality learning environments that support students' well-being, encourage academic success, and prepare them to face future challenges.

### III. RESULTS AND DISCUSSION

Several efforts made by the Head of the Study Program of the Swadarma Institute of Technology and Business, West Jakarta can be an alternative to improve the performance of lecturers in their work professionalism. From the results of the interview, several methods were outlined to improve the performance of lecturers at the Swadarma Institute of Technology and Business, including:

1. Performance assessment  
Implementing a performance appraisal system that evaluates lecturer performance in teaching, research and community service can help identify areas that need improvement.
2. Professional development  
Providing opportunities for professional development, such as workshops, training, and mentoring, can help faculty improve their teaching skills and stay up to date with current trends and best practices.
3. Student feedback  
Collecting regular feedback from students can help lecturers identify areas for improvement and adjust their teaching methods.
4. Awards and recognition  
Giving awards and recognition to lecturers who demonstrate high performance can increase their motivation and commitment to improving their teaching skills.
5. Reduce workload  
Reducing lecturers' workload can help them focus on teaching and research activities, resulting in improved performance.
6. Create a supportive environment  
Creating a supportive and inclusive learning environment that fosters collaboration, creativity, and critical thinking can help faculty improve their teaching skills and improve student outcomes.
7. Observation and feedback  
Conducting classroom observations and providing constructive feedback to lecturers can help them identify areas for improvement and improve their teaching skills.

By applying the above methods, the Swadarma Institute of Technology and Business can support and improve the performance of its lecturers, resulting in better student outcomes and higher quality education. This is in accordance with research conducted by [28] where a leader in implementing his leadership must be able to maturely carry out his agency or organization, and have the ability to have good cooperative relationships, the ability to utilize all activities effectively, participative leadership, the ability to delegate tasks or time, and the ability to delegate tasks or authority.

### IV. CONCLUSION

The research conclusion shows that efforts to improve lecturer performance involve a number of strategic steps.

These steps include implementing a comprehensive performance appraisal system, professional development through workshops and training, collecting regular feedback from students, providing awards and recognition to increase lecturer motivation, reducing workload to focus on teaching and research, creating a supportive learning environment creativity, as well as classroom observations and constructive feedback. This overall strategy is directed at creating conditions that support improving lecturer performance, with the hope that the results will have a positive impact on student achievement and the quality of education.

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