



## The Leadership Style of the Program Chair in Improving the Performance of Lectures and Its Relevance to the Quality of Education: A Case Study of the Informatics Engineering Program at ITB Swadharma

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### ABSTRACT

*This research examines the significance of effective leadership and job performance in achieving organizational or company goals. The research focuses on the leadership style adopted by the head of the information technology engineering study program in improving the performance of lecturers and its relevance to the quality of education in the program. This research holds important value in providing recommendations to decision-makers in educational quality improvement programs to face increasing competition in the higher education industry. This section highlights the importance of effective leadership and job performance in motivating and guiding employees to achieve organizational goals and their impact on the quality of education. Good leadership can involve various aspects, such as providing direction, implementing plans, and motivating organizational members to work effectively. The factors that support educational quality in the implementation model of Total Quality Management include: 1) leadership, 2) customer-focused approach, 3) organizational climate, 4) problem-solving teams, 5) meaningful data, 6) scientific methods and tools, and 7) education and training. The data sources used in this research include: 1) secondary data from internal and external evaluation reports, 2) questionnaires to measure the perceptions of students and lecturers, 3) interviews with the head of the study program, lecturers, students, and alumni, 4) policy documents and strategic plans, and 5) statistical data on the performance of lecturers and students.*

*Keywords: Leadership, Study Program, Informatics Engineering.*

### INTRODUCTION

Higher education plays a crucial role in creating and achieving its primary goal of preparing high-quality and

competent human resources. In this context, effective leadership by a Program Chair is a key factor in enhancing the

performance of lecturers and the overall quality of education. As the primary leader and decision-maker in program management, a Program Chair holds full responsibility for achieving academic goals and facilitating faculty development and teaching quality at the educational institution. Leadership style refers to the behavioral standards a person adopts when influencing the behavior of subordinates (Thoha, 2013). Meanwhile, Popli and Irfan (2014) in their research demonstrate that leadership style influences employee engagement, which in turn impacts service orientation and work outcomes. Therefore, factors influencing work outcomes are always a primary concern in studies.

An organization is a structured and organized group of individuals working together to achieve common goals through cooperation and coordination among its members. Organizations can consist of various entities, ranging from companies, governments, non-profit organizations, to social groups. Hong et al. (2019) suggest that transactional leadership can enhance employee performance by providing rewards and recognition for good performance and administering penalties for poor performance. An organization can be defined as a human group with structure and organization, working together to establish and achieve significant goals through coordination and cooperation among its members. Organizations can comprise various types of entities, such as companies, governments, non-profit organizations, or social groups (Robbins, Coulter, & DeCenzo, 2017).

Organizational behavior states that individual behavior is influenced by the organizational environment in which they work. Research by Nurwahyu and Arifin (2018) shows that leadership style and lecturer performance are influenced by organizational factors such as

organizational culture, institutional support, and performance management systems. Lecturer performance is influenced by motivation, capabilities, and support provided by leaders or institutions. Effective leadership style depends on the situation or context within the organization. According to this theory, there is no one leadership style that can be used for all situations. El Ayachi et al. (2018) demonstrate that participative leadership style is more effective in enhancing employee performance when implemented in an organization with a dynamic environment.

The Informatics Engineering Program at ITB Swadharma's Faculty of Technology plays a central role in producing graduates with competencies that meet the needs of the information technology industry. To achieve this goal, leadership and lecturer performance are crucial in maintaining and enhancing the quality of education. Leadership style and lecturer performance have an influence on motivation, teaching quality, and overall education quality. Therefore, research on leadership style and lecturer performance in the Informatics Engineering Program at ITB Swadharma's Faculty of Technology is of great importance. Previous research shows that the instructional leadership style of the program chair has a positive influence on lecturer performance and education quality in the program.

Transformational leadership also plays a significant role in influencing lecturer performance and education quality. This leadership style involves elements such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. By implementing this leadership style, a leader can build strong relationships with lecturers and motivate them to achieve optimal results. Lecturers also feel valued and supported by their leaders, which in

turn enhances their performance and relevance to education quality.

Additionally, factors such as the environment, leadership, position, performance appraisal, and feedback significantly influence lecturer effectiveness. The characteristics of a leader in both the business and education sectors can also influence job performance and productivity. A good leader can motivate employees to perform their tasks better and become more productive. In the context of education, quality refers to the process and outcomes of education. High-quality educational processes involve cognitive, emotional, and psychomotor aspects, appropriate teaching methods, adequate facilities, and a supportive learning environment. Quality in terms of educational outcomes refers to the performance of the program over time. Higher education standards, such as national standards and the standards set by institutions, also play a role in determining education quality. Institutions have the authority to meet the standards of higher education as per applicable regulations.

In the analysis of education quality effectiveness, aspects such as leadership, customer-focused approach, organizational climate, problem-solving teams, meaningful data, scientific methods and tools, as well as education and training, need to be considered. For the Informatics Engineering Program at ITB Swadharma, it is important to explore the impact of the Program Chair's leadership style on lecturer performance and its relevance to education quality. Through this case study, an analysis will be conducted to understand the relationship between the leadership style applied by the Program Chair of the Informatics Engineering Program at ITB Swadharma and lecturer performance, as well as its relevance in the context of education quality.

## METHODS

This research applies both quantitative and qualitative methods to collect and analyze data, allowing the researcher to examine the relationship between the variables being tested in more detail and gain a deeper understanding of how leadership style can influence lecturer performance and education quality. In this regard, this research provides valuable and significant contributions compared to previous studies that only utilize one type of data approach. This research also brings novelty in the context of a case study on the Informatics Engineering Program at ITB Swadharma. Previous studies tend to discuss this topic in a general manner and do not focus on specific programs of study.

## RESULTS & DISCUSSION

Institute of Technology and Business Swadharma (ITBS) is a higher education institution with the main goal of developing and empowering human resources in the fields of technology and business. The institute offers diverse study programs, with an emphasis on quality education, innovative teaching, and industry-relevant research. It provides various study programs in the fields of technology and business, such as Informatics Engineering, Information Systems, Accounting, Electronics Engineering, Finance & Banking, and Business Administration. These study programs are designed to provide a strong theoretical foundation and practical skills required in the professional world. ITB Swadharma is equipped with adequate facilities and infrastructure to support learning activities, research, and skill development of students. These facilities include computer laboratories, libraries, classrooms, seminar rooms, research

centers, and collaboration areas. ITB Swadharma has experienced and qualified instructors and education staff in the field of technology and business. The instructors actively participate in developing relevant curricula, delivering interactive teaching, and supporting students in achieving good academic performance.

ITB Swadharma maintains close collaborations with various companies and industries. These collaborations include internship programs, industrial visits, research collaborations, graduate recruitment, and a strong focus on career development for students. Through activities such as career seminars, soft skill training, and career guidance, students are encouraged to prepare themselves well for entering the workforce. Swadharma Institute of Technology and Business aims to produce competent, adaptable, and ready-to-face-workforce graduates. With a focus on technology and business, the institute strives to bridge the gap between industry needs and the skills possessed by graduates.

This research specifically focuses on the Informatics Engineering Program at ITB Swadharma. Therefore, this research is expected to provide a significant contribution to the development of higher education at the national level and serve as a reference for other educational institutions. The research procedure includes several stages: (a) sampling; (b) data collection; (c) data analysis; (d)

interpretation of results; (e) report writing; (f) implementation of results. The novelty that can be generated from this research lies in exploring detailed and in-depth data on the leadership style of the Head of the Informatics Engineering Program at ITB Swadharma, lecturer performance, and education quality in the program. Research on leadership can provide new understanding of the importance of transformational leadership style in improving lecturer performance and its relevance to education quality, especially in the context of informatics engineering education in Indonesia. According to Syaiful Sagala (2013), leadership is a leadership style that combines feedback relationships between leaders and their members with regular and structured tasks, as well as the strength of the leader.

### Results

Descriptive statistical analysis aims to describe the generated values of the mean, minimum value, maximum value, and standard deviation for the variables used in the research. The data characteristics of this study are presented in a statistical table that depicts respondents based on gender, students, and lecturers. There were a total of 106 respondents, consisting of 30 lecturers and 76 students. The independent variables and dependent variables in the descriptive statistics table are described (Ghozali, 2018). The calculation of the independent variables and dependent variables.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Leadership of the Head of Department (X1)	106	91.00	125.00	103.8396	8.89637
Performance of Lecturers (X2)	106	89.00	113.00	99.1321	7.89222
Quality of Education (Y)	106	87.00	115.00	98.3208	7.91087
Valid N (listwise)	106				

The normality of the residuals was tested using a histogram of the standardized residual variable. The standardized residual variable was not found in the dataset, but these

results are automatically displayed in the SPSS tool when the histogram option is selected. Upon examining the histogram, it can be observed that the distribution of the standardized residuals forms an upward bell curve, indicating that the standardized residuals follow a normal distribution.

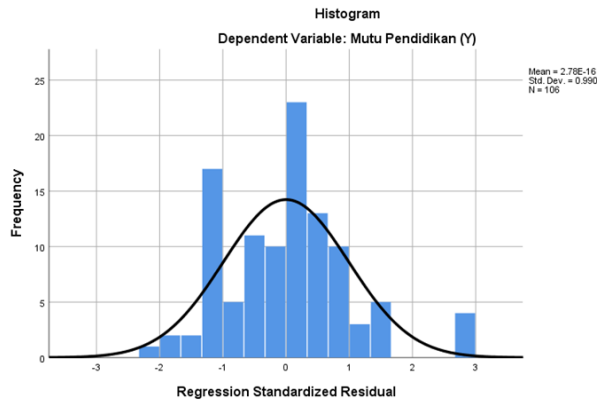


Image 1. Histogram

The normality test was tested using a PP plot of the standardized residual variable. The standardized residual variable was not found in the dataset, but these results are automatically displayed in the SPSS tool when the histogram option is selected.

In this plot, there are points aligned along the diagonal without any points deviating from the plot or the diagonal line. This indicates that the standardized residuals follow a normal distribution.

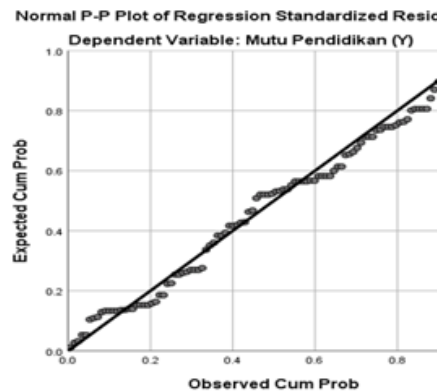


Image 2. Normality Test of Residuals

To detect heteroscedasticity, the Glejser test is used, which involves regressing the independent variable against the absolute residuals. If the majority of the p-values and partial Sig t-values are greater than 0.05, and the F test Sig value or p-value is also greater than 0.05, then

there is no evidence of heteroscedasticity. The heteroscedasticity test using the Glejser method yields a partial t-value  $> 0.05$ , with an F test p-value of 0.165, which is also  $> 0.05$ . From this, we can conclude that there is no heteroscedasticity issue.

Entering variables X1 and X2 using the enter method

Table 2. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.965	2	5.982	1.833	.165 <sup>b</sup>
	Residual	336.088	103	3.263		
	Total	348.052	105			

a. Dependent Variable: abs2

b. Predictors: (Constant), Performance of Lecturers (X2), Leadership of the Head of Department (X1)

The heteroscedasticity test is conducted using a scatterplot between the standardized predicted values (Zpred) and the Studentized residuals (sresid). The variable Zpred is not included in the dataset, but its results are automatically displayed in the SPSS tool when conducting the heteroscedasticity test by

plotting sresid and Zpred using the plot button. From the plot, it can be observed that the points are equally distributed around the value of 0. It can be concluded that this model does not exhibit heteroscedasticity issues and can be considered homoscedastic

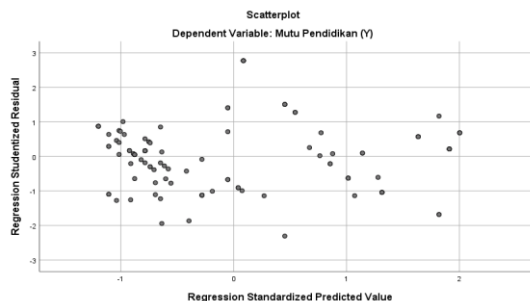


Image 3. Heteroskedasticity test

The ANOVA test presented in Table 6 involves assessing the impact of multiple independent variables (referred to as "audience") on a dependent variable. This test compares the calculated F-value to the critical F-value using the same method as before, indicating whether the variables collectively have a significant simultaneous effect. This can be determined by examining the Sig. value. When the Sig. value is less than 0.05, it signifies that all independent variables (audience) have a significant combined influence on the dependent variable. In this

particular scenario, the ANOVA F-test score is 334.780, and the Sig. F-test is calculated as 0.000, which is smaller than 0.05. Consequently, it can be concluded that the independent variables, when considered together, have a notable impact on the dependent variable. As a result, the null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted. The Sig. value in this study serves the purpose of addressing the hypothesis, whereby a value smaller than 0.05 signifies the acceptance of H1 or the rejection of H0..

Table 3 ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5695.017	2	2847.508	334.780	.000 <sup>b</sup>
	Residual	876.077	103	8.506		
	Total	6571.094	105			

a. Dependent Variable: Educational Quality (Y)

b. Predictors: (Constant), Performance of Lecturers (X2), Leadership of the Head of Department (X1)

The extent to which the independent variables explain the dependent variable (Y) can be determined by examining the values of R-squared and adjusted R-squared. Higher values approaching 1 indicate that the independent variables effectively account for the variations in the dependent variable. In this case, the multiple correlation coefficient (R) is 0.931, resulting in an R-squared value of 0.867. The adjusted R-squared is 0.864, which is greater than 0.5. These values indicate that a significant portion of the variation in the set of independent variables is explained by the dependent variable (Y), supporting the acceptance of the alternative hypothesis (H1) in the simultaneous test. Approximately 86.4% of the impact can be attributed to the independent variables, while the remaining 13.6% is influenced by factors beyond the scope of this study.

Moving on to the partial test, individual t-tests are conducted on each

predictor variable (X) to examine their individual effects on the dependent variable, considering the presence of other predictors in the model. The results of the subtest focused on the quality of education (Y) and the variable of teacher leadership (X1) reveal that the t-value for the variable of teacher leadership (X1) is 4.083, with a partial sig. t-value of 0.000, indicating that the value is less than 0.05. This leads to the conclusion that the program director's leadership (X1) has a significant PARTIAL effect on the dependent variable, specifically the quality of education (Y). This implies that the quality of education (Y) can be influenced by the coefficient or slope (B) of 0.254, and this estimate holds statistical significance based on the partial t-test p-value of 0.000, which is smaller than 0.05, thus supporting H1. Therefore, it can be concluded that variables X1 and X2 have a significant impact on Y, as indicated by the p-values in the provided table

**Table 4. Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	4.946	3.620		1.366	.175		
	Leadership of the Head of Department (X1)	.254	.062	.286	4.083	.000	.264	3.786
	Performance of Lecturers (X2)	.676	.070	.674	9.629	.000	.264	3.786

a. Dependent Variable: Educational Quality (Y)

The formation of the regression equation involves considering the  $\beta$  (beta coefficient) values in conjunction with the non-standardized coefficients. In this study, the regression equation used is:  $\hat{Y} = 4.946 + 0.254 X1 + 0.676 X2 + e$ . The partial t-test is employed to evaluate the individual effect of a predictor (x) on the dependent variable, both independently

and in the presence of other predictors in the model. Based on the results of the partial t-test and the regression equation model, the following outcomes are obtained: (1) The t-value for variable X1 is 4.083 with a significance of 0.000, indicating that X1 significantly impacts the dependent variable Y. (2) The t-value for variable X2 is 9.629 with a significance of

0.000, suggesting that variable X2 has a notable effect on the dependent variable Y. To ascertain the reliability of the variables,

it is necessary to consider Cronbach's  $\alpha$  value. If the Cronbach's  $\alpha$  value exceeds 0.60, the variable can be deemed reliable.

### Reliability Statistics

Cronbach's Alpha	N of Items
.944	25

From the table above, it can be concluded that the reliability of item X1 is 0.944. Since the reliability score exceeds 0.6, the instrument is considered reliable or trustworthy. The validity testing of X1 is conducted using SPSS to determine the validity of each question. The criterion is that an item is considered valid if the coefficient between the total output and the

item is equal to or greater than 0.1874. Conversely, if the correlation value of an element is  $< 0.1874$ , the element is considered invalid. The validity testing on 106 respondents is presented in the correlation table between the adjusted items and the total, as shown below.

**Table 5. Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	99.6545	70.136	.733	.940
X1.2	99.7545	70.003	.644	.941
X1.3	99.7909	70.460	.629	.941
X1.4	99.5000	70.362	.627	.941
X1.5	99.5545	70.983	.578	.942
X1.6	99.9455	70.089	.588	.942
X1.7	99.6364	70.307	.723	.940
X1.8	99.7545	70.003	.644	.941
X1.9	99.7909	70.460	.629	.941
X1.10	99.5000	70.362	.627	.941
X1.11	99.5545	70.983	.578	.942
X1.12	99.9273	70.141	.563	.942
X1.13	99.6364	70.307	.723	.940
X1.14	99.7545	70.003	.644	.941
X1.15	99.7818	70.539	.633	.941
X1.16	99.5000	70.362	.627	.941
X1.17	99.5545	70.983	.578	.942
X1.18	99.9364	70.097	.561	.942
X1.19	99.6545	70.136	.733	.940
X1.20	99.7182	70.424	.605	.942
X1.21	99.7364	70.178	.628	.941
X1.22	99.7545	70.884	.564	.942
X1.23	99.4727	70.692	.580	.942



**Table 5. Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.24	99.5273	71.352	.543	.942
X1.25	99.9000	70.476	.519	.943

**Tabel 6. Uji Validitas X1**

Indikato	R hitung	R tabel	Keterangan
X1.1	.733	0.1874	Valid
X1.2	.644	0.1874	Valid
X1.3	.629	0.1874	Valid
X1.4	.627	0.1874	Valid
X1.5	.578	0.1874	Valid
X1.6	.588	0.1874	Valid
X1.7	.723	0.1874	Valid
X1.8	.644	0.1874	Valid
X1.9	.629	0.1874	Valid
X1.10	.627	0.1874	Valid
X1.11	.578	0.1874	Valid
X1.12	.563	0.1874	Valid
X1.13	.723	0.1874	Valid
X1.14	.644	0.1874	Valid
X1.15	.633	0.1874	Valid
X1.16	.627	0.1874	Valid
X1.17	.578	0.1874	Valid
X1.18	.561	0.1874	Valid
X1.19	.733	0.1874	Valid
X1.20	.605	0.1874	Valid
X1.21	.628	0.1874	Valid
X1.22	.564	0.1874	Valid
X1.23	.580	0.1874	Valid
X1.24	.543	0.1874	Valid
X1.25	.519	0.1874	Valid

All questions in X1 have an r-value  $\geq 0.1874$ , indicating that all questions in X1 are valid.

In the table above, the reliability of X2 questions is reported as 0.908. Since this reliability value exceeds the threshold of 0.6, the instrument can be considered reliable or trustworthy. The criterion for determining the validity of each

questionnaire item is that an item is considered valid if the coefficient between the total item is equal to or  $> 0.1874$ . Conversely, if the correlation is  $< 0.1874$ , the element is considered invalid. After conducting the validity test on 106 respondents, the results are summarized in the following table of corrected total correlations :

**Table 10. Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	102.2727	57.283	.454	.905
X2.2	102.7364	59.113	.271	.909
X2.3	102.0909	56.322	.736	.900
X2.4	102.1909	57.532	.486	.905
X2.5	102.2182	56.135	.680	.901
X2.6	102.7727	58.269	.366	.907
X2.7	102.4727	57.664	.573	.903
X2.8	102.5727	58.614	.372	.907
X2.9	102.6091	56.589	.662	.901
X2.10	102.3182	56.953	.601	.902
X2.11	102.2818	55.782	.828	.899
X2.12	102.5909	58.593	.327	.908
X2.13	102.3182	56.806	.698	.901
X2.14	102.2818	55.837	.820	.899
X2.15	102.0909	57.313	.598	.903
X2.16	102.2909	55.823	.827	.899
X2.17	102.0818	56.902	.657	.902
X2.18	102.3000	56.028	.451	.907
X2.19	102.4000	57.839	.450	.905
X2.20	102.2909	56.905	.671	.901
X2.21	102.3545	55.919	.624	.902
X2.22	102.3545	57.203	.562	.903
X2.23	102.0636	57.418	.590	.903

Tabel 11. Uji Validitas Variabel X2

Indikato	R	R tabel	Keterangan
X2.1	.454	0.1874	Valid
X2.2	.271	0.1874	Valid
X2.3	.736	0.1874	Valid
X2.4	.486	0.1874	Valid
X2.5	.680	0.1874	Valid
X2.6	.366	0.1874	Valid
X2.7	.573	0.1874	Valid
X2.8	.372	0.1874	Valid
X2.9	.662	0.1874	Valid
X2.10	.601	0.1874	Valid
X2.11	.828	0.1874	Valid
X2.12	.327	0.1874	Valid
X2.13	.698	0.1874	Valid
X2.14	.820	0.1874	Valid
X2.15	.598	0.1874	Valid
X2.16	.827	0.1874	Valid
X2.17	.657	0.1874	Valid

Indikato	R	R tabel	Keterangan
X2.18	.451	0.1874	Valid
X2.19	.450	0.1874	Valid
X2.20	.671	0.1874	Valid
X2.21	.624	0.1874	Valid
X2.22	.562	0.1874	Valid
X2.23	.590	0.1874	Valid

All items of X2 in the validity test show the same calculated r-value, indicating that all items of X2 are valid.

The reliability value of variable X2 is 0.908. This value exceeds the threshold of 0.6, indicating that the variable can be considered reliable or trustworthy. The criterion for determining the validity of each questionnaire item is that an item is deemed valid if the

coefficient between the total items is equal to or greater than 0.1874. Conversely, if the correlation is less than 0.1874, the element is considered invalid. After conducting validity testing on 106 respondents, the results are summarized in the following table :

**Tabel 12. Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	101.8091	60.229	.344	.917
Y2	101.1273	57.470	.756	.909
Y3	101.7364	62.673	.606	.924
Y4	101.0636	60.427	.431	.915
Y5	101.1273	59.140	.463	.914
Y6	101.8091	60.229	.344	.917
Y7	101.2455	59.288	.597	.912
Y8	101.3455	59.604	.471	.914
Y9	101.1091	57.749	.711	.910
Y10	101.0455	57.090	.889	.907
Y11	101.1273	57.470	.756	.909
Y12	100.8273	59.245	.587	.912
Y13	101.3273	59.837	.431	.915
Y14	101.3455	59.531	.498	.914
Y15	101.0727	60.141	.419	.915
Y16	101.0364	57.136	.879	.907
Y17	101.3364	59.767	.393	.916
Y18	101.0364	57.155	.876	.907
Y19	101.0455	57.071	.892	.907
Y20	101.3364	59.803	.389	.916
Y21	101.0818	58.296	.735	.910
Y22	101.0545	57.758	.798	.909
Y23	100.8636	58.834	.634	.911

Tabel 13. Hasil Uji Validitas Variabel Y

Indikat	R	R tabel	Keterangan
Y1	.344	0.1874	Valid
Y2	.756	0.1874	Valid
Y3	.606	0.1874	Valid
Y4	.431	0.1874	Valid
Y5	.463	0.1874	Valid
Y6	.344	0.1874	Valid
Y7	.597	0.1874	Valid
Y8	.471	0.1874	Valid
Y9	.711	0.1874	Valid
Y10	.889	0.1874	Valid
Y11	.756	0.1874	Valid
Y12	.587	0.1874	Valid
Y13	.431	0.1874	Valid
Y14	.498	0.1874	Valid
Y15	.419	0.1874	Valid
Y16	.879	0.1874	Valid
Y17	.393	0.1874	Valid
Y18	.876	0.1874	Valid
Y19	.892	0.1874	Valid
Y20	.389	0.1874	Valid
Y21	.735	0.1874	Valid
Y22	.798	0.1874	Valid
Y23	.634	0.1874	Valid

All items of Y questions have r-values  $< 0.1874$ , indicating that the Y items are valid.

### **Discussion**

The influence of the Chairperson's leadership style on the performance of faculty members and the quality of education has been studied by Sharma and Jain (2019). They found that transformational leadership has a positive and significant impact on job satisfaction and faculty performance in an engineering college in India. This indicates that Chairpersons who adopt a transformational leadership style can positively influence the motivation, engagement, and performance of faculty members. Hameed, Ramzan, and Zubair (2019) identified in their research that transformational leadership has a positive effect on faculty performance in a university. The study also revealed that organizational commitment acts as a mediator between transformational leadership and faculty

performance. Thus, Chairpersons who are capable of implementing transformational leadership can influence faculty commitment to the program and ultimately enhance their performance.

Transformational and transactional leadership are significantly related to the performance of academic staff in universities. These findings suggest that Chairpersons who can combine both leadership styles can motivate faculty members to achieve better performance (Kebreab and Woldie, 2019). Abu Bakar, Mohamed, and Kamaluddin (2019) conducted a study on the influence of leadership styles on academic staff retention in higher education institutions in Malaysia. The results showed that transformational leadership has a positive impact on academic staff retention. By implementing transformational leadership, Chairpersons can create a work

environment that motivates faculty members to stay in the program and contribute to the quality of education.

To improve the quality of education simultaneously, attention needs to be given to both the leadership of the Chairperson and the performance of faculty members, as research suggests their interconnectedness and simultaneous impact on the quality of education. Chairpersons need to mentor the faculty members under their supervision to help them accomplish the tasks and targets set at the beginning of the semester. Additionally, Chairpersons strive to create a conducive climate by engaging in interactive communication with faculty members through formal and informal approaches, aiming to foster harmony in the work environment. As a form of appreciation for the quality of faculty members, Chairpersons can provide rewards such as praise and incentives, as well as provide opportunities for faculty members to participate in seminars, workshops, and further studies to keep up with technological and informational advancements.

The quality of education is a highly complex process and cannot be carried out in isolation. Therefore, attention must be given to various interconnected factors. Within higher education institutions, the role of the Chairperson has significant importance. The execution of their tasks and responsibilities has an impact on all aspects of faculty life, making it crucial to understand how Chairpersons fulfill their roles as educational leaders in their respective programs. Chairpersons function as managers who are responsible for planning, organizing, implementing, leading, and controlling their subordinates, as well as empowering their potential to achieve set goals (Mulyasa, 2012). The leadership of the Chairperson involves not only providing guidance but also

emphasizing motivation as a catalyst and inspiring faculty members to develop initiatives and creativity optimally in improving their performance.

## **CONCLUSION**

Based on the analysis, interpretation, and discussion regarding the leadership style of the Chairperson in improving faculty performance and its relevance to the quality of education, the following conclusions can be drawn: (1) The leadership of the Chairperson has a positive and significant impact on the quality of education. (2) Faculty performance also has a positive and significant impact on the quality of education. (3) There is a positive and significant relationship between the leadership of the Chairperson and faculty performance.

The leadership of the Chairperson can indirectly contribute to the improvement of the quality of education through faculty performance. In other words, the higher the level of leadership exhibited by the Chairperson towards faculty performance, the higher the quality of education will be. The role of the Chairperson's leadership is crucial in optimizing faculty performance. This leadership has an impact on the performance and attitude of faculty members towards daily tasks, enabling them to achieve set targets. The research results show that both the leadership of the Chairperson and faculty performance statistically impact the quality of education. Therefore, these variables can be used as indicators in efforts to improve the quality of education, particularly in the ITB Swadharma Computer Science program.

As the Chairperson, their role encompasses being an educator, manager, and leader responsible for the quality of

education within the program. The Chairperson's ability to apply ideal leadership and influence, motivate, empower, direct actions, and instill confidence is crucial. Improving the quality of education through faculty performance holds an important and strategic position. To enhance faculty professionalism, steps that can be taken include improving subject mastery and the use of appropriate methods, providing stimulation and motivation for learning, participating in training to enhance effectiveness and efficiency, and continually pursuing further education to face globalization challenges. Faculty members are also expected to actively contribute to efforts to improve the quality of education to have a positive impact on better performance.

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