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Contribution of Visionary Leadership, Lecturer Performance, and Academic Culture to the Competitiveness of Islamic Higher Education in Indonesia

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Abstract

This research aims to describe visionary leadership, lecturer performance, and academic culture improving the competitiveness of Islamic tertiary institutions in Indonesia. Quality and highly competitive education is a problem faced by the majority of educational institutions in Indonesia. Leadership is thought to be able to create performance and academic culture in achieving the vision and mission of the institution and be able to meet the expectations of the community and education stakeholders. In order to achieve these objectives properly, a quantitative research approach with survey design was used. The questionnaire that has been tested for validity and reliability is used as a tool in exploring the data needed in research. This research was conducted in several Islamic Higher Educations in Indonesia, with a population of 35,705 students. The questionnaire was filled by 1135 students who were sampled in this study with random sampling techniques. The collected data were analyzed using descriptive statistics and path analysis. The results showed that visionary leadership, lecturer performance, academic culture, had a significant contribution to the competitiveness of Islamic Higher Education in East Java. This finding has the implication that the better visionary leadership in higher education, the better the performance of lecturers and academic culture and institutional competitiveness. The better the performance of lecturers, the better the academic culture and competitiveness of the institution. This finding shows that visionary leadership is the key to success in improving the quality and competitiveness of educational institutions in the global era.

Keyword: Visionary Leadership, Lecture Performance, Academic Culture, Competitiveness of Islamic Higher Education.

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INTRODUCTION

Islamic higher education in Indonesia faces various challenges in managing institutions to be of high quality and competitiveness. The national policy about the higher education system, which is oriented towards improving quality on a continuous basis, is a grave concern by every institution of higher education. Quality higher education institutions will be more in demand by the community and education stakeholders [1, 2]. Public interest and support for educational institutions must be the primary concern to be realized by the management of existing educational institutions. Institutional decisions made by leaders in improving the quality of internal and external services have a significant contribution to the process of improving the quality and competitiveness of higher education.

Islamic higher education in Indonesia has enormous and complex challenges, namely: (1) the challenge of increasing added value in increasing national productivity, (2) the challenge of conducting a thorough assessment in the process of cultural transformation that occurs in the life of traditional communities into modern society and its implications in developing quality Human Resources, (3) the increasingly fierce competition in increasing the competitiveness of the Indonesian people in the global era. These challenges must be positively responded to by universities in general, including Islamic religious colleges [3].

Improving the quality and competitiveness of higher education is closely related to the development of science and technology in a rapidly developing

world. This development requires universities to be able to respond well to be able to meet the demands and needs of educational stakeholders. This development brought changes in almost all aspects of human life that demand mastery of science and technology in solving various problems that exist in the life of society, nation, and country [4, 5]. This change also brought people into an era of increasingly fierce global competition between nations and countries. In order for the Indonesian people to be able to play a role in the global competition between nations, they must develop and improve the quality of their human resources. Improving the quality of human resources can be carried out by efforts to improve the quality of education carried out in a planned, directed, intensive, effective, and efficient manner in the whole education process.

Quality improvement and competitiveness that occur in higher education cannot be separated from visionary leader who is able to see opportunities and challenges in the future, service excellence in improving internal quality and services for education services, lecturers' performance as the spearhead in improving the quality of education and learning, as well as academic culture which is the key in realizing quality and competitive education [6, 7]. Leaders are demanded to have high managerial skills in order to create performance-oriented to the creation of quality and work productivity of all personnel in educational institutions so as to be able to carry out continuous improvement in accordance with the demands and needs of the community and the development of science and technology [8, 1]. Improving the quality and competitiveness of higher education requires leadership that is oriented to quality and able to see opportunities and be able to fix weaknesses to seize opportunities in a sustainable manner in the higher education system.

Improving the quality and competitiveness of higher education requires quality-oriented and robust leadership. The Chancellor, as the leader of higher education, plays a crucial role in the success of quality improvement programs in tertiary institutions. The Chancellor must have the ability, expertise, and skills in a quality initiative and be able to empower potential human and non-human resources to improve the quality and competitiveness of higher education. This condition is critical to know in-depth so as to obtain a comprehensive picture of the real conditions of visionary leadership, excellent service, lecturer performance, academic culture, and the quality and competitiveness of Islamic tertiary institutions in Indonesia. This condition can be used as material for making policies in making improvements to Islamic Religious Colleges in a sustainable manner so that they become tertiary institutions that have high competitiveness in the current global era.

Based on the explanation above, there are several reasons that form the basis for conducting this research. First, leadership is the key to success in the organizational system in educational institutions. Visionary, creative, and innovative leaders will be able to deliver quality and highly competitive educational institutions. Secondly, the performance of lecturers in tertiary institutions has a considerable role in creating quality tertiary institutions. Third, the academic culture in universities must be adequately realized in order to be able to develop dynamically, productively and competitively in facing competition in the global era. Fourth, the quality and competitiveness of tertiary institutions will not be adequately realized if the leadership, performance, and culture that exist in tertiary institutions cannot be improved for the better. This study will examine empirically that the leadership, lecturer performance, and academic culture variables are essential to consider in improving the quality and competitiveness of higher education. Therefore, there are several research issues that will be examined, namely: (1) Is there a significant contribution between visionary leadership and the performance of Islamic Higher Education lecturers in Indonesia, (2) Is there a significant contribution between visionary leadership and lecturer performance with the academic culture of Islamic Higher Education in Indonesia, (3) Is there a significant contribution between visionary leadership, lecturer performance, and academic culture with the competitiveness of Islamic Higher Education in Indonesia, (4) Is there a significant contribution between visionary leadership and Islamic Higher Education lecturer performance in Indonesia, (5) Is there a significant contribution between visionary leadership and lecturer performance with the academic culture of Islamic Higher Education in Indonesia, (6) Is there a significant contribution between visionary leadership, lecturer performance, and academic culture with the competitiveness of Islamic Higher Education in Indonesia.

LITERATURE REVIEW

Visionary Leadership

Visionary leadership is the ability possessed by leaders of educational institutions in knowing their strengths and predicting opportunities, challenges that must be faced, threats that arise in advancing educational institutions, and the ability to influence others to be invited to work together in organizational systems to achieve goals effectively and efficiently [9]. Visionary leadership in organizing educational institutions can be seen from the ability to make proper planning in realizing success in carrying out its leadership responsibilities which is realized by the formulation of a vision that is able to create creativity and togetherness in professional development and is focused on improving the quality of performance in improving the quality of education that is more quality. Effective visionary leaders have a strong ability to communicate visions that attract and inspire followers

[10-13]. Visionary educational leadership can, in turn, demonstrate quality leadership with the following characteristics: (1) there is high personal integrity, (2) enthusiasm for the development and improvement of the quality of the institution they lead, (3) able to develop organizational climate and culture, (4) having power in organizational management, (5) being assertive and fair in taking actions and institutional policies [14].

Lecturer Performance

The term lecturer performance is essentially a concept that is quite broad in meaning because it is closely related to the behavior of individual lecturers in carrying out work that is their duty and responsibility in higher education. Landy and Farr [15] provide an explanation that: "The point is that performance is the behavior of the widest variety." This shows that: to obtain excellent and quality performance, it is necessary to have a process and sustainable management in order to get results that are desirable in carrying out work as explained by Baird [16] that: "Performance management is a continuous process of working with people to accomplish desired results". Cascio [17] provides an explanation that: "Performance refers to employee's accomplishment of assigned tasks." This concept shows that performance is seen as an embodiment of the achievement or fulfillment of tasks that are charged to it.

Performance is closely related to behavior, results, and effectiveness that exist in the organizational system. Personnel behavior related to all activities carried out in achieving organizational goals. The effectiveness relates to the steps taken in the implementation of work and work results. The organizational system focuses on aspects of the work process within the institution. Performance is the peak condition of interrelated behavior between skills, efforts taken, and external conditions [18, 19]. Performance is a performance in carrying out its duties and responsibilities in accordance with the attitudes, knowledge, skills, and motivation that it has in carrying out work [20-22]. Existing performance in educational institutions will determine work productivity that will bring progress or setback for the organization. Therefore, there is a need to improve performance in the educational system's organizational system continuously.

Academic Culture

Higher education is an educational institution that has an academic culture that needs to be developed in achieving the vision and mission of the institution. This academic culture can be used as a hallmark of higher education in improving the quality and competitiveness of institutions. Quality institutions have a functional and robust academic culture in realizing organizational goals, so an influential academic culture is essential to be realized in improving the quality and effectiveness

of education [23-26]. Academic culture is closely related to the system of shared meaning by all members of educational institution organizations in the form of educational values, academic norms, beliefs, traditions, and ways of thinking shared by all academic communities which can distinguish one institution from another. Academic culture places more emphasis on the socialization process of organizational members to develop perceptions, values, and beliefs in education. Robbins [27] explains that organizational culture is a shared perception shared by every member of the organization that describes the behavior that is carried out in an existing organizational system. Organizational culture and academic culture in higher education can be said to be an invisible organizational strength but can be perceived and perceived together by members of the organization [23, 25, 26]. The results of perceptions held by every individual in the education institution can influence behavior positively for all members of the organization in carrying out its duties and responsibilities. This academic culture has the function of (1) giving a sense of identity to the academic community, (2) raising commitment to the institution's mission, (3) guiding and shaping behavioral standards, and (4) increasing social system stability [28, 29].

Higher Education Competitiveness

Quality higher education is education that is able to produce graduates who have academic and vocational competencies both personally and socially so that they have life skills. Quality universities are universities that are able to equip all students to have life skills that are in accordance with established quality standards. Improving the quality of higher education can be carried out by (1) efforts to improve the quality of education academic by to provide necessary skills needed by students in accordance with the needs and demands of the times, (2) improving the quality of education-oriented to life skills that must be possessed by students [30]. Higher education has the responsibility to prepare quality human resources in order to be able to improve the competitiveness of education in the current global era.

Competitiveness is the concept of comparing the ability and performance of educational institutions so that it is in demand by customers. Higher education competitiveness is closely related to the ability of higher education institutions to show better performance and output that is ready to use and are in demand by education stakeholders. The ability that must be possessed by tertiary institutions is closely related to (1) the ability of tertiary institutions to strengthen their market share, (2) the ability of tertiary institutions to connect with their environment, (3) the ability of tertiary institutions to improve performance in a sustainable manner, (4) the ability of tertiary institutions high in upholding favorable positions [31]. The competitiveness found in tertiary institutions is essential to run an organization internally and externally

or in other words able to proactively respond to the target market of its business [32, 33]. Further explained that the dimensions of the competitiveness of higher education organizations are closely related to quality, cost, delivery, and flexibility.

Conceptual Framework

Visionary leadership applied in educational institutions is able to improve excellent service in building empathy through moral actions and services as well as the ability to obtain opportunities in setting student goals, decision making, and problem-solving [34]. Leadership behavior significantly influences the performance of academic services [35]. This finding shows that the better the leadership that is applied in higher education, the better the academic services available in tertiary institutions. Leadership has a very positive impact on increasing job satisfaction and employee performance [36]. Leadership is sure to influence the culture of a group or organization [37]. The essential function of leadership is to manipulate culture [38]. Organizational culture is a consequence of visionary leadership [39, 40, 41]. Bemers and Reynolds [28] research results show that leadership has a role in creating organizational reality and shape organizational culture. Leadership will influence the spirit of group work [42]. This finding is reinforced by Hoy and Miskel [22], who explains that the task-oriented and human-oriented leadership style will affect

the morale of the staff. In this case, Mantja [28] also explained that one factor that played an essential role in creating high morale was leadership behavior.

The quality and competitiveness of higher education are influenced by several variables, including visionary leadership, service excellence, lecturer performance, and academic culture. This has been proven from the results of several studies conducted by experts in the previous decade. Likert's research results suggest that leadership is a significant factor in determining organizational success [43]. On the other hand, the results of Reimer's research cited by find that group productivity is higher under task-oriented leadership styles than leadership styles that are oriented towards human relations [44]. However, it can be concluded that the leadership style has a strong relationship directly with performance, which will have implications for productivity. Leadership behavior is at the core of various conditions within the organization [45]. This means that the good and bad conditions in educational institutions are more determined by leadership behavior, including the formation of excellent service, lecturer performance, and academic culture in higher education. The quality and competitiveness of higher education be realized by improving the variables mentioned above. Based on this description, the conceptual framework of the study can be explained as follows:

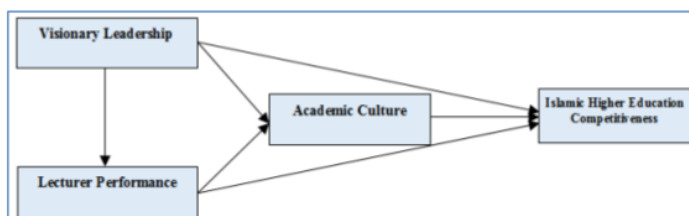


Fig-1: Research Conceptual Framework on Visionary Leadership, Lecturer Performance, and Academic Culture on Islamic Higher Education Competitiveness [34, 37, 36].

Based on the conceptual framework and the problem formulation in this research, the following research hypotheses can be formulated: (1) there is a significant contribution between visionary leadership and lecturer performance, (2) there is a significant contribution between visionary leadership and lecturer performance with academic culture, (3) there is a significant contribution between visionary leadership, lecturer performance, and academic culture with competitiveness of Islamic higher education in Indonesia. The competitiveness of Islamic higher education in Indonesia will be realized if there is visionary leadership, productive lecturer performance, and influential academic culture. This is because the leader has the strength and ability to drive the existing organizational system in higher education so that all human resources, including lecturers, will be able to improve work performance and high productivity. The leader will also be able to shape the organizational

culture and academic culture in the college. This is because organizational culture is one of the variables that determine the success of a job [46, 28].

MATERIALS AND METHODS

Research Design

This study aims to describe and explain the contribution of visionary leadership, lecturer performance, and academic culture to Islamic Higher Education competitiveness in Indonesia. In order to achieve these objectives well, this research is considered appropriate using a survey research design with a "cross-sectional survey" approach. This research is also descriptive because it seeks to display the phenomena observed today [47]. Called correlational because this study seeks to explain whether there is a contribution between research variables based on the size of the correlation coefficient [48-50, 47]. This study uses a path analysis design. The path analysis

research design can estimate the magnitude of the causal contribution of a number of variables and the hierarchy of the position of each variable in a series of causal contributions, both directly and indirectly [51]. The path analysis model can be used to analyze the strength of the contribution of exogenous variables to endogenous variables by using regression stages. Endogenous variables are variables that are influenced by other variables, while exogenous variables are variables that are not influenced by other variables in one research model [52].

Population and Sampling

The population is the whole object to be observed and meets the requirements or phenomena that have been determined in advance [53]. Dalen [54] argues that a population is a group of humans or

something that really exists and is well formulated. The explanation shows that the population is a collection of individuals with predetermined qualities and characteristics. The intended population in this study is the whole object that can be observed and meets the requirements and has specific characteristics that have been determined and well-formulated by researchers. The population in this study was all students of Islamic Higher Education in East Java, Indonesia amounting to 35,705. The sample is part, or representative of the population studied [50]. The sample size in this study was determined based on the sampling table with a significance level of 95% alpha 0.01 [55]. Based on the table, the number of research samples can be determined by 1135 students. The sample size of each tertiary institution can be explained in the form of a table as follows:

Table-1: Population and Research Samples

No	Higher Education	Population	Sample Calculation	Sample
1	Islamic Higher Education 1	17.865	$17.865 : 35.705 \times 1135 = 567,9$	568
2	Islamic Higher Education 2	9.112	$9.112 : 35.705 \times 1135 = 289,6$	290
3	Islamic Higher Education 3	8.728	$8.728 : 35.705 \times 1135 = 277,4$	277
Total of Samples		35.705		1.135

Source: Documentation from each Islamic College in East Java, Indonesia

A sampling at each Islamic tertiary institution was carried out using random sampling [53]. Random sampling is random sampling and provides equal opportunity for the entire population to become a research sample [48]. This method is used with the consideration that all students have the same opportunity to be sampled in this study.

Instrumentation

The instrument used to collect data in this study was a questionnaire that had tested its validity and reliability. This questionnaire was used to express students' perceptions of visionary leadership, lecturer performance, organizational culture, and competitiveness of Islamic Higher Education. The whole questionnaire used in this study was compiled by researchers based on the opinions of previous researchers who form the basis of this study. The questionnaire about visionary leadership was organized into 12 questions that would measure visionary leadership in universities. This questionnaire was compiled based on the views of previous experts as follows: Goethals *et al.* [11]; Whitehurst [12]; Taylor, Cornelius, & Colvin [19]; Westley & Mintzberg [9]. Questionnaire on lecturer performance was compiled based on the views of Ahmad & Rashid [18]; Elliott [56]; Mather & Seifert [57]; Polnaya *et al.* [58]; Taylor & Tyler [59]. The lecturer performance questionnaire was organized into 28 questions. The academic culture

questionnaire was arranged into 22 items in measuring the condition of academic culture in Islamic universities in East Java, Indonesia. This questionnaire was developed based on the opinion of experts as follows: Ali, Sharma, & Zaman [60]; Bass, Sergiovanni, & Corbally [61]; EFA [62]; Freire & Branco [63]; Prasad & Jain [64]; Shen & Tian [25]; Smith [26]. Questionnaire on the competitiveness of Islamic Higher Education was compiled into 8 question points based on the opinions of experts as follows: Boniface [65]; O'Regan & Ghobadian [66]; Wilson & Campbell [33]; Zhang, Zhao, & Lecun [67]; Sagala [30]; Muhandi [32].

Reliability and Validity of the Instrument

The validity test of the visionary leadership instrument was sought by correlating the item scores with the overall scores showing the acquisition of the rxy correlation coefficient between 0.3661 to 0.8419. While the significance level of 0.05 with the number of cases as many as 30 cases obtained r table number of 0.239. Of the 12 questions contained in the visionary leadership questionnaire, it was shown that all questions had a correlation coefficient value above r table (0.239). In addition, the p-value (probability) is smaller than 0.05, so all questions about visionary leadership are valid and can be used as research instruments. The overall results of the instrument validity test on visionary leadership can be seen in the following table:

Table-2: The validity of 6 questionnaire Items on Visionary Leadership

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item_1	38.1667	63.178	.631	.797	.923
Item_2	38.4000	60.317	.745	.708	.919
Item_3	38.2000	60.579	.846	.884	.914
Item_4	38.2667	60.064	.793	.764	.916
Item_5	37.9000	63.266	.787	.733	.918
Item_6	37.9667	62.516	.660	.822	.922
Item_7	38.1667	62.213	.759	.785	.918
Item_8	38.1333	63.775	.591	.591	.925
Item_9	37.9667	62.585	.656	.644	.922
Item_10	38.3000	66.010	.587	.770	.925
Item_11	38.1667	65.661	.538	.538	.927
Item_12	38.3333	64.092	.710	.762	.920

The validity test of the teacher's performance instrument is sought by correlating the score of the item with the overall score showing the acquisition of the rxy correlation coefficient between 0.3100 to 0.8325. While the significance level of 0.05 with the number of cases as many as 30 cases obtained r table number of 0.239. From the 28 questions contained in the lecturer performance questionnaire, it was shown that all

questions had a correlation coefficient value above r table (0.239). In addition, the p-value (probability) is smaller than 0.05, then all questions about the performance of lecturers are declared valid. The overall results of the instrument validity test on the performance of lecturers can be seen in the following table:

Table-3: Validity Items of Lecturer Performance Questionnaire

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item_1	103.9333	168.133	.314	.	.912
Item_2	104.1667	164.557	.409	.	.910
Item_3	103.9667	163.895	.503	.	.908
Item_4	104.0333	158.792	.648	.	.905
Item_5	103.6667	164.644	.566	.	.907
Item_6	103.7333	160.271	.615	.	.906
Item_7	103.9333	168.271	.337	.	.911
Item_8	103.9000	164.162	.471	.	.909
Item_9	103.7333	164.961	.429	.	.910
Item_10	104.0667	168.892	.375	.	.910
Item_11	103.3333	166.299	.516	.	.908
Item_12	103.2667	168.409	.479	.	.909
Item_13	103.3333	165.747	.544	.	.907
Item_14	103.1667	162.557	.678	.	.905
Item_15	103.5667	162.116	.620	.	.906
Item_16	103.2000	165.476	.577	.	.907
Item_17	103.4000	166.662	.495	.	.908
Item_18	103.6667	164.920	.524	.	.908
Item_19	103.3000	168.562	.316	.	.912
Item_20	103.3667	168.930	.330	.	.911
Item_21	103.3333	166.299	.516	.	.908
Item_22	103.2667	168.409	.479	.	.909
Item_23	103.8000	166.579	.455	.	.909
Item_24	103.3333	166.299	.516	.	.908
Item_25	103.2667	168.409	.479	.	.909
Item_26	103.3333	165.747	.544	.	.907
Item_27	103.1667	162.557	.678	.	.905
Item_28	103.5667	162.116	.620	.	.906

The validity test of academic, cultural instruments is sought by correlating the item scores with the overall scores showing the acquisition of the rxy correlation coefficient between 0.3972 and 0.7801. While the significance level of 0.05 with the number of cases as many as 30 cases obtained r table number of 0.239. Of the 22 questions contained in the

organizational culture, the questionnaire showed that all questions had a correlation coefficient value above r table (0.239). In addition, the p-value (probability) is smaller than 0.05, so all items about the organizational culture of Islamic Higher Education are declared valid. The overall results of the instrument validity test on academic culture can be seen in the following table:

6 Table-4: Validity Items of the Academic Cultural Questionnaire Islamic Higher Education

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item_1	84.9333	137.651	.588	.	.941
Item_2	84.8667	139.775	.550	.	.941
Item_3	84.9333	136.202	.671	.	.940
Item_4	84.7667	135.426	.684	.	.939
Item_5	85.1667	133.316	.709	.	.939
Item_6	84.8000	137.338	.627	.	.940
Item_7	85.0000	135.586	.703	.	.939
Item_8	84.9333	137.651	.588	.	.941
Item_9	84.8667	139.775	.550	.	.941
Item_10	84.9333	136.202	.671	.	.940
Item_11	84.7667	135.426	.684	.	.939
Item_12	85.1667	133.316	.709	.	.939
Item_13	84.8000	137.338	.627	.	.940
Item_14	85.0000	135.586	.703	.	.939
Item_15	85.2667	135.030	.660	.	.940
Item_16	84.9000	134.576	.611	.	.941
Item_17	84.9667	137.137	.536	.	.942
Item_18	84.8000	137.338	.627	.	.940
Item_19	85.0000	135.586	.703	.	.939
Item_20	85.2667	135.030	.660	.	.940
Item_21	84.9000	134.576	.611	.	.941
Item_22	84.9667	137.137	.536	.	.942

The validity test of the Islamic Higher Education competitiveness instrument is sought by correlating the item scores with the overall scores showing the acquisition of the rxy correlation coefficient between 0.3245 to 0.7935. While the significance level of 0.05 with the number of cases as many as 30 cases obtained r table number of 0.239. From the 8 questions contained in the lecturer

performance questionnaire, it was shown that all questions had a correlation coefficient value above r table (0.239). In addition, the p-value (probability) is smaller than 0.05, then all questions about the competitiveness of Islamic Higher Education are declared valid. The overall results of the instrument validity test on Islamic Higher Education competitiveness can be seen in the following table:

Table-5: The validity of Islamic Higher Education Competitive Questionnaire Item

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item_1	28.2000	16.166	.531	.604	.839
Item_2	28.1333	16.671	.539	.375	.839
Item_3	28.2000	16.303	.507	.451	.842
Item_4	28.0333	15.206	.668	.621	.823
Item_5	28.4333	14.668	.662	.543	.823
Item_6	28.0667	16.064	.572	.436	.835
Item_7	28.2667	15.651	.620	.459	.829
Item_8	28.5333	15.223	.613	.637	.830

Instrument Reliability Test

The instrument reliability test in this study used the Alpha Cronbach formula [48, 53]. The reliability coefficient with the calculation obtained based on the formula is then interpreted with predetermined criteria. The instrument is declared reliable if it has a reliability coefficient value as low as 0.70 [68]. Anastasi [69] and Convey and Chwalek [70] stated that an instrument is considered reliable if it has a reliability coefficient of 0.80 and above. Then the instrument reliability level categories are stated in detail by Balian [71] as follows: (a) 0.00 - 0.79 = not reliable, (b) 0.80 - 0.84 = sufficiently reliable, (c) 0, 85 - 0.89 =

reliable high, (d) 0.90 - 1.00 = very high reliable. Based on the opinion of the experts mentioned above, for the purposes of this study, it was determined that the research instrument would be considered reliable if it had a reliability coefficient value of 0.80 and above [69, 70].

The results of the analysis of visionary leadership instruments, service excellence, lecturer performance, organizational culture, Islamic Higher Education quality, and Islamic Higher Education Competitiveness can be seen in the following table:

Table-6: Research Instrument Reliability

Variable	Questionnaire Reliability		
	Number of Instrument Points	Alpha Cronbach	Information
Visionary Leadership	16	0,9342	Reliable
Lecturer Performance	28	0,9264	Reliable
Academic Culture	22	0,9139	Reliable
Islamic Higher Education Competitiveness	8	0,9450	Reliable

Based on table 3.10 about the results of the analysis of the reliability of the research instrument shows that the instruments related to visionary leadership variables have a very satisfactory level of reliability (0.9342), lecturer performance of 0.9264, academic culture of 0.9139, Islamic Higher Education competitiveness of 0.9197, and Islamic Higher Education competitiveness of 0.9450, which means that all of these variables have a very satisfactory level of reliability (excellent).

Based on the reliability test of the visionary leadership variables, service excellence, lecturer performance, organizational culture, Islamic Higher Education quality, and Islamic Higher Education competitiveness are said to be reliable, because the five variables have a correlation coefficient greater than 0.90 which indicates the level of reliability is very satisfactory (excellent). So all the instruments that have been prepared are suitable to be used as a data mining tool in this study.

DATA COLLECTION PROCEDURES

The research data collection was carried out in three stages. The first stage is getting information about the number and composition of students of Islamic Higher Education Tulungagung, Jember, and Madura to determine the population and research sample. Data collection was carried out through documentation studies at each tertiary institution. The second step is collecting data for the trial of the instrument. A trial was conducted on some Tulungagung students who were included in the study population but were not sampled. The third stage is collecting data in the context of actual research through questionnaires. The questionnaire is equipped with explanations and filling instructions to guide the respondent.

DATA ANALYSIS PROCESS

The data analysis process used in this research is to use descriptive analysis techniques and path analysis techniques. Both of these data analysis techniques can be given the following explanation:

Descriptive Analysis Techniques

Descriptive analysis techniques are used to describe the condition of each research variable based on data and empirical facts in the field. In other words, as a way to express a picture of the status or existence of visionary leadership variables, service excellence, lecturer performance, academic culture, quality, and competitiveness of Islamic Higher Education. The descriptive analysis techniques used in this study are the mean, median, mode, and percentage [72, 53].

Path Analysis Techniques

Based on the conceptual framework and research design, this study uses a path analysis model. Path analysis in this study can be used to predict or estimate the magnitude of the value of the coefficient of direct or indirect relationships between all variables in the study [73, 52, 74, 75]. Path analysis will be carried out with three stages of analysis, namely: (1) the path of the relationship between visionary leadership and lecturer performance, (2) the path of relationship between visionary leadership and lecturer performance with academic culture, (3) the path of relationship between visionary leadership, lecturer performance, and academic culture with Islamic Higher Education competitiveness.

RESULTS

The quality and competitiveness of Islamic tertiary institutions in Indonesia must be improved in a

sustainable manner in order to be able to realize high-quality education and demand [24] the community. So that this can be realized well, it is necessary to pay attention and improve the conditions of leadership, lecturer performance, and academic culture in order to

be able to create quality and competitiveness of Islamic tertiary institutions. The results of the descriptive analysis of these variables can be explained in the form of a table as follows:

Table-7: Results of Descriptive Analysis of Research Variables

		Statistics			
		Visionary Leadership	Lecture Performance	Academic Culture	Competitiveness
N	Valid	1135	1135	1135	1135
	Missing	0	0	0	0
Mean		64.0767	168.8308	88.8696	35.0264
Median		64.0000	169.0000	90.0000	35.0000
Mode		55.00	170.00	92.00	35.00
Minimum		39.00	139.00	65.00	29.00
Maximum		80.00	192.00	108.00	40.00

The results of this descriptive analysis were carried out based on 1135 respondents who had answered the research questionnaire correctly in accordance with their understanding, knowledge, and perception of the variables of this study. The analysis activity continued to find out the frequency level and percentage of each study variable by making class intervals based on the highest score minus the lowest score and divided by the number of class intervals.

Determination of the class interval and percentage produced in this study can be given an explanation as follows:

Visionary Leadership in Indonesian Islamic Higher Education

The results of the analysis of Visionary Leadership variables in Islamic Higher Education in Indonesia can be explained as follows:

Table-8: Frequency and Percentage Distribution of Visionary Leadership in Indonesian Islamic Higher Education

Visionary Leadership				
Number	Score	Frequency	Percentage	Classification
1	71 – 80	317	27,9	Very good
2	63 – 70	339	29,9	Good
3	55 – 62	318	28	Passably
4	47 – 54	116	10,2	Low
5	39 – 46	45	4	Not good
Total		1135	100	

The results of the descriptive analysis show that the condition of the visionary leadership variable has a mean of 64.0767, a median of 64.0000, and a mode of 55.00. The results of this analysis indicate that the visionary leadership conditions of leaders of Islamic tertiary institutions in Indonesia are in good condition. This is also supported by the results of the percentage analysis which shows right conditions with a percentage of 29.9% or as many as 339 respondents gave an assessment that the visionary leadership implemented by leaders of Islamic tertiary institutions is in good condition, followed by quite good conditions as much as 28%, excellent, 27.9%, not good 10.2%, and not

good 4%. This shows that there is still a need for guidance and improvement of leadership competencies possessed by leaders of state Islamic religious institutes of higher education in Indonesia so that they can genuinely improve the quality and competitiveness of institutions.

Lecturer Performance in Indonesian Islamic Higher Education

The results of the analysis of the performance of lecturers in Islamic Higher Education in Indonesia can be explained as follows:

Table-9: Distribution of Frequency of Lecture Performance of Islamic Higher Education in Indonesia

Lecture Performance				
Number	Score	Frequency	Percentage	Classification
1	183 – 193	77	6,8	Very good
2	172 – 182	513	45,2	Good
3	161 – 171	345	30,4	Passably
4	150 – 160	183	16,1	Low
5	139 – 146	17	1,5	Not good
Total		1135	100	

Descriptive analysis results show that the condition of the variable performance of lecturers of Islamic Higher Education in Indonesia obtained a mean value of 168.8, a median of 169, and a mode of 170. The results of this analysis indicate that the performance of the lecturer is in good condition, as well as the results of the analysis of presentations also indicate the conditions both with a percentage of 45.2% or as many as 513 respondents gave an assessment that the performance of Islamic Higher Education lecturers in Indonesia is in good condition. This condition was followed by the acquisition of a percentage of 30.4% or was in a reasonably good condition, 16.1% were not

pleasant, 6.8% were excellent, 1.5% and 1.5% were not good. This shows that there are still 26% of the performance of lecturers who need ongoing coaching to be able to show excellent performance, so they can support the formation of academic culture and institutional competitiveness that occurs in this global era.

Academic Culture in Indonesian Islamic Higher Education

The results of the analysis of academic culture in Islamic Higher Education in Indonesia can be explained as follows:

Table-10: Distribution of Academic Culture Frequencies at Islamic Higher Education

Academic Culture				
Number	Score	Frequency	Percentage	Classification
1	101 – 109	88	7,8	Very good
2	92 – 100	402	35,4	Good
3	83 – 91	371	32,7	Passably
4	74 – 82	233	20,5	Low
5	65 – 73	41	3,6	Not good
Total		1135	100%	

Based on the results of descriptive analysis shows that the condition of the academic culture variable of the Indonesian Islamic High School has a mean value of 88.8696, a median of 90, and a mode of 92, this shows that the academic culture variable is in good condition and the value that often appears is also in a good condition. This is also supported by the results of the percentage analysis which shows that the academic culture variable obtained a percentage value of 35.4% or as many as 402 respondents gave an assessment that the academic culture in the Indonesian Islamic College is in good condition. This condition is followed by the acquisition of a percentage of 32.7% or is in a reasonably good condition, 20.5% is not right,

7.8% is excellent, and 3.6% is not good. This shows that there are still 56.8% of respondents who have the perception that academic culture needs continuous improvement to be able to show a good, positive, and dynamic academic culture so that it can support the formation of institutional competitiveness in the global era.

Competitiveness of Islamic Higher Education in Indonesia

The results of the analysis of the competitiveness of Islamic Higher Education variables in Indonesia can be explained as follows:

Table-11: Frequency Distribution of Islamic Higher Education Competitiveness in Indonesia

Competitiveness of Higher Education				
Number	Score	Frequency	Percentage	Classification
1	38 – 40	129	11,4	Very good
2	35 – 37	543	47,8	Good
3	33 – 34	336	29,6	Passably
4	31 – 32	119	10,5	Low
5	29 – 30	8	0,7	Not good
Total		1135	100	

Based on the results of the descriptive analysis shows that the condition of the competitiveness variable of Islamic Higher Education in Indonesia is in excellent condition with a mean value of 35.0264, a median of 35, and a mode of 35. The percentage value obtained by 47.8% or as many as 543 respondents gave an assessment that the competitiveness of Islamic Higher

Education in Indonesia is in good condition. This condition was followed by the acquisition of a percentage of 29.6% or was in a reasonably good condition, 11.4% was excellent, 10.5% was not good, and 0.7% was not good. This shows that there are still 40.8% of respondents who have the perception that the competitiveness of Islamic Higher Education needs

continuous improvement in order to be able to demonstrate good, healthy, dynamic, and competitive competitiveness so that they can meet the demands and expectations of the community and education stakeholders.

The path analysis used in this research hypothesis test is intended to determine the relationship between variables, both direct and indirect relationships. Hypothesis testing is carried out in stages in accordance with the model developed in this study which consists of three relationship paths that can be given the following explanation:

Contribution of Visionary Leadership to Lecturer Performance

The results of the analysis of the relationship between stage 1 can be explained that the coefficient of direct visionary leadership (X1) and academic culture (X2) is depicted with a coefficient b of 0.377, at the value of 7.219, and p (sig-t) of 0.000. This means that p is smaller than the 0.05 significance level. The results of this analysis show that the null hypothesis that there is no direct relationship between visionary leadership and academic culture is rejected, and it can be concluded that there is a significant direct relationship between visionary leadership and academic culture at the Indonesian State Islamic Institute. The academic coefficient of the dependent variable academic culture (P2v) on this pathway is 0.926. This relationship path model can be seen in the picture as follows:

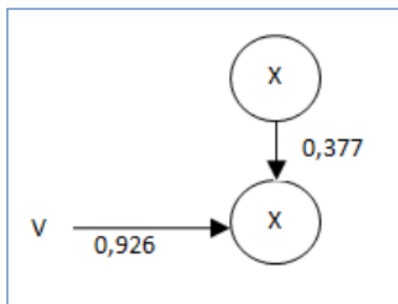


Fig-2: Path Hypothetic Model The relationship between visionary leadership and academic culture

Contribution of Visionary Leadership and Lecturer Performance to Academic Culture

The pathway model of the Visionary Leadership and Lecturer Performance to Academic Culture that will be tested in this study is hypothesized as follows: (1) There is no significant direct relationship of visionary leadership (X1) with academic culture (X3), (2) there is no direct relationship significant between lecturer performance (X2) and academic culture (X3), (3) there is no significant indirect relationship between visionary leadership (X1) and academic culture (X3) through lecturer performance (X2). Based on the results of the analysis of the stage 2 relationship path, it can be explained that the coefficient

of the direct relationship between visionary leadership (X1) and academic culture (X3) is depicted with a coefficient b of 0.266, at the value of 4.993, and p (sig-t) of 0,000. This means that p is smaller than the significance level of 0.05. Based on the 0.05 significance level, the null hypothesis, which states there is no significant direct relationship between visionary leadership and academic culture, is rejected. Thus, it can be concluded that there is a significant direct relationship between visionary leadership and academic culture.

The coefficient of the direct relationship between lecturer performance (X2) and academic culture (X3) is depicted with a coefficient b of 0.319, at the value of 5.998, and p (sig-t) of 0,000. This means that p is smaller than the significance level of 0.05. Based on the 0.05 significance level, it means that the null hypothesis, which states that there is no significant direct relationship between visionary leadership and academic culture, is rejected. Thus, it can be concluded that there is a significant direct relationship between visionary leadership and academic culture.

The indirect relationship between visionary leadership (X1) and academic culture (X3) through lecturer performance (X2) is calculated by multiplying P21 with P32 with the following results: $P21 \times P32 = 0.377 \times 0.319 = 0.120$. The academic coefficient of the academic culture-dependent variable (P3u) in the stage II relationship pathway obtained a value of 0.873. The results of the analysis of this relationship path model can be seen in the picture as follows:

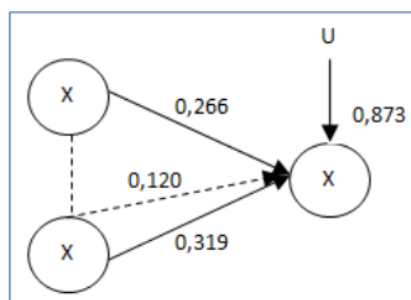


Fig-3: Correlation Coefficients on the Model of Relationships among Phase II Variables

Contribution of Visionary Leadership, Lecturer Performance, and Academic Culture to Islamic Higher Education Competitiveness

Based on the results of the analysis of the block III relationship path, it can be seen that the coefficient of the direct relationship between visionary leadership (X1) with the competitiveness of Islamic Higher Education (Y) is illustrated with a coefficient b of 0.142, t value of 2.630, and p (sig-t) of 0.009. This means that p is smaller than the significance level of 0.05. Based on the 0.05 significance level, it means that the null hypothesis, which states there is no significant

direct relationship between visionary leadership and competitiveness, is rejected. Thus, it can be concluded that there is a significant direct relationship between visionary leadership and Islamic Higher Education competitiveness.

The coefficient of the direct relationship between lecturer performance (X2) and the competitiveness of Islamic Higher Education (Y) is illustrated by the coefficient b of 0.192, t value of 3.318, and p (sig-t) of 0.001. This means that p is smaller than the significance level of 0.05. Based on the 0.05 significance level, it means that the null hypothesis, which states there is no significant direct relationship between lecturer performances with Islamic Higher Education competitiveness, is rejected. Thus, it can be concluded that there is a significant direct relationship between lecturer performances with Islamic Higher Education competitiveness.

The coefficient of a direct relationship between academic culture (X3) and the competitiveness of Islamic Higher Education (Y) is depicted with a coefficient b of 0.192, at the value of 3.434, and p (sig-t) of 0.001. This means that p is smaller than the significance level of 0.05. Based on the 0.05 significance level, it means that the null hypothesis, which states there is no significant direct relationship between academic culture and Islamic Higher Education competitiveness, is rejected. Thus, it can be concluded that there is a significant direct relationship between academic culture and Islamic Higher Education competitiveness.

The coefficient of the indirect relationship between visionary leadership (X1) and Islamic Higher Education (Y) competitiveness through lecturer performance (X2) is calculated manually by multiplying P21 and Py2 with the following results: $P21 \times Py2 = 0.417 \times 0.282 = 0.117$. Thus the path coefficient value of 0.117 is obtained; this value indicates more significant than the significance level of

0.05, meaning that the null hypothesis states that there is no significant indirect relationship between visionary leadership and Islamic Higher Education competitiveness through the performance of Islamic Higher Education lecturers in rejecting. Thus it can be concluded that there is a significant indirect relationship between visionary leadership and Islamic Higher Education competitiveness through lecturer performance.

The coefficient of the indirect relationship between visionary leadership (X1) and the competitiveness of Islamic Higher Education (Y) through academic culture (X3) is calculated manually by multiplying P31 and Py3 with the following results: $P31 \times Py3 = 0.319 \times 0.192 = 0.061$. Thus the path coefficient value of 0.061 was obtained; this value indicates more significant than the significance level of 0.05, meaning the null hypothesis, which states there is no significant indirect relationship between visionary leadership with Islamic Higher Education competitiveness through academic culture, is rejected. Thus it can be concluded that there is a significant indirect relationship between visionary leadership and Islamic Higher Education competitiveness through academic culture.

The coefficient of the indirect relationship between lecturer performance (X2) and the competitiveness of (Y) through academic culture (X3) is calculated manually by multiplying P32 and Py3 with the following results: $P32 \times Py3 = 0.335 \times 0.194 = 0.064$. Thus the path coefficient value of 0.065 was obtained; this value indicates more significant than the significance level of 0.05, meaning the null hypothesis, which states there is no significant indirect relationship between lecturer performances with competitiveness through academic culture, is rejected. Thus it can be concluded that there is a significant indirect relationship between lecturer performances with competitiveness through academic culture.

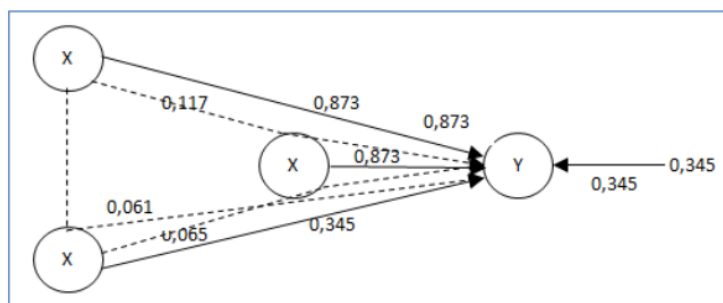


Fig-4: Correlation Coefficients on the Model of Relationships among Phase III Variables

DISCUSSIONS

Quality education becomes more desirable by the community and education stakeholders because it is

in accordance with the needs and expectations of the community. This condition requires an effort to improve the quality and competitiveness of education in the current global era. Efforts to improve the quality

and competitiveness of education are carried out continuously in line with the development of science and technology. The results showed that visionary leadership has a direct influence on improving the quality and competitiveness of education. The findings of this study are supported by the results of research that explain that leadership style is a significant factor determining organizational success [8, 76, 77]. This is as suggested by Kim [78], which explains that "leaders have the ability to change organizations based on the vision of institutions that are oriented to the future, clarify the organization's vision, empower employees to have responsibilities in achieving the organization's vision." A visionary leader would you be willing to review submissions to this journal? The ship must be able to turn vision into action in order to be able to improve the performance of all existing personnel [76, 77, 12]. This leadership usually displays four different behaviors: ideal influence, inspirational motivation, intellectual stimulation, and individual judgment [41]. In short, the ideal influence of leaders is closely related to the behavior of leaders who show high standards of moral and ethical behavior. Leaders become confident, are held in high esteem, and act as strong role models for all members of the organization [20]. The ability to see opportunities owned by educational leaders can provide energy in articulating a vision that is able to motivate personnel in improving effective performance. Visionary leaders inspire academic civets in sharing their vision and empowering them to achieve it. Leaders are able to encourage and mobilize lecturers in increasing work productivity, presenting challenging new ideas, and various ways to solve problems in educational institutions.

Professional lecturers will show productive performance, so they can form a high academic culture and make the institution have high competitiveness. The research findings show that the performance of lecturers has a direct influence on the academic culture and competitiveness of the institution. Organizational performance influences organizational culture [79, 80, 81]. This condition indicates the need for efforts to be taken by educational institutions in improving lecturer performance. A productive and effective lecturer performance can improve the competitiveness of educational institutions because a distinctive academic culture will be formed, and student achievement will increase. Managers, funders, as well as stakeholders and consumers are very concerned about performance results [82]. Lecturer performance results are reflected in the learning outcomes or achievements achieved by students [83, 57, 84]. Effective lecturer performance will result in high learning achievement. Recognizing the importance of lecturer performance, lecturers must be empowered as much as possible, and efforts are also made to improve and improve the performance, including through coaching and training, as well as an assessment of lecturer performance objectively in order to increase lecturer productivity in the learning process

[78, 85, 86]. It must also be supported by quality management of institutions, quality and ready-made learning facilities and infrastructure, as well as high community participation in education [21, 91, 9].

Leadership has a role in creating organizational reality and shaping organizational culture [21, 79, 87]. Organizational productivity includes the performance of lecturers that will be realized if supported by an influential academic culture and a conducive organizational climate. This shows that leadership applied by leaders will influence the formation of academic culture in universities. Organizational culture is one of the variables that determine the success of job implementation [79, 88, 80]. Gordon, *et al.* [42] research results show that influence organizational culture makes members more satisfied, motivated, and has a significant commitment to the organization. Likewise, Sergiovanni [87] found that an influential culture would increase the commitment, enthusiasm, and loyalty of members towards the organization. From these results, it can be concluded that the firm and positive academic culture of Islamic Higher Education in Indonesia will be able to empower lecturers and improve lecturer performance because lecturers have strong motivation, job satisfaction, and high commitment to the success of learning in higher education.

Visionary leadership, lecturer performance, and academic culture in universities have an influence on improving the quality and competitiveness of educational institutions. The better visionary leadership is applied in educational institutions, the better the performance of lecturers in tertiary institutions will contribute to the formation of academic culture and enhance the competitiveness of educational institutions in the global era. This finding shows that leaders in higher education are the key to making changes in the overall components of higher education. Leaders of educational institutions can act as agents of change, so the success and failure of the system depend on academic leaders because they have a direct or indirect contribution to the education system [89]. Leaders also have a positive influence on improving performance [90, 77]. On the other hand, leadership also contributes to shaping organizational reality [41, 88]. Academic culture in universities also has a contribution to achieving the goals of the institution [60]. This shows that the leadership applied by leaders in educational institutions is very decisive on organizational performance, academic culture, quality, and competitiveness of educational institutions. Therefore, leaders must be able to carry out their leadership well and continuously improve their competence so that the quality and competitiveness of educational institutions can be improved in accordance with the needs and expectations of educational stakeholders.

CONCLUSION

Visionary leadership found in universities has a significant contribution to improving the performance of lecturers, academic culture, and the competitiveness of universities both directly and indirectly. Visionary leadership becomes a decision that can be applied in predicting, seeing, and predicting based on data that can be accounted for to see the needs and opportunities that can be achieved in improving the quality and competitiveness of higher education. This leadership is the key to the success of higher education institutions in making changes and developments oriented to improving quality on an ongoing basis. Visionary leaders will be able to mobilize all human and non-human resources in educational organizations to jointly achieve educational goals. This leadership will also be able to inspire all members of the organization to think and act creatively and innovatively in carrying out their respective duties and responsibilities within the organizational system. The performance will be maximally improved so that it will form a reasonable and competitive academic culture in higher education institutions. A pleasant and conducive academic culture will be able to color organizations in higher education institutions so as to improve the quality and competitiveness of educational institutions. Increasing the quality and competitiveness will deliver higher education to the public and education stakeholders.

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