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The Effect of Visionary Leadership and Lecturers' Performance on Students' Achievements

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Abstract: This study aimed at determining how high leadership style and lecturers' performance on students' achievement in STIKes Muhammadiyah Palembang. This study used a quantitative survey by using questionnaire to collect the data. The data were analyzed by using SPSS for Windows. The results obtained indicate that there is no effect of visionary leadership toward students' achievement, but there is an effect of lecturers' performance toward students' achievement. While tested simultaneously, the visionary leadership style and lecturers' performance toward students' achieved had significant effect.

Keywords: Visionary Leadership Style, Lecturers' Performance, Students' Achievement

1. Introduction

This study used independent variables (X1, visionary leadership style and X2, lecturer performance) in Purwanto's research (2015: 15) that visionary leadership styles have dimensions: 1) clarity of vision and mission, 2) achievement of vision and mission, 3) optimism, 4) confidence, 5) speed of action, 6) willingness to set an example, and 7) delegation of authority. Lecturer performance has dimensions: 1) dimensions of education and teaching, 2) research and scientific publications, community service. Hijayati's research (2015: 26) was used in this study for the dependent variable (Y, student achievement/GPA) with the Ministry of Education Republic of Indonesia Regulation Number 49/2014 concerning the National Standards for Higher Education which regulates the classification of the Grade Point Average (GPA).

Muhammadiyah Palembang College of Health Sciences (STIKes) is a formal higher education institution that provides services in improving the quality of human resources (student achievement) through professional staff (institutional leaders and lecturers), administration and management. The quality

of college graduate resources reflected in the academic achievement index achieved is a result of the educational process that has been taken and is much influenced by the quality of learning factors obtained by students.

The problem in leadership is that the leadership style has not yet seen clarity and the achievement of the vision carried out by the office holders, in delegating authority is not accurate, slow in making decisions which raises problems with student achievement. Likewise the performance of lecturers in Taruno's study, et al (2012: 496), especially teaching performance in the form of: lack of preparing material or delegating teaching assignments to assistants. The performance of research and scientific publications in individual and group research is presented in the Indrarini study (2009: 6-7), which is still low due to weak research culture, weak ability in compiling research proposals, and the relevance of research not in accordance with the needs of influential people on community service performance.

Seeing the importance of leadership and performance, it is necessary for leaders who are truly capable of carrying out managerial

abilities appropriately, so that all parties within the educational institution can carry out their duties properly (Tobari, 2015: 16). Such is the general problem that occurs in educational institutions, one solution is a visionary leadership style that must pay attention to its function in transforming lecturer performance and towards student academic achievement (Renata et al, 2018).

From the problems that have been described, it is strongly suspected that the visionary leadership style and lecturer performance influence student achievement (GPA), because the better the visionary leadership style and lecturer performance, the better the student's achievement by measuring how much influence.

2. Visionary Leadership Style

Many researchers define a visionary leadership style. Suharsaputra (2013: 125-126) presents a number of outside opinions about leadership in language: Leadership (leader or leading) (Sileuw, 2011: 220). Leadership comes from the basic word "lead" which means guidance or guidance. From the basic words are born the verb "lead" means guiding or guiding (Kristiawan, 2017: 114). Leadership is a human nature to always form a community that needs leaders and provides vision and goals (Zuhdi, 2014: 39). In international journals, Archbald (2013: 136) summarizes the theory of leadership experts by asking questions: what is vision leadership? and Baltaci, et al. (2012: 222) conclude that visionary leadership is the constructing and influenced on people to activate For this ability to his followers (Andriani et al, 2018).

There are three leadership approaches, one of which is the behavioral approach that focuses on two aspects: leadership style and function. He further stated that leadership style is intended as a way of behaving that is typical of a leader towards the members of his group (Anwar, 2013: 93). A unique and worthy style to practice in the current era of change is visionary leadership (Siswanti and

Rahatmawati, 2014: 75). Or visionary leadership or visionary leadership emerges as a response to the statement, the only thing that is permanent is change that requires leaders to have the ability to determine the future direction through vision (Andriansyah, 2015: 30; Apriana et al, 2019).

Yanita (2012: 113) writes that a visionary leadership style is the ability to create and articulate a realistic, credible, and interesting vision about the future of an organization or unit that is growing and improving compared to the present. In realizing it can not be separated from leaders who are able to have a visionary view so that they are able to apply and deliver vision into an application of real action (Hartono and Wahyu Priyanti, 2014: 19; Tobari et al, 2018; Khasanah et al, 2019; Irmayani et al, 2018).

3. Lecturer's Performance

In Ensklopedia Indonesia written by Hasan Shadly (1989) quoted by Zohriah (2005: 234), performance shows strength in working to achieve a goal. Ahmad (2013: 96) that the word performance is used in various literatures that have varied meanings, namely job and work performance. Performance means a combination of behavior and results obtained (Agung and Irna Yuniar, 2014: 10). From this understanding if it is associated with the individual performance of a lecturer (Lindawati and Irna Salamah, 2012: 56), it is one of the determinants of the success of the teaching and learning process in higher education (Pramudyo, 2010: 4).

According to Baharuddin and Mulyono (2006: 2), lecturers are someone who is based on education and his expertise is appointed by the organizers of higher education with the main task of teaching in higher education. So that the performance of the lecturer can be interpreted as a behavior that shows the work of the lecturer for the implementation of a job (Christianingsih, 2011: 37). Or the performance of the lecturer is the ability of the lecturer to demonstrate the various skills and competencies they

have, also the results achieved by the lecturer in carrying out the tasks assigned to the skill, experience, and seriousness and use of time (Simbolon, 2013: 85). Lecturer performance is a result of work or a measure of success for employees in their field of work using a certain size and evaluated by certain people (Taruno et al, 2012: 500).

According to Azis, et al (2011: 173), the performance of lecturers is the level of achievement of results or the implementation of tasks achieved in a certain period of time as a form of responsibility for the duties and obligations assigned to him. This performance of the lecturer depends on the professional abilities it has, the challenges of the task, and the responsibility it carries and the ability of the leader to direct these tasks (Sulastri, 2007: 14; Murtiningsih et al, 2019). The role of the lecturer in the implementation of the tasks of learning, research, and community service is influenced by various factors, one of which is fundamental is leadership (Sumardjoko, 2010: 297).

4. Students' Achievement

Student achievement consists of two syllables, namely achievement and students. Achievement means the results that have been achieved (from what has been done, done). Mentioned academic achievement which means the results of lessons obtained from schooling activities that are cognitive and usually determined through measurement and assessment (Ministry of Education and Culture, 1990: 700). While students mean people who study in higher education (Ministry of Education and Culture, 1990: 543), or students can be interpreted as youth after adolescents who study in universities (Soemanto, 2002: 4).

In general, achievement is the result of the learning process that has been completed with the potential (ability) that is owned in the table below.

Table 1. Cluster Sample Variable Y

No	Study Program	Number of students	Percentage (%)	Cluster Sample
1	Nursing Sciences	531	39,9	$(39,9/100) \times 32 = 12,8 = 13$
2	Diploma of Nursing	154	11,6	$(11,6/100) \times 32 = 3,7 = 4$
3	Diploma of Midwifery	291	21,8	$(21,8/100) \times 32 = 7$
4	Diploma of Physiotherapy	191	14,3	$(14,3/100) \times 32 = 4,6 = 4$
5	Diploma of Health Environment	69	5,27	$(5,27/100) \times 32 = 1,7 = 2$
6	Ners	96	7,2	$(7,2/100) \times 32 = 2,3 = 2$
	Total	1332	100	32

5. Research Methods

Data collection techniques were obtained through the distribution of questionnaires, each of which revealed the visionary leadership style and lecturer performance which were packaged in the form of statements, with alternative choices 5 scores/criteria answers: score 5 (strongly agree), score 4 (agree), score 3 (hesitant), score 2 (disagree), and score 1 (strongly disagree). Data analysis techniques with

descriptive and inferential analysis methods with SPSS 16.00 program.

6. Results and Discussion

The following is a description of the frequency distribution of dependent variables (student achievement/GPA) and independent variables (visionary leadership style and lecturer performance), based on collected data can be seen in detail in the lowest and highest score, mean, median, mode, and standard deviation in the table below.

Table 2. Distribution Frequency Variable

		Lecturer Performance	Visioner	Students' Achievement
N	Valid	32	32	32
	Missing	0	0	0
	Mean	4.397	4.516	3.3616
	Median	4.300	4.550	3.3850
	Mode	4.3	4.9	3.43
	Std. Deviation	.3403	.3539	.20941
	Minimum	3.8	3.5	3.00
	Maximum	5.0	5.0	3.94

Data Source: Processing Results Using SPSS 16.0

From the data presented in the table illustrates that the frequency distribution of independent variables X1 (visionary leadership style) and X2 (lecturer performance) and dependent variable Y (student achievement/GPA) in the Muhammadiyah STIKes Palembang environment, the distribution of data tends to be normally distributed.

2. Inferential Analysis Results

After descriptive statistical analysis, then the next stage is inferential statistical analysis using the test requirements: Normality, Homogeneity, and Linearity. Then multiple linear regression analysis and correlation coefficient. Normality test, and homogeneity test were obtained by comparing the value of the Asymptotic Significance greater ($>$) $\alpha = 0.05$ (Kesumawati & Ichwan Aridanu, 2017: 56.67)

Table 3. Normality and Homogeneity Test

Normality Test	<i>Kolmogorov-Smirnov^a</i>			Homogeneity Test			
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Lecturer Performance	.143	32	.093	3.619	2	29	.040
Visioner	.111	32	.200*	1.272	2	29	.295
IPK Students	.129	32	.189	.742	2	29	.485

Data Source: Processing Results Using SPSS 16.0

Based on the table shows that the data X1, X2, against Y are normally distributed, and for the homogeneity test that X1 against

Y has not met homogeneous assumptions, while the linearity test can be seen in the table below:

Table 4. Linearity Test With Anova

			Sum of Squares	df	Mean Square	F	Sig.
Lecturer Performance *	Between Groups	(Combined)	2.228	22	.101	.669	.789
		Linearity	.005	1	.005	.030	.865
		Deviation from Linearity	2.223	21	.106	.700	.762
IPK Students	Within Groups		1.362	9	.151		
	Total		3.590	31			
	Visioner * IPK Students	Between Groups	(Combined)	2.936	22	.133	1.269
Linearity			.978	1	.978	9.301	.014
		Deviation from Linearity	1.957	21	.093	.886	.613
IPK Students	Within Groups		.947	9	.105		
	Total		3.882	31			

Data Source: Processing Results Using SPSS 16.0

Based on the results of the linearity test from the table shows that the three variables meet the linear line. For multiple linear

regression analysis and correlation coefficient seen from the following table.

Table 5. Multiple Linear Regression and Correlation Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.935	.609		3.180	.003
	Lecturer Performance	.019	.099	.032	.197	.845
	Visioner	.297	.095	.502	3.126	.004

a. Dependent Variable: Students' Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.503 ^a	.253	.201	.18713	1.774

Data Source: Processing Results Using SPSS 16.0

The results of processing data in the table, multiple linear regression analysis by entering the equation: Y (Student GPA) = $1,935 + 0,297 X_1 + 0,019 X_2 + e$, where Constant value (1,935) means that if the value of the visionary leadership style and lecturer performance is constant, then student achievement (GPA) answers the value of 1,935; The value of 0.297 on the coefficient of X_1 means that if the value of the influence of the visionary leadership style rises by one unit of score, then student achievement (GPA) rises by 0.297 with the provision of the effect of lecturer performance is constant; Likewise the value of 0.019 on the coefficient of X_2 means that if the value of the influence of lecturer performance rises by one unit of score, then student achievement (GPA) rises by 0.019 with the provision that the influence of the visionary leadership style is constant.

Correlation coefficients are one of the statistical techniques used to find influence between two or more variables. In this case no variable is determined which affects the

other variables. The coefficient values range between -1 and 1. The closer to an absolute value of the correlation coefficient, the stronger the influence between these variables while the smaller (near zero) absolute value of the correlation coefficient the weaker the influence between these variables. Where Isnin's research (2014: 64), writes from Young's (1982) opinion that positive/negative signs indicate the direction of influence, where the strong/weak correlation between variables can be classified as follows: 0.70 - 1.00 means that there is a very strong (perfect) influence; 0.40 - 0.70 means there is a strong influence; 0.20 - 0.40 means there is a weak influence; and Less than 0.20 means no influence.

With regard to the presence or absence and how much influence: a) Visionary leadership style on student achievement in this case the Grade Point Average (GPA); b) Lecturer performance on student achievement (GPA); and c) Visionary leadership style and lecturer performance on student achievement (GPA), then statistical hypothesis testing is

used by: Partial, t test is used to find out whether there is or not and how much influence: first, visionary leadership style on student achievement (GPA), second, lecturer performance on student achievement (GPA); Significant (simultaneous) is used the F test to find out the presence or absence and how much influence the visionary leadership style and lecturer performance have on student achievement (GPA).

Based on table 5. Multiple Linear Regression and Correlation Coefficients show the relationship of visionary leadership style with the student GPA from the results of SPSS data, showing that the correlation between visionary leadership style and student GPA is $t = 0.197$ with a significant value = 0.845.

Because the significant value is greater than ($\alpha = 0.05$), then partially there is no relationship between the visionary leadership style and the student GPA.

While the performance of the lecturer also seen from Table 5 shows the relationship between the performance of the lecturer and the student GPA from the results of SPSS data, showing that the correlation between the performance of the lecturer and the student GPA was $t = 3.126$ with a significant value = 0.004. Because the significant value is smaller than ($\alpha = 0.05$), then partially there is a relationship between the performance of the lecturer and the student GPA. For the F test can be seen in the table below:

Table 6. Hypothesis Test With Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.344	2	.172	4.911	.015 ^a
	Residual	1.015	29	.035		
	Total	1.359	31			

Data Source: Processing Results Using SPSS 16.0

The Anova test results show the value of $F_{count} = 4.911$ while $F_{table} = 3.33$ (seen from the list of F_{table} Kesumawati & Ichwan Aridanu, 2017: 179) thus the value of F_{count} is greater than F_{table} , so is Significant = 0.015 lower than ($\alpha = 0, 05$). These results indicate that the three variables tested (Visionary Leadership Style, Lecturer Performance and Student GPA) influence each other together.

Then from processing data from table 5. Multiple Linear Regression and Correlation Coefficients, obtained $R = 0.503$, this shows that the relationship between the strengths of the three variables (X_1 , X_2 , and Y) is in the classification of 0.40 - 0.70 means there is a relationship strong. Whereas R Square is 0.253 which shows that the ability of the visionary leadership style and the

performance of lecturers to influence the fluctuation of the Student GPA is equal to 25.3%, meaning that there are still other variables that influence that is equal to 74.7% (in addition to the visionary leadership style and performance variables lecturer).

7. Conclusion

Based on the discussion, it can be concluded that: 1) The visionary leadership style has no effect on student achievement, especially the Student Achievement Index (GPA) in the Muhammadiyah STIKes Palembang environment; 2) Lecturer performance has an effect on student achievement, especially the Student Achievement Index (GPA) in the Muhammadiyah STIKes Palembang environment; 3) Visionary leadership style

and lecturer performance have a positive (strong) influence on student achievement, especially the Grade Point Average (GPA) in the Muhammadiyah STIKes Palembang environment; 4) the absence of the influence of the visionary leadership style on student achievement, especially the Student Achievement Index (GPA) in the Muhammadiyah STIKes Palembang environment due to partial results (t test = 0.197) greater than ($\alpha = 0.05$); 5) The performance of the lecturer has an effect on student achievement, especially the Cumulative Performance Index (GPA) in the Muhammadiyah Palembang STIKes environment, which is proved by the partial acquisition of results (t test = 3.126) smaller than ($\alpha = 0.05$); and 6) Visionary leadership style and lecturer performance together (simultaneous) there is a strong influence on student achievement, especially the Grade Point Average (GPA) in the Muhammadiyah STIKes Palembang environment through the F test of 25.3%.

Furthermore, it was suggested that: 1) There are other factors of the visionary leadership style variables that influence student achievement, especially to improve Student GPA in this study, for example involving staff/employees because without staff/employees, managerial systems for student affairs in the field of administration and student affairs do not will run well; 2) For the influence of the performance of the lecturer, it should be improved in carrying out its performance as a tangible manifestation of tertiary education; 3) The leaders of the Muhammadiyah Palembang STIKes in carrying out tupoksi should involve lecturers and students in an effort to provide and complete facilities/infrastructure for example facilitating laboratory tools for practice, adequate reading resources to improve student achievement, especially student GPAs; 4) Likewise the lecturers of the Muhammadiyah Palembang STIKes in their tri-ed assignments were carried out professionally, coordinating with the leadership and involving students in research and community service; 5) The results of this

study can also be applied to public and private tertiary institutions in Indonesia, therefore there is further research, where the influence of the visionary leadership style on student achievement and the influence of lecturer performance on student achievement, especially GPA, is conducted separately (separately); and 6) This research is carried out only at the leadership level that has not involved staff/employees, so this is expected to be carried out further research involving staff/employees, so that the benefits of the results of this study become wider and will be more comprehensive.

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