

The Influence of Leadership Quality on Lecturer Performance through Communication Patterns and Human Resource Control Management

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Abstract

This study aims to elaborate and analyze the influence of leadership quality on lecturer performance through communication patterns and human resource control management and its impact on internal quality assurance at universities. This research is quantitative with an exploratory approach, which was conducted at Tomkaka University Mamuju, West Sulawesi Province. The population of this study were all lecturers from 7 faculties, namely 152 people, with saturated sampling technique so that all lecturers were research samples. The research instrument used interviews and questionnaires as data collection tools. For data analysis, SEM-PLS is used to test the direct and indirect effects of the conceptual model created. This study shows the findings that 1) leadership quality improves communication patterns; 2) leadership quality improves human resource control management; 3) leadership quality improves lecturer performance; 4) communication patterns improve lecturer performance. This facet examines how strategic management of human resources contributes to optimizing lecturer performance. It includes aspects like recruitment, training, performance appraisal, and feedback mechanisms. The theme suggests that adept management of these elements by leaders can lead to a more engaged, motivated, and competent faculty. The theme emphasizes the importance of effective communication within academic institutions. It explores how clear, transparent, and consistent communication from leaders can enhance understanding, build trust, and foster a collaborative environment, thereby improving lecturer performance.

Keywords: leadership, performance, lecturer, communication, human resource, Indonesia

1. Introduction

Higher education is a place to give birth to cadres of national leaders, because in this place gather people who are knowledgeable and reasoning. The responsibility of education is not only the burden of the government but by all levels of society (Seppa et al., 2021). An important issue that must be considered is how college management is organized in a neat, efficient and accountable management, so that it has a clear direction, namely good graduates. Increasing the ability to manage and develop universities is very necessary, including using modern quality-oriented management principles. For the owners and managers of Higher Education, the quality management system essentially implies continuous improvement to strengthen and develop the quality of graduates so that they can be absorbed by agencies and the labor market (Mukabutera et al., 2016).

There are several things that need attention, namely improving service quality, determining anticipatory steps in responding to the real needs of the community, improving a flexible institutional system to make it easier to adapt and adjust to changes, increasing the effectiveness of group cooperation and optimizing teamwork among related units, structuring management based on effective leadership, and empowering and developing human resources (Faridav et al., 2021). The existence of universities in

today's society where everything is so open, but at the same time also so vulnerable to various inputs, both positive and negative inputs, requires universities to be able to present a positive image as a quality institution that cares about community conditions and is adaptive to various developments and community demands (Yusriadi, Anwar, et al., 2020).

Therefore, the role of leaders, communication patterns and balanced with rewards for employee work achievements are closely related to employee performance which leads to ensuring the sustainability and quality of an organization or institution, this is because the development of science and technology continues and along with the times, so an organization if it does not want to be left behind, it must keep up with the times. Where what is needed is how the organization always maintains communication patterns and rewards for the performance of its human resources, because the educational background of human resources and work experience alone is not enough to make human resources have quality work that can compete in an advanced era like now. To realize good service, employees can provide good quality work in serving people who need services. The quality of human resources that refers to the quality of work is the knowledge, skills and abilities of employees are closely related to the quality of employee work (Yusriadi, bin Tahir, et al., 2020a, 2020b).

Based on the data report on the results of the achievement of lecturer performance in the last two years at Tomakaka Mamuju University, which broadly focuses on the implementation target and the achievement of the Tri Dharma of Higher Education, where the percentage of achievement of work targets each year is at 60% or still far from the target achievement or in other words not optimal. This results in not maximizing the implementation plan of the Tri Dharma of Higher Education in the following year because there are still implementation programs that have not been completed in the previous year.

Internal quality assurance of higher education is highly dependent on the performance of lecturers, lecturers as resources who have an important role in managing and carrying out institutional functions and bridging the needs of higher education both in quality and quantity (Ahmda et al., 2020). Therefore, in this study, the emphasis on aspects of lecturer performance is expected to strengthen the internal quality assurance of higher education, and as for this study, communication patterns and HR control management are not directly related to internal quality assurance because lecturers as actors and drivers of institutions are more oriented towards concrete evaluation of the results of the implementation of lecturer work routines and not on abstract assessments, although communication patterns and HR control management are realized in shaping lecturer performance.

2. Method

This study utilized a quantitative methodology to understand the influence of leadership quality on lecturer performance. The quantitative approach was chosen based on its ability to capture data and provide generalizable understanding. This methodology allows the researcher to investigate the objectivity of leadership quality's perspective on lecturer performance.

Research Design

This research is a type of quantitative research with an exploratory approach. The quantitative paradigm emphasizes theory testing through measuring research variables with numbers and analyzing data with statistical procedures. Exploratory studies are conducted to explore, investigate or explore something that is not yet known or only slightly known, with the aim of gaining more knowledge or new experiences.

Data Collection

The data in this study were obtained from primary data sources, namely data collected directly by distributing structured questionnaires to lecturers. As the first step of the research, observations were made with structured interviews and questionnaires given to respondents related to the subject matter

in question. Furthermore, the questionnaires were questionnaires were selected based on the predetermined respondent distribution criteria. From the selected questionnaires, the final sample size can be determined to proceed to the data analysis stage. In addition, to obtain the necessary data to support the research, several data collection techniques are needed. Collect data by conducting field surveys that have to do with the problems and phenomena related to the study.

Data Analysis

At first the researcher collects data, then determines the tools to obtain data from each element under study. The instrument in this research is a questionnaire. The scale used is a Likert scale with the function of measuring behavior, respondents' opinions regarding phenomena that occur in the social environment. With this scale, namely Likert, the variables measured are divided into indicator variables and then become the point of departure for designing instrument items where alternatives exist such as questions and statements. The results answered by each item from the instrument using a Likert scale have a very positive to very negative range, where by giving a score on each result that is answered by an alternative question.

Validation of Findings

The research instrument is said to be valid if the items in it are able to reveal the variables it will measure. The validity test was carried out with the Pearson correlation test (r), namely by comparing the correlation coefficient (r-count) with the critical value. Measuring items that show a correlation coefficient value above 0.3 are declared valid, or the item is able to measure the variable to be measured. Thus, measuring items that show a correlation coefficient value below 0.3 are declared invalid, or the item is unable to measure the variable that should be measured. Reliability measurement in this study was carried out by means of one shot or one-time measurement. Here the measurement is only once and then the results are compared with other questions or measure reliability with the Cronbach Alpha (a) statistical test. A variable is said to be reliable if the value and internal consistency reliability test for each construct indicate good results where the Cronbach's Alpha coefficients obtained meet the acceptable limits of > 0.60.

3. Result

Leadership Quality

The leadership quality variable (X) is formed reflectively by five indicators, namely directing, training, supporting, delegating, and consulting. The following table shows the results of descriptive analysis in the form of the frequency of respondents' answers regarding statement items and the average score for each item on the leadership quality variable (X).

Table 1. Leadership qualities

Item	Answer Response										Mean
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		
	f	%	f	%	f	%	f	%	f	%	
x.1	0	0	5	3.3	22	14.5	53	34.9	72	47.4	4.26
x.2	0	0	6	3.9	18	11.8	72	47.4	56	36.8	4.17
x.3	0	0	10	6.6	19	12.5	62	40.8	61	40.1	4.14
x.4	0	0	3	2.0	14	9.2	78	51.3	57	37.5	4.24
x.5	2	1.3	10	6.6	16	10.5	66	43.4	58	38.2	4.11
Mean variabel = 4,18											

Source: SPSS analysis results

The mean value of the variable is shown with a score of 4.18, which means that generally respondents gave a "high" answer. This indicates that overall, leadership quality is interpreted as high by lecturers as respondents at Tomakaka University Mamuju.

Communication Patterns

Communication pattern variables (Y1) are formed reflectively by six indicators, namely understanding, fun, attitude change, better relationships, shaping actions, and kinship. The following table shows the results of descriptive analysis in the form of the frequency of respondents' answers regarding statement items and the average score for each item on the communication pattern variable (Y1).

Table 2. Communication pattern

Item	Answer Response										Mean
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		
	f	%	f	%	f	%	f	%	f	%	
y1.1	0	0	7	4.6	8	5.3	77	50.7	60	39.5	4.25
y1.2	0	0	12	7.9	15	9.9	74	48.7	51	33.6	4.08
y1.3	0	0	2	5.3	17	11.2	81	53.3	46	30.3	4.09
y1.4	0	0	9	5.9	10	6.6	90	59.2	43	28.3	4.10
y1.5	1	0.7	13	8.6	20	13.2	61	40.1	57	37.5	4.05
y1.6	4	2.6	11	7.2	17	11.2	73	48.0	47	30.9	3.97
Mean variabel = 4,09											

Source: SPSS analysis results

The mean value of the variable is shown with a score of 4.09, which means that generally respondents gave a "high" answer. This indicates that overall, communication patterns are interpreted as high by lecturers as respondents at Tomakaka University Mamuju.

Human Resource Control Management

The HR control management variable (Y2) is formed reflectively by five indicators, namely empowerment, competency development, information sharing, recognition, and fair reward. The following table shows the results of descriptive analysis in the form of the frequency of respondents' answers regarding statement items and the average score for each item on the HR control management variable (Y2).

Table 3. HR control management

Item	Answer Response										Mean
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		
	f	%	f	%	f	%	f	%	f	%	
y2.1	0	0	9	5.9	11	7.2	69	45.4	63	41.4	4.22
y2.2	1	0.7	13	8.6	18	11.8	81	53.3	39	25.7	3.95
y2.3	1	0.7	3	2.0	23	15.1	84	55.3	41	27.0	4.06
y2.4	0	0	8	5.3	10	6.6	102	67.1	32	21.1	4.04
y2.5	1	0.7	4	2.6	12	7.9	81	53.3	54	35.5	4.20
Mean variabel = 4,09											

Source: SPSS analysis results

The average value of the variable is shown with a score of 4.09, which means that generally respondents gave a "high" answer. This indicates that overall, HR control management is interpreted as high by lecturers as respondents at Tomakaka University Mamuju.

Lecturer Performance

Lecturer performance variable (Z1) is formed reflectively by five indicators, namely productivity, quality of work, punctuality, initiative, and cooperation. The following table shows the results of descriptive analysis in the form of the frequency of respondents' answers regarding statement items and the average score for each item on the lecturer performance variable (Z1).

Table 4. Lecturer performance

Item	Answer Response										Mean
	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		
	f	%	f	%	f	%	f	%	f	%	
z1.1	0	0	3	2.0	18	11.8	61	40.1	70	46.1	4.30
z1.2	0	0	4	2.6	14	9.4	87	57.2	47	30.9	4.16
z1.3	0	0	4	2.6	12	7.9	68	44.7	68	44.7	4.32
z1.4	0	0	3	2.0	12	7.9	64	42.1	73	48.0	4.36
z1.5	1	0.7	5	3.3	10	6.6	67	44.1	69	45.4	4.30
Mean variabel = 4,29											

Source: SPSS analysis results

The mean value of the variable is shown with a score of 4.29, which means that generally respondents gave a "very high" answer. This indicates that overall, lecturer performance is interpreted as very high by lecturers as respondents at Tomakaka University Mamuju.

Internal Quality Assurance

The internal quality assurance variable (Z2) is formed reflectively by five indicators, namely autonomous, standardised, accurate, planned & sustainable, and documented. The following table shows the results of descriptive analysis in the form of the frequency of respondents' answers regarding statement items and the average score for each item on the internal quality assurance variable (Z2).

Table 5. Internal quality assurance

Item	Respon Jawaban										Mean
	STS		TS		R		S		SS		
	f	%	f	%	f	%	f	%	f	%	
z2.1	2	1.3	4	2.6	7	4.6	81	53.3	58	38.2	4.24
z2.2	2	1.3	6	3.9	16	10.5	84	55.3	44	28.9	4.07
z2.3	1	0.7	4	2.6	10	6.6	61	40.1	76	50.0	4.36
z2.4	1	0.7	7	4.6	8	5.3	62	40.8	74	48.7	4.32
z2.5	1	0.7	6	3.9	4	2.6	65	42.8	76	50.0	4.38
Mean variabel = 4,27											

Source: SPSS analysis results

The average value of the variable is shown with a score of 4.27, which means that generally respondents gave a "very high" answer. This indicates that overall, internal quality assurance is interpreted as very high by lecturers as respondents at Tomakaka University Mamuju.

4. Discussion

The influence of leadership quality on communication patterns

The magnitude of the influence of leadership quality on communication patterns is indicated by the high regression coefficient value, the influence of leadership quality on communication patterns is included in the high category. This finding indicates a strong influence, which means that any increase in the quality of leadership at Tomakaka University Mamuju will be followed by an increase in the communication patterns of the lecturers. Vice versa, any decrease in leadership quality will be followed by a decrease in communication patterns of lecturers in the campus environment (Yusriadi, n.d., 2019). The attitude and behaviour of the leadership in this case involves all lecturers in college decision making. In relation to the quality of leadership is in line with human capital theory that as a leader must be able to influence followers to increase organisational productivity and in human capital theory requires competent resources which then influence its members to have a strong character and used as development capital (Becker et al., 1990; Marginson, 2019). Human capital is a very important element of intellectual, because it can create competitiveness for the organisation. Similarly, in this study, the

quality of leadership shown encourages the communication patterns formed to be better by improving working relationships as a result of a leader who provides attention and support to lecturers.

In the concept of transformational theory shows the alignment that lecturers in building work relationships need leaders who can support them as a force in developing positive relationships at work and likewise in this case there is cooperation between leaders and subordinates to overcome the problems faced (Tan, 2014). Transformational theory as a theory that supports these findings where leaders work with followers to identify needed changes, create a vision to guide change through influence and inspiration, and implement changes together with committed group members.

The influence of leadership quality on HR control management

The impact of leadership quality on human resource control management at Tomakaka University Mamuju can be seen in the formation of empowerment where Tomakaka University can make decisions related to work routines on campus which ultimately form adaptive behaviours supported by lecturers. Empowerment in this case is a form of human resource control management that follows the rules and customs that apply in the campus environment by showing compliance with the decisions that have been taken (Sam et al., 2021; Williams & Bangun, 2022). In addition, human resource control management that is considered effective by respondents is the recognition given in this case the lecturers can be given recognition for their achievements which form a reliable source of human resource enforcement and the presence of leadership quality at Tomakaka University Mamuju is a manifestation of the participation of the campus community in it.

Control activities can be classified into two types, namely, management control and operational control. Management control leads to overall control of activities in order to gain confidence that the organisation's strategy has been carried out effectively and efficiently. Meanwhile, operational control only concerns certain tasks that have been carried out effectively and efficiently (Sawitri et al., 2019; Sukri et al., 2021). In relation to management functions, management control is the application of all management functions, said to be so because the implementation of management control includes operational planning activities, organising activities, coordinating activities, controlling activities and fostering activity implementers.

The effect of leadership quality on lecturer performance

It is undeniable that the speed of time in carrying out the tasks assigned to a person indicates seriousness and responsibility for achieving his goals (Gelderman et al., 2016; Shamsudin & Hassim, 2020) and proves that the speed of time factor is one of the most prominent of what is shown in this study and is an indication of the strength of the performance of lecturers at Tomakaka University Mamuju. The quality of leadership is the main cause of improving lecturers' performance as evidenced by the perceptions of respondents of this study who consider that their leaders are very supportive of what is the decision or input from the lecturers and are considered as a form of appreciation that provides freedom for lecturers to express and take part in various activities at Tomakaka University Mamuju.

The indicator of lecturer performance that shows an increase as perceived by respondents is productivity in the sense that their performance can be realised through the realisation of the achievement of the work programme of the study programme that has been compiled together, so it can be said that the quality of leadership supports the performance of lecturers with increased productivity of lecturers, the level of achievement of output is greater than input (Syahrir et al., 2021). Lecturer performance is one of the factors determining the success of the teaching and learning process in higher education. Performance is an activity carried out by each individual in relation to achieving planned goals (Debby et al., 2021; Klassen & Vereecke, 2012).

The effect of communication patterns on lecturer performance

Communication is something that is needed in interacting and is an important part of an organisation to be able to understand each other and convey the right information between one another. Therefore, the communication that is built in an organisation will have a major impact on the changes that occur including in realising the positive value of work actions carried out by members of the organisation. Something that is commonplace and has occurred in higher education activities at Tomakaka University Mamuju is the existence of communication patterns that are built as a means of realising common goals. And there have been many studies conducted that the role of communication in an organisation has a central role because it drives the wheels of the organisation (Lee & Kim, 2021; Oleś et al., 2020), communication is able to create a common vision and goals (Hasyimi et al., 2020).

The results of this study indicate that the most dominant indicator perceived by respondents in relation to communication patterns is creating a better relationship, meaning that in a communication that is formed is the creation of a better relationship and the fact in the empirical study of this research is evident that the lecturers in building internal communication in their environment are increasingly establishing a good relationship between them. As an appreciation given by each lecturer through interaction patterns with communication becomes a means of improving their performance for the better, so that with the existing communication patterns and applied by lecturers in their environment in realising better performance (Tenrisanna et al., 2021). It is undeniable that communication is a form of interaction that can motivate and build perceptions between one person and another and the lecturers in terms of their communication are more familiar.

5. Conclusion

The findings of this study confirm that the strength of lecturers as actors who can take part and strengthen the organisation with what they have. Likewise, as a strength in higher education organisations at Tomakaka University in ensuring that internal quality can be achieved due to the presence of lecturers as human capital. Human capital is an important factor for organisations because it can contribute greatly to the progress and development of the organisation and so is human capital as a very important element of intellectuals who drive competitiveness for higher education so that with a strong thrust owned by lecturers, it will increase productivity and also improve the institution on an ongoing basis. Lecturers are actors who have advantages in many ways and become the strength of a higher education institution with their intellectual values and therefore in ensuring the internal quality of higher education, the role of lecturers is very important and has the characteristics of human capital as an indication that his ability is a great opportunity in advancing an organisation. It is hoped that the values contained in a lecturer can be realised as a force that ensures the implementation of planned and sustainable higher education activities.

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