

The Effect of Leadership, Trust, and Academic Culture on Lecturers' Effective Teaching

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Abstract. The purpose of study was to study the influence of leadership, trust and academic culture on effective teaching of lecturers in Islamic State University of Sultan Syarif Kasim Riau. This research used the quantitative approach through the survey research. The sample of this research was 220 lecturers of Universitas Islam Negeri Sultan Syarif Kasim, who were selected randomly from eight (8) faculties. The result of this study indicates that :1) leadership has a direct effect with positive value on effective teaching,2) trust has a positive direct effect on effective teaching,3) academic culture has a positive direct effect on effective teaching,4) leadership has a positive direct effect on academic culture,5) trust has a direct effect with positive value on academic culture,and 6) leadership has a direct effect with positive result on trust.The research concluded thatthere was an effective teaching which were influenced by leadership, trust and academic culture.

Keywords: Leadership; Trust; Academic culture; Effective teaching

1 Introduction

One of the targets of the government's main concern in improving the quality of higher education graduates is to build a system capable of ensuring the implementation of quality assurance of higher education institutions. This policy strictly demands that the quality assurance process at universities is an indispensable requirement. Quality assurance at universities began to shift the quality paradigm itself. If previously, the quality is always assessed from the output, then through quality assurance, the assessment is done from the input, process and outcomes. This is done to understand on which part of the college's weakness in producing qualified graduates.

As a university institution in the national higher education system, State Islamic University of Sultan Syarif Kasim Riau has implemented a quality assurance system in the management and control of its institution. Owing to to the hard work of the management, in 2014 quality assurance held in UIN Suska Riau obtained ISO 2008 certificate. Such a remarkable achievement has not yet gone into use with the end product of the institution. The campus' identification results confirm that on average only 60% of its graduates were absorbed in the working world on their expertise. 25% were employed not according to their expertise, and the other 15% got jobs after waiting for two to three years. The fact also shows that in terms of overall management, this campus can be considered successful, but from the aspect of classroom management, it is not in line with the expectations of many parties. The process of management

in the classroom is related to the effective teaching of lecturers. The results of the researcher's initial observation led to various signs and phenomena, among others: 1). Learning carried out by lecturers have not been effective, indicated from the lack of lecturers' skills in managing learning well such as the use of methods, strategies and media that have not varied, 2). Weak supervision from the leaders to their subordinates especially lecturers, thus causing the low responsibility of lecturers in carrying out their duties as educators in the classroom, who just carry out their responsibilities, 3). Some lecturers experience trust issues to their leaders due to lack of leaders' attention to the needs of lecturers in the classroom such as inadequate equipment to support their duties in the learning process in classroom, 4). Less than optimal supervision to lecturers. In the learning process, there are still lecturers who do not pay attention to the discipline of coming to the classroom and having face-to-face meeting, 5). There are still lecturers who have not maximally developed academic culture, lacking activities in scientific discussions for improving the quality of learning, 6). The lack of new ideas and innovations of lecturers in learning so that learning seems boring, 7). One-way communication interaction pattern applied by lecturers still exist causing less effective learning, 8). The use of multimedia in learning is still not optimal. Learning activities frequently run manually, 9). The availability of work facilities, which is inadequate, causing lecturers to lack enthusiasm in performing their duties.

The above explanation and description become the basis for the researcher to conduct further research which focused on: the influence of leadership, trust and academic culture on the effective teaching of lecturers of State Islamic University of Sultan Syarif Kasim Riau.

Theoretical Framework

2.1. Effective Teaching

Aiello and Watson (2007:457) the highlights of compelling instructing are exceptionally comparable to those of the successful overseeing and advancement of staff—great classroom hone and great administration ought to be commonly strong so moved forward administration ought to lead to advancements in instructing and learning. The accentuation would be on skills of people and development of beneficial working relations. College administration would end up indeed participating more and including by amplifying the choice-making prepare to incorporate managers with middle level who would in turn counsel with their claim group individuals. Concurring to Liu (2008:149) compelling educating implies advancing the student's improvement to attain the instructing objective by improving teacher's education effectiveness compelling instructing considers diverse viewpoints of instructing and learning (Duarte,2013: 1-15).

2.2. Leadership

Colquitt (2009:441) leadership as the utilize control and impact to coordinate the exercises of supporters toward objective achievement". Concurring to Richard L. Hughes, Robert C. Ginnett dan Gordon J. Curphy (2012: 4) the method of affecting an organized bunch toward fulfilling its objectives. Michael Armstrong dan Stephen Taylor (2012:4) administration is the method of impacting the conduct of other to achive comes about. Kinicki Kreitner (2008:347) state that leadership characterize as a social effect handle in which the pioneer looks for the deliberate support of subordinates in an effort to meet organizational objective.

2.3 Trust

Colquitt (2009:243) truth is readiness to be vulnerable to a specialist in line with positive desires almost the specialist activities and eagerly. Mayer in Yolandi, (2011:3) believe is the

readiness of a party to be helpless to the activity of another party based on the desire that the other would conduct a specific activity vital to the trustor, independent of the capacity to screen or investigate the other party. Whereas Mc Shane (2008:295) clarify that a mental state comprising the ponder to recognize frailty based on positive desires of the expectation or behavior of another individual.

2.4 Academic Culture

Xi Shen (2012:61) academic culture in the campus is really the outside show of the common values, spirits, behavior standards of individuals on campus who are seeking after and creating their ponder and investigate. The types of culture can be epitomized within the rules and controls, behavior designs, and fabric facilities. The colleges' academic culture comprises scholastic viewpoints, scholastic spirits, scholarly morals, and scholastic situations.

2 Research Methods

This inquires about employments graphic examination approach. This implies that each variable displayed within the theory will be watched through testing the causal relationship of free factors to the subordinate variable. Connections between variables can be portrayed within the shape of way examination. The populace in this investigation is UIN SUSKA Riau's teachers from eight workforces which sum to 500 individuals. Tests of 222 individuals were taken utilizing irregular inspecting. Surveys to be utilized in investigate, to create a substantial and dependable instrument, to begin with, tested with legitimacy and unwavering quality test instrument. By employing a substantial and dependable instrument, it is anticipated that the comes about will be substantial and dependable. Testing the legitimacy of the instrument utilizing the thing investigation, which is to calculate the score of each thing with an add up to score which is the number of each scored item. The relationship coefficient utilized is the Item Minute relationship coefficient. Seeking out for instrument unwavering quality whose score is.

3 Results and Discussion

The test was utilized to test the legitimacy of each consider variable, where all the factors contain 40 articulations that are replied to by 30 respondents. The criteria utilized in deciding the legitimacy of the explanations utilized in this think about are as takes after: believe level = 95 percent (likelihood or $\alpha = 5\%$), degrees of opportunity ($df = n - 1$) = $n - 30 - 1 = 29$, gotten r table = 0,361. If r tally is more prominent than r table and the esteem of r is positive, at that point the explanation thing is said to be substantial Based on the examination that has been done, at that point the legitimacy test comes about are all pronounced valid.

3.1. Analysis of The Effect of leadership, trust and academic culture on effective teaching.

The model of linear analysis could be seen based on the calculation by using program of SPSS as following details:

Table 1. Results of SPSS First Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	42.669	10,932		.903	000
Leadership (X1)	.308	,072	.260	.287	000
Trust (X2)	.301	,074	.245	.046	000
Academic Culture (X3)	.404	,106	.233	.801	000

a Dependent Variable: Teaching Effectiveness (X4)

The equation of structure formed in the first sub-structure of model consists of 3 path coefficients of the variable X1 to X4, X2 ke X4, and X3 to X4 is: $X_4 = \beta_{41}X_1 + \beta_{42}X_2 + \beta_{43}X_3 + \beta_{4\epsilon 1}$. With $(R_{4.123})^2 = 0.2711$ so $\beta_{4\epsilon 1} = 0.854$. Therefore, the structural equation form in the first sub-structure model: $X_4 = 0.260X_1 + 0.245X_2 + 0.233X_3 + 0.854$.

3.2. Analysis of The Effect of leadership and trust on academic culture.

Table 2. Results of SPSS for 2nd Model

Model	Unstandardized Coefficients		Standardized Coefficients		ig.
	B	Std. Error	Beta		
(Constant)	42,406	6,342		,687	000
Leadership (X1)	,154	,044	,224	,448	001
Trust (X2)	,151	,046	,213	,281	001

a Dependent Variable: Budaya Akademik (X3)

3.3. Analysis of The Effect of leadership on trust

The structural calculation constructed in the second sub-structure of model consists of two path coefficients of the variable X1 to X3 and X2 to X3 is: $X_3 = \beta_{31}X_1 + \beta_{32}X_2 + \beta_{3\epsilon 2}$. With $(R_{3.12})^2 = 0.1158$ so $\beta_{3\epsilon 2} = 0.940$. Therefore, the structural equation in the 2nd sub-structure model is: $X_3 = 0.224X_1 + 0.213X_2 + 0.940$.

Table 3. Results of SPSS Third Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	90.778	6.938		3.083	.000
Leadership (X1)	.20	.063	.209	.171	.002

a Dependent Variable: Trust (X2)

The structural calculation formed on the third substructure model calculated by the variables path coefficient of X1 to X2 is: $X_2 = \beta_{21}X_1 + \beta_{2\epsilon_3}$. With $(R_{12})^2 = 0.0437$ so $\beta_{2\epsilon_3} = 0.978$. Thus, the form of structural equation in the third sub-structure model: $X_2 = 0.209X_1 + 0.978$.

Based on the causal model that is formed, theoretically, the path analysis diagram will be obtained, and then the coefficient value of each lane is calculated as below:

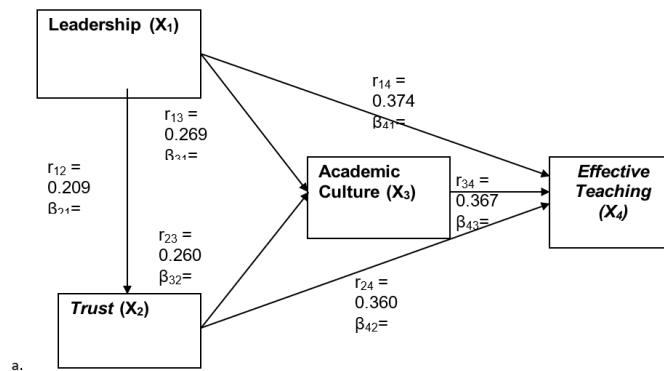


Fig.1. Model of Structural Relationships between Variables Based on Path Analysis

From the summary of analysis and process of calculation carried out on the part of direct effect, it is able to be finalized as following results:

Table 4. Summary of Hypothesis Testing Results

No.	Variable	Path Coefficient	Tcount	Ttable $\alpha = 0.05$	Test results
1.	X1 on X4	0.260	4.29 **	1.97	There is a positive direct effect of X1 on X4
2.	X2 on X4	0.245	4.05 **	1.97	There is a positive direct effect of X2 on X4
3.	X3 on X4	0.233	3.80 **	1.97	There is a positive direct effect of X3 on X4
4.	X1 on X3	0.224	3.45 **	1.97	There is a positive direct effect of X1 on X3
5.	X2 on X3	0.213	3.28 **	1.97	There is a positive direct effect of X2 on X3

6.	X ₁ on X ₂	0.209	3.17 **	1.97	There is a positive direct effect of X ₁ on X ₂
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** = very significant (tcount > ttable)

4 Conclusion

From the summary of the research, it can be concluded as follows: 1) Leadership has direct effect with positive value on effective teaching. This means that good leadership will lead to an increase in teaching effectiveness of lecturers in UIN Suska Riau, 2). Trust has a positive direct effect on effective teaching. This means that high trust will lead to an increase on the teaching effectiveness of lecturers in UIN Suska Riau, 3). Academic culture has a positive direct effect on effective teaching. This means that a good academic culture will result in improved teaching effectiveness of lecturers in UIN Suska Riau, 4). Leadership has a positive direct effect on academic culture. This means that good leadership will lead to an increase on the academic culture of lecturers in UIN Suska Riau, 5). Trust has a positive direct effect on academic culture. This means that high trust will lead to an increase in the academic culture of lecturers in UIN Suska Riau, 6). Leadership has a positive direct effect on trust. This means that good leadership will lead to increased trust of lecturers in UIN Suska Riau. Based on the research findings, it can be stated that effective teaching can be influenced by leadership, trust and academic culture. This means that the effective teaching of a good lecturer is due to good and strong leadership, balanced with trust towards the leadership and supported by a well-established academic culture.

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