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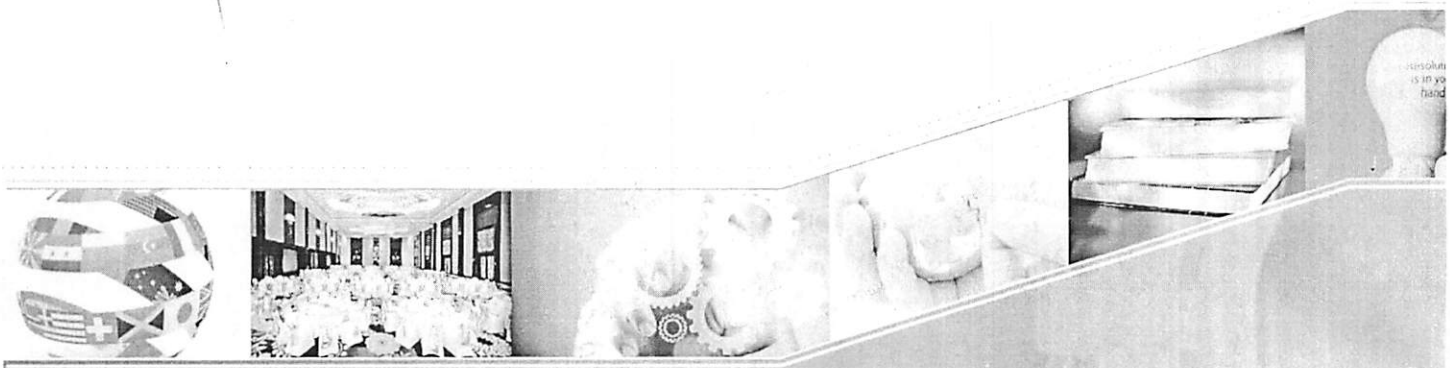
Corporate University to Improve Organizational Performance



proceedings

Corporate University to Improve Organizational Performance

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Leadership Styles In Improving Lecturers' English Competence At Telkom Economics And Business School

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Abstract

Many universities in Indonesia are now starting to become World Class University (WCU). To achieve this, many things that should be prepared by an institution; they are Teaching - the learning environment (30%), Research - volume, income and reputation (30%) Citations - research influence (30%), International outlook - staff, students and research (7.5%), Industry income - innovation (2.5%). The lecturers in higher education have a very important role to achieve this. It is because the standards used by WCU are about lecturers' responsibilities. Of course, to have the world standard, English language skills are essential to be mastered by the lecturers. This capability consists of the knowledge, attitudes, and behavior in English. Therefore, the leaders must strive to create an educational environment that supports the goal to be WCU. Through the leadership style, they can drive and support the lectures to participate and to have achievement-oriented motivation. Therefore, this study is aimed to analyze the influence of leadership on lecturers' English competence. The population used in this study is lecturers at Telkom Economics and Business School (TEBS). The method used is causal with data analysis using simple regression. The results shows that there is a significant influence of leadership styles on lecturers' English competence.

Keywords: *leadership style, lectures' English Competence*

Introduction

Many private universities in Indonesia are moving toward World Class University (WCU). There are 4 (four) keys to be the WCU i.e.: research quality, teaching quality, graduate employability, and international outlook. Research quality is about the quality of researches conducted by the university, the number of researches published in national, international, and accredited journal. A university will be acknowledged as a center of excellence if it has given contribution to the science advancement. *Teaching quality* refers to how good the teaching method is, including the facilities to support the teaching and learning process. *Graduate employability* refers to the quality of the graduates, the graduates' absorption in the industries or governments, and also their salary. Meanwhile, *international outlook* refers to the cooperations conducted by the university with other universities, industries, governments in all over the world. Besides that, the proportion of foreign students, staffs, or lecturers; and students' or lecturers' exchanges are also very important to be recognized as WCU.

In order to be WCU, the rector of Telkom Institute of Management (now the Dean of Telkom Economics and School) said that Telkom Institute of Management has taken the steps to be WCU by cooperating with internationally recognized universities and also improving the quality of human resources (lecturers). (http.//m.pikiran-rakyat.com)

The human resources in university consists of lecturers, administration staffs, and students. They should be fostered to improve their competence and ability. It is very important to make Telkom Institute of Management (Telkom Economics and Business School--TEBS) can be recognized internationally and compete in global society. From the four keys, it seems that lecturers have important roles to reach the goal to be WCU. In research, the lecturers are demanded to publish their researches to the national, international, or accredited journal. They also need to improve their teaching quality, graduates' quality, and play a role as relationship reinforcers with other higher educations.

To be able to do these roles, the lecturers must have excellent English language competence. Why English language? It is because English is still considered as an international language and this language is widely used all over the world through books, scientific journals, seminar or workshop and so on. Selection for lecturers who have good English language competence at the recruitment will facilitate the universities in fostering and improving the lecturers' potential. The ability to write, to express the thoughts and ideas, to understand the textbook, to listen other presenters in seminar or workshop in international level should be supported by the excellence English competence.

The leadership has important role in improving lecturers' English competence. Through leadership, an organization can have good values to be implemented in its culture. The leader can instill good habit and make it as part of his employees' daily life. It is because a leader has a role to persuade, support a person or group of people to achieve the organization's goal in a certain situation (Tucker in Sudarwan, 2004). Therefore, it is possible for the leaders to use their power to maximize the lectures' English competence to achieve the goal of TEBS as part of WCU.

Research Questions

Based on the research background, the research questions for this research are:

1. How is the leadership style in TEBS?
2. How is the lecturers' English competence in TEBS?
3. How significant is the influence of leadership role on the lectures' English competence?

Literature Review

Leadership

According to Toha (2006), leadership is an activity to influence other people to reach the organization's goal. Meanwhile, Robbins (2001) stated that leadership is a process to influence a group of people to reach the goal. These definitions have

perspective that a leader can be called as the leader if he can influence other people to achieve the goal. It can be concluded that the leader is a person who inspires, persuades, influences, and motivates other people.

There is an approach used to understand the success of leadership--that is by focusing the attention to what is done by the leader--what is his style. Leadership style is the style or way used to influence other people's attitude or behavior (Thoha, 2001). This style can be used by the leader to lead his subordinates or followers. The leader cannot use the same style in leading his people, but it should be adjusted with the characteristics of his followers. The effective leader, in applying a certain style, should understand his subordinates, know the strengths and weaknesses of them, know how to balance the subordinates' strengths and weaknesses.

Path Goal Theory developed by Robert House (1971), in Kreitner dan Kinicki (2005) stated that the leader use more than one style. He identified five leadership styles, namely:

1. Directive style
   House and Mitchell (1974) in Yukl (1989) stated that the directive leadership is about informing the subordinates what the leader expects from them, giving a specific guidelines, and asking them to follow the rules and procedures, managing their time, and coordinating their work. In educational environment, in order to improve the lecturers' English competence, the leader informs about the expectation of the institution to the lecturers in order to achieve the goal as WCU, gives direction to the lecturers, plans and organizes the efforts to improve their English competence (for example: organizing English course for the lecturers, etc.).
2. Supportive Style
   This leadership style shows the warmth of the leader, for instance: the leader is easily to meet, and care to his subordinates. The leader will support his subordinates to increase their self-esteem, to reduce the tension, to minimalize negative aspects. In relation with improving lectures' English competence and increasing the lectures' self-esteem in using English, the leader supports the lectures to follow the activity that mainly used English as a communication tool such as international seminar or workshop, benchmark to other countries, etc.
3. Partisipative Style
   This style always expects the suggestions and ideas from his subordinates before the leader takes decision (House dan Mitchell 1974 in Yukl 1989). This style is also performance oriented and ask participation of the subordinates. In order to ask participation from his subordinates in using English, the leader should demonstrate it first. It means how the leader can ask the lecturers to participate in using English if the leader himself cannot speak or understand English. Therefore, it is very important for the leader to be a role model for the lecturers by having good command of English, or the leader can start conversation in English with the lecturers to discuss a light topic in a certain day. If the leader asked the participation from the lecturers, it means that

he should participate first.

4. Achievement-Oriented Style
   This style sets a challenging goal, expects the subordinates to have good achievements, and continuously improving subordinates' achievement to achieve the goal. Yukl (1989) stated that individual behavior is driven by *need for achievement*. Therefore, in order to improve lectures' English competence, the leader should set a challenging goal for example he challenges them to have international achievements and gives rewards if they can achieve that.
5. Tutor Style
   In this style, the leader only monitors the subordinates' performance. There is no need for many interactions as long as the subordinates' performance is still good (Griffin, 1980 in Yukl, 1989). The leader can trust and appreciate the subordinates who have good performance.

Language Competence

Competence, according to Robert A. Roe in Mathis and Jackson (2002), is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing". Competence is very important in driving the organization to achieve the competitive position. Glick in Mathis and Jackson (2002) stated that an organization needs to pay attention to its success as preparation for development and cooperation. Competence can be shown in the form of individual's ability in implementing knowledge into action.

According to Mathis and Jackson (2002:99), skill and knowledge competence tend to be more visible because they are relatively easy to improve, for instance by following courses or training program. Therefore, the competence in this research is limited into two sub variables—attitude and behavior.

a. Language Attitude

Anastasi (1965:541) defines attitude as follows:

"An attitude is often defined as a tendency to react favorable or unfavorable toward a designated class of stimuli, such as a rational or racial group, a custom, or an institution. It is evident that, when so defined, attitude cannot be directly observed, but must be inferred from behavior, both verbal and nonverbal".

Krech, Crutcfield dan Ballachey (1962:140) consider attitude as a system that contains three component—cognitive, affection, and action tendency or according to Azwar (2002:3), they are called cognitive, affective, and conative component.

Sumarsono and Partana (2002) concludes about the three attitude components as follows:

1. Cognitive refers to knowledge about natural surroundings.
2. Affective refers to feeling or emotion.
3. Conative refers to individual tendency to act or react in a certain way.

From the explanation above, what is meant by language attitude in this research is

perception (agree/ disagree), affection (happy/ unhappy), and conation (tendency to act) toward English language.

b. Language Behavior

According to Sarwono (1993), human behavior covers all results of experience and interaction with the environment in the form of knowledge, attitude, and behavior. Therefore, language behavior is lectures' activity such as talking (talk to other lectures, superior, and students) writing (write research report/ proposal, articles/ journal), listening (listen to other people in context of general lecture, seminar/ workshop). Carlson and Buskit (1997) stated that behavior is influenced by environment (working environment, family, and community).

Language attitude (awareness of language norms) and knowledge will appear in human's behavior. The linkage between knowledge and attitude will be evident in behavior. According to Harmer (2001) attitude is a tendency to like or dislike something and still has to be translated in appeared behavior. Therefore, the knowledge, attitudes, and behaviors have reciprocal relationship. In addition, there is the fact that mastery of English is not always taken by the lecturers as an initial competence when they started teaching because they can have it later. Hence, the greater demands on the lecturers to master English, the more affecting lectures' behavior in using English.

The influence of Leadership style on Lectures' English competence

As explained previously, leadership has important role to influence other people. To achieve TEBS's goal to be part of WCU, lectures need to be supported with English language in order to implement the three responsibilities of higher education – teaching, research, community services. Therefore, the leader can use his power to decide regulation or rules to improve the awareness of lectures in using English.

Hypothesis

Based on the literature review mentioned above, the hypothesis is as follow: **"There is a significant influence of leadership style on lectures' English competency."**

Research Method

The research method used in this research is qualitative by identifying causal relationships between leadership style and lectures' English competence.

Operasionalization of Variables

The variables used in this research are:

1. Independent Variabel (X1) is leadership style
2. Dependent Variabel (Y) is lectures' English competence with sub variables:
   a. Language Attitude which contains cognitive, Affective, and Conative components
   b. Language Behavior

Population and Sample

Population in this research is all permanent lecturers at TEBS with the total 126 lecturers. The sample taken by using Slovin formula with degree of errors (d) 10% is 56 lecturers. The sampling technique used is *stratified random sampling* with the proportion as in the following table 1:

Study Program	Sample
Business Management of Telecommunication and Informatics	29
Accounting	9
Business Administration	9
Communication Science	9
	56

Table 1. *Proportion of sample*

Data Collection

Data used in the research is primary and secondary data. Data are collected through questionnaire and literature review.

Data Analysis Technique

1. Descriptive Analysis

To measure the respondents' perception about leadership style and Lectures' English competence, measurement is conducted through the following steps: (Gita, 2011):

1. Cumulative score is the total score from each item from 56 respondents.
2. Percentage is cumulative score divided by the frequency and times 100%,
3. The respondents are 56 people with the biggest measurement is 4 and the smallest is 1, so that the highest cumulative score is 56 x 4 = 224 and the lowest cumulative score is 56 x 1 = 56. Meanwhile, the smallest percentage is (56 : 224) x 100% = 25%. The interval score is 100% -25% = 75%. If it is divided by 4 scale of measurement, the percentage interval is 18,75%. The category for each item is explained in the table 1 below:

Percentage	Category leadership style and Lectures' English Competence
25%-43.75%	Poor

43.75%-62.50%	Fair
62.50%-81.25%	Good
81.25%-100%	Excellence

Table 2. *The category of interpretation*

4. The criteria of interval score for each item, according to Kuncoro (2003:124 in Gita, 2011:103) is determined by the following formula:

$$NJI = \frac{The\ total\ of\ cumulative\ item}{The\ total\ of\ the\ highest\ item\ cumulative}\ x\ scale$$

The calculation of the total score and ideal score for each variable is :

a. Total Score
   Total Score = (the number of respondents who are strongly agree x 4) + (the number of respondents who are agree x 3) + (the number of respondents who are disagree x 2) + (the number of respondents who are strongly disagree x 1)
b. The ideal score is assumed if all respondents answer strongly agree with the formula as follows:

$$SI = \frac{4\ x\ total\ respondents}{total\ score}$$

2. Quantitative Analysis

The simple regression is used to measure how significant the influence of independent variable on dependent variable and to predict the dependent variable by using independent variable. The main function of regression analysis is a) making average estimation and variable value depended on the value of dependent; b) testing the hypothesis; and c) estimating the average value that is based on the value of dependent variable outside the range of sample (Sarwono & Budiono, 2012:167)

The requirements of simple regression model are based on the following criteria:

a. The regression model will be considered proper if the significant value of ANOVA< 0.05.
b. Predictor used as dependent variable is proper. It is proper if the value of Standard Error of Estimate < Standard Deviation.
c. Regression coefficient should be significant. The t test is conducted, if t value > t table it means that the regression is significant.
d. There is no auto correlation if the number of Durbin Watson (DB) < 1 and >3.
e. The conformity of regression model can be explained by using r^2, the bigger the r^2, the better the model. If the value approaches 1 the model is better.
f. There is a linier relationship between dependent and independent variable.
g. Data should be distributed normal.
h. Data should be interval or ratio scale.
i. One of the variable is dependent and other variable is independent.

The equation for the simple regression is:

$$Y = a + b X$$

Explanation:
Y = dependent variabel (lectures' English competence)
X = independent variable (leadership style)
a = intercept
b = regression coefficient/ slope

3. Hypothesis Testing

To test the hypothesis, If t value > t table then there is a significant influence of leadership style on lectures' English Competence.

Validity and Reliability Test

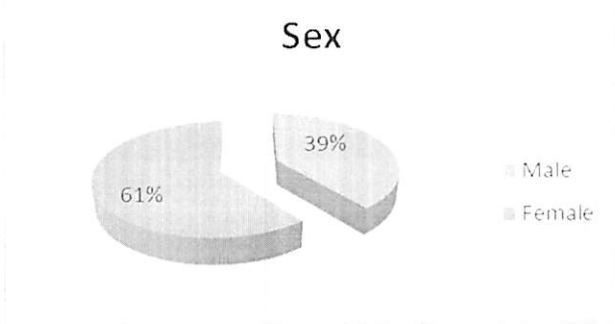
To check the validity of each item in the questionnaire, Pearson Product Moment correlation is used with the level of significance (α) =0,05. The reliability test is used to check the accuracy of the instrument (Arikunto, 2002). The critical coefficient alpha should be more than 0,70 (Arikunto, 2002) to indicate that the instrument is reliable or accurate. To minimize errors, the data processing is conducted by using *Statistical Product and Service Solution* (SPSS) Version 20.

Result and Discussion

Respondents' Characteristics

a. Based on Sex

The respondent's characteristics based on sex can be seen in picture 1 as follows:

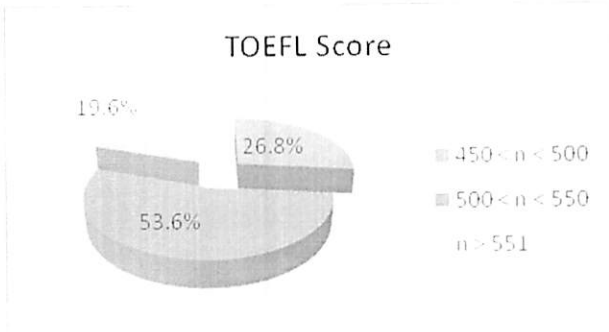


Picture 1. *Respondents based on Sex*

Based on picture 1, more respondents are female (60.7% or 34 lecturers) and the rest of respondents is male 39.3% or 22 lecturers.

b. Based on TOEFL score

The respondent's characteristics based on TOEFL score can be seen in picture 2 as follows:

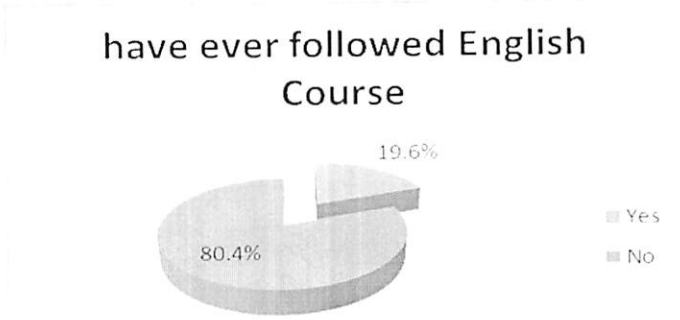


Picture 2. *Respondents' based on TOEFL Score*

Based on picture 2 above, the respondents who have TOEFL score 500 < n < 550 are 53.6% or 30 lecturers. The respondents who have TOEFL score 450 < n < 500 are 26.8% or 15 lecturers. The respondents who have TOEFL score n > 551 are 19.6% or 11 lecturers.

c. Based on respondents who have ever followed English Course

The respondents' characteristics based on respondents who have ever followed English course can be seen in picture 3 as follows:

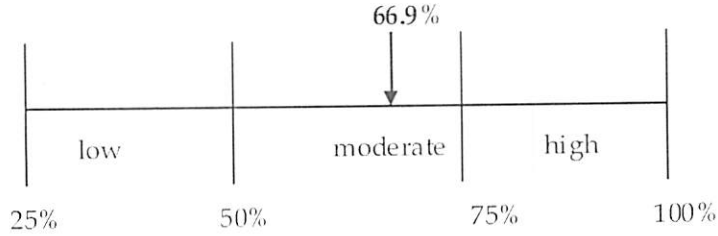


Picture 3. *Respondents who have ever followed English Course*

Based on picture 3 above, the respondents who have ever followed English course are 11 lecturers or 19.6%. Meanwhile, the respondents who have never followed English course are 45 lecturers or 80.4%.

Respondents' Response on Leadership Style

The response of respondents on the leadership style can be seen in in the picture 4 as follows:

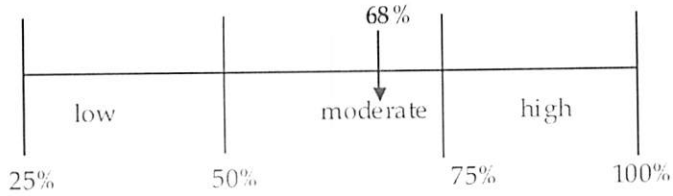


Picture 4. *Continuum line of Leadership style*

Based on the line continuum above, it can be concluded that the leadership style is moderate.

Respondents' Response on Lecturers' English Competence

The response of respondents on the leadership style can be seen in in the picture 5 as follows:



Picture 5. *Continuum line of lectures' English competence*

Based on the line continuum above, it can be concluded that the lectures' English competence is moderate.

Result and Discussion

In this research, the test is conducted to know the influence of leadership style on lectures' English competence.

a. Correlation Analysis

To know the significant relationships between leadership style and lectures' English competence, the product moment correlation is used.

Correlation			
		Lecturers' English competence	Leadership Style
Pearson Correlation	Lecturers' English competence	1.000	.337
	Leadership style	.337	1.000
Sig. (1-tailed)	Lecturers' English competence	.	.006
	Leadership style	.006	.
N	Lecturers' English competence	56	56
	Leadership style	56	56

Table 3. *Correlation*

From table 3 above, there is a correlation between leadership style and lectures' English competence of 0.337 or 33.7%. Based on the interpretation criteria, the level of correlation is low. The positive value means the better the leadership style the better lectures' English competence at TEBS.

b. The determinant coefficient Analysis

R Square (R^2) or determinant coefficient (KD) in table 4 below shows how good the regression model formed by the interaction between dependent and independent variables. The value of determination coefficient is as follows:

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.337[a]	.114	.097	.39043	1.695
a. Predictors: (Constant), leadership style					
b. Dependent Variable: lectures' English competence					

Table 4. *Determinant Coefficient*

It shows *R square* is 0,114 or11.4%. It means that the influence of leadership style (X) on lecturers' English competence is 11.4%, and 88.6% is influenced by other factors.

c. Simple Regression Analysis

Based on the calculation using SPSS 20.0, the result is as follows:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.185	.272		8.039	.000		
	Gaya Kepemimpinan	.227	.086	.337	2.631	.011	1.000	1.000

a. Dependent Variable: Sikap Bahasa Inggris

Table 5. *Regression Testing*

Based on table 5 above, it shows the equation of this research as follows:

$$Y = 2.185 + 0.227\ X$$

The regression equation can be used to predict the influence of dependent variable on independent variable. The regression coefficient of 0.227 shows that each addition of 1 variable of leadership style (X) will improve lectures' English competence of 0.227 or 22.7%.

Hypothesis Testing

Based on the hypothesis testing, t value is more than t table (2.631 > 1.671), and significant value is 0,011 (< 0.05) which means H_1 is accepted. In other words, there is a significant influence of leadership style (X) on lecturers' English competence (Y). Therefore, the regression model is proper and correct. In conclusion, if the leadership style is low, the lecturers' English competence will be low but if the leadership style is high, the lecturers' English competence will be high.

Conclusion

From the analysis explained previously, the leadership style has a significant influence on lectures' English competence but the influence is low. It happens because in TEBS, one of the requirements to be permanent lecturer is the candidate should have TOEFL score more than 500. It can also be seen from the percentage of lectures' who have TOEFL score more than 500 is 73.2%. Therefore, the lecturers' basic knowledge of English is good. Some of the lecturers also have followed English course to improve their English capability. It means without too many interruption from the leader to improve their English competence, the lecturers' English competence is good. But. is the lecturers' English competence enough to make TEBS compete and become part of global society? It still needs support from the leader to achieve that. Through regulation or rules, the leader can create the academic atmosphere that has international outlook for instance providing English Day so all academic members in TEBS can use English on that day; or providing rewards for the lecturers if their research can be accepted in indexed Scopus journal; or supporting the accommodation and transportation for the lecturers if they have to present their research abroad. These things will be the vehicle to faster the implementation goal to be WCU.

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