THE DETERMINANT INFLUENCE OF THE ROLE OF LEADERSHIP VISIONARY ON THE QUALITY OF PRIVATE HIGHER EDUCATION IN MEDAN CITY

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Abstract. *The purpose of this study is to determine the contribution of visionary leadership roles which include determining the direction, spokesperson, agents of change and trainers directly on the quality of Private Universities in the city of Medan. Besides determining the factors that have a very dominant influence among the role of visionary leadership on the quality of Private Universities in the city of Medan. This research illustrates the role of a visionary leader in influencing others through his role as a determinant of direction, agents of change, spokespersons and trainers in each situation to achieve the goals of an institution that is a quality university. Through the design of the proposed model, the contribution, and the most dominant factor in influencing the quality of Private Higher Education (Perguruan Tinggi Swasta: PTS) in the city of Medan is illustrated. The research approach used is quantitative, with an explanatory survey methodology through a questionnaire to collect information about the variables studied. The research sample numbered 258, the analysis technique used was Structural Equation Modeling with the analysis phase: (1). Descriptive Analysis, (2). Test data analysis prerequisites, (3). Research Hypothesis Test, (4). Regression Weight and (5). Model Conformity Test and (6). Discussion of Results. From the results of the study note that there is a positive contribution of 0.39 between the role of visionary leadership directly on the quality of private universities in the city of Medan. While the leadership role determining factor contributes 0.57; spokesperson 0.43; the change agent is 0.41 and the trainer is 0.04, so it can be concluded that the most dominant factor influencing the quality of PTS in Medan is the direction determining dimension.*

Keywords: *Leadership, Visionary, Lecturer Performance.*

INTRODUCTION

The higher education program is carried out to support the aim of providing and achieving high quality, relevant, internationally competitive and equitable higher education services in all provinces. The habit of measuring the quality standards of tertiary institutions currently emphasizes a lot on basil or products, while there are

other things related to aspects of organizational internal processes that occur in them are often forgotten, especially the internal processes of individuals involved in the organization and the process of relations between organizational actors in it for example the behavior of leaders and lecturers are far from the quality measurement range of the tertiary institution. (Altbach, P.: 2015;; Kartiwa, Asep: 2008).

In line with the above mentioned in the Kompas daily, October 14, 2014, that, "more than 30% of PTS threatened with bankruptcy or closed". Aside from the uncontrolled growth in the number of PTS, other causes are because PTN now tends to open specific admissions channels and exceed quotas. In addition, if seen from the number of students in Indonesia, there are only 1,706,800 people, meaning that currently the average student studying at each PTS is less than 600 people. (Priarti Megawanti: 2014; Kholid Musyaddad: 2015).

On the other hand, there is a problem that occurs in the world of higher education in Indonesia, namely the decline in the amount of community interest in continuing their children in private universities. This decline occurred due to the low level of public confidence in private universities. One of the reasons is because the State University has added a Quota for admission of new students through special classes owned by the State Higher Education (Perguruan Tinggi Negeri: PTN).

The high cost of education if it is related to the income per capita of the community and the lack of guarantee of acceptance in the world of work is a motivating factor for people not to continue their children at private universities. in relation to the relevance of tertiary education graduates in the world of work, Tempo Magazine in 2010 conducted a survey of industry users of graduates. The result is that state universities still dominate the relevance of the quality of graduates produced,

From the problem of the quality gap between public and private universities, it is very interesting for researchers to see the actual conditions, if leadership in private universities plays its role as a direction maker; spokesman; agents of change and as a coach will produce a positive contribution to quality that is the goal of the organization. Likewise, a dominant factor will be seen to improve the quality. (Sadu: 2008: 1).

LITERATURE REVIEW

According to Lewis and Boom (2012) the root causes of the declining quality of higher education in Indonesia are:

1. The absence of educational ethics. ethical standards or codes of conduct for the teaching profession and education providers must be drawn up. without ethical standards, the laws of teachers and lecturers become less grounded,

2. The loss of idealism among universities, so that what remains is commercialization

3. Government assertiveness through the Ministry of Research, Technology and Higher Education is cracking down on universities that break the rules

4. The cost of higher education is made so low for the purpose of attracting more students.

Furthermore Lewis and Boom (2012), Soekanto, Soerjono (2002: 3) argue that quality in Higher Education is applied in three domains, namely input, process and output. Burt Nanus (2001: 38), Aan Komariah and Cepi Triana (2006: 81), Hadari Nawawi, (1997: 79), Marno (2007: 37, Saiful Sagala (2000: 145) said that the coveted leadership for improving education was in the form of leadership who has a vision or visionary leadership, that is leadership that is focused on engineering the future that is full of challenges. Visionary leadership in this study, is called the visionary leadership.

Husaini Usman (2006: 41), Tilaar (2006: 75) said, if it is associated with Higher Education, quality will relate to all aspects related to all activities carried out in the context of educating in a study program. Quality in education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared good quality if they are ready to proceed. Educational output is stated to be of high quality if the academic and non-academic learning outcomes of students are high. Outcome is declared qualified if graduates are absorbed in the world of work, fair salaries, all parties recognize the benefits of graduates and are satisfied with the performance shown.

METHODOLOGY

The population in this study amounted to 4175 lecturers in the study program, amounting to 546. While the sample in this study were PTS assumed to be of good quality, in terms of the results of public trust through the number of students, Study

Program Accreditation and Webometrics Ranking, the PTS used as a sample in this study 259 people .

The approach used in this research is quantitative, which is a systematic scientific study of parts and phenomena and their relationships. The aim is to develop and use mathematical models.

The research method used in this study is an explanatory survey. That is to give a careful and complete picture, and what it is about an object of study. The survey is a research conducted to obtain facts from the symptoms that exist and look for information factually. While the analysis technique used is to use Structural Equation Modeling (SEM) with the analysis phase: (1). Descriptive Analysis, (2). Test data analysis prerequisites, (3). Research Hypothesis Test, (4). Regression Weight and (5). Model Conformity Test and (6). Discussion of Results.

FINDINGS AND DISCUSSION

The results presented are an overview of research data obtained from the results of respondents' answers, data processing, analysis of data processing results, data processing results will then be used as a basis for analysis and answer the proposed research hypotheses.

a. Descriptive Analysis

Describe the condition of respondents' answers to each variable in order to obtain more meaningful descriptive results.

Table 1

Table of Average Values of Visionary Leadership and University Quality Sub Variables

No	Variables	Sub variables	Average		Categories
			Var	Sub.Var	
1	The Quality of Private Higher Education	-	**3.58**	-	High
2		Relevansi	-	3,34	Middle
3		Efficiency	-	3,53	High
4		Community	-	3,17	Middle
5		Accountability	-	3,23	Middle
6		Creativity	-	3,65	High
7		Performance	-	3,76	High
8		Emphaty	-	3,85	High
9		Responsiveness	-	3,86	High
10		Productivity	-	3,82	High
1			3,67		High

2	Visionary Leadership	Direction		3,76	High
3		Agent of Change		3,52	High
4		Spokesman		3,55	High
5		Trainer		3,84	High

Source: the result of data analysis

Based on the recapitulation results in table 1 above, it can be concluded that visionary leadership is in the high category at 3.67. This means that the average respondent answers agree with the alternative questions raised in the questionnaire, thus the average respondent answers agree. While the quality of Private Universities is at an average of 3.58, including the high category. This means that the average respondent agreed to the alternative questions asked in the questionnaire.

b. Instrument test

The validity and reliability test results based on SEM analysis covering all sub-variables can be seen in Table.2

Table 2
The results of the calculation of reliability (Construct Reliability) and validity (Discriminant Validity)

variables/Sub variables	Std. Loading	Std. Loading^2	1 - std. Loading^2	Variance Extract	Descriminant Validity	*Construct Reliability*
THE ROLE OF VISIONARY LEADERSHIP (X1-X14)						
Σ	11,47947	9,53281	4,46719	0,96721	**0,98347**	**0,96721**
Σ²	131,77822	90,87454	19,95575	0,98347	**Valid**	**Reliable**
THE QUALITY OF HIGHER EDUCATION (X15-X23)						
Σ	7,025	5,55158	3,44842	0,93468	**0,96679**	**0,93468**
Σ²	49,34697	30,82009	11,89157	0,93468	**Valid**	**Reliable**

Source: Result of Data Analysis through SEM(Amos.22)

Discriminant Validity measurement results based on table 5.3 shows all the research instrument statements are Valid where all Discriminant Validity values of each variable **>** 0.50, where the test results of the instrument of visionary leadership variables 0.98347 **>** 0.50 and the results of the test instrument of Higher Education variable quality Private sector in Medan city is 0.96679 **>** 0.50. From these results it can be concluded that the instrument used in valid research (valid) and all the variance of the extracted indicators in the form of instruments can be used for research.

The reliability test results in this study as shown in table.4.37 in general are reliable, where the entire Construct Reliability value of each variable is greater than the set limit of 0.70, where the test results of the instrument of visionary leadership variable

0.96721 **>** 0, 70 and the results of the instrument test of the variable quality of Private Universities in the city of Medan are 0.93468 **>** 0.70. From these results it can be concluded that the respondent's perception of all items statement of the instrument used in the study is authentic (reliable) and all forms of instrument statements can be used for research.

c. The Research Hypothesis Test

In this study the analysis technique that will be used is SEM or Structural Equation Modeling which is operated through the AMOS program. Modeling research through SEM enables a researcher to answer dimensional research questions that is measuring what the indicators of a concept and regression weight are aimed at measuring the influence or degree of relationship between factors that have been identified dimensions.
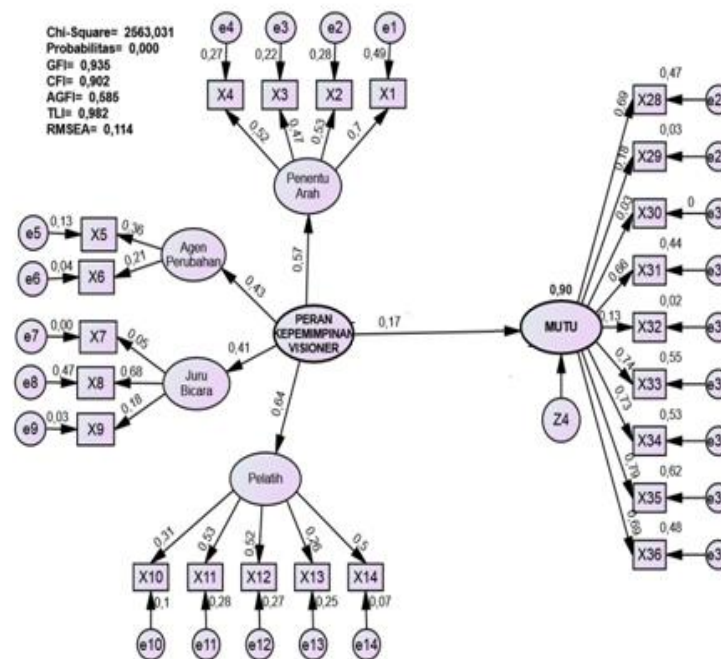

Figure 1 Analysis of Structural Equation Models of Visionary Leadership Roles on PTS quality in the city of Medan

From the confirmation picture of the structural equation model, it can be determined some further testing of the questions raised in the problem statement. Furthermore, further testing is as follows:

a). Regression Weight

Regression weight in SEM is used to examine how much influence the variables of existing data processing results. In this study these variables consist of Visionary Leadership Roles, Organizational Commitment, Organizational culture, Lecturer performance and the Quality of Private Universities.

Regression Weight Testing is a test of statistical hypotheses to answer the provisional allegations presented in the formulation of the problem are accepted or rejected. The test is done by analyzing the Critical Ratio (CR) value and the Probability (P) value of the data processing, compared with the statistically required limits, which are above 1.96 for CR values and below 0.5 for P values (probability). If the results of data processing indicate a value that meets these requirements, the proposed research hypothesis can be accepted.

b). Model Conformity Test

Tests on the hypothesis of the research model show that this model is in accordance with the data or fit to the data based on the answers to the statements in the questionnaire given to respondents used as the main research data is as shown in the following table:

Table 3
Model Feasibility Testing Results through
Structural Equation Model (SEM)

Goodness of Fit Index	Cut-off Value	Analysis Result	Model of Evaluation
Chi – Square	≥ 58.619	2563,031	Good
Probability	≤ 0.05	0.000	Good
RMSEA	≥0.08	0,114	Good
GFI	≥ 0.90	0,935	Good
AGFI	≥ 0.90	0,585	Lack
TLI	≥0.95	0,982	Good
CFI	≥ 0.95	0,902	Fair

Source: the result of data analysis.

The results of the analysis of data processing shows that five of the seven constructs used to form a research model show good results and it can be stated that the full model SEM analysis process has met the established goodness of fit criteria.

The value of the probability ranges from 0 to 1. If the closer the probability value to the value 0, the less likely a difference or problem will occur. The closer the probability value is to 1, the greater the chance that a difference will occur. The probability value on the test results shows the value meets the significance limit of 0.00 while the required limit is smaller or equal to 0.05. From the results of this test value shows that there is no difference between the sample covariance matrix and the covariance matrix in the population estimated in this study.

The Chi-Square Statistic measurement results obtained through SEM analysis obtained a value of 2563,031, while the allowable Chi-Square value is greater than or equal to 58,619 (obtained from the Chi-Square table for 36 indicators and at a significant level of .01). The value of Chi-Square Analysis shows that it is greater than required and it can be concluded that the tendency of the hypotheses proposed to be rejected is very small.

Measurement of Goodness-of-fit Index (GFI) through SEM analysis in this study obtained a value of 0.935 and showed a value greater than the required value of 0.90. It can be concluded that the GFI in this study is classified very well and it can be said that the process of analyzing the research model is carried out through several stages using quality data and is suitable for all indicators used in this study from the initial stage to the testing phase of the model analysis.

The value of the Adjusted Goodeness-of-fit Index (AGFI) in this study can be classified as poor, because the value of the Adjusted Goodeness-of-fit Index (AGFI) is still smaller than the required threshold of 0.585. While the required limit is ≥ 0.90. It can be concluded that the quality of data is not suitable for all degrees of freedom (df), but can only be used for certain degrees of freedom (df) of all indicators.

SEM analysis of the value of the Tucker Lewis Index (TLI) in this study was 0.982, this value indicates a figure that is greater than the cut-off value that is set at ≥ 0.95. Tucker Lewis Index (TLI) in this study is categorized very well and it can be concluded that the model developed in this study has a very high agreement between variables and sub variables.

The Comparative Fit Index (CFI) value obtained from the results of research through SEM analysis was 0.902, while the Cut-off Value determined was ≥ 0.95. While the magnitude of values between 0.9-0.95 indicates a sufficient level of adequate fit. From the description above it can be concluded that the Comparative Fit Index (CFI) Value can be classified in sufficient categories. This shows that the development model of this study has a comparison between variables and sub variables that are not evenly distributed both the estimated value and the number of indicators.

From the SEM analysis test results, the value of The Root Mean Square Error of Approximation (RMSEA) was obtained at 0.114 while the recommended cut-off value was ≥ 0.08, this means the RMSEA value ≥ 0.08 and the RMSEA in this research model met the requirements in the very category well. It can be concluded that the criteria for modeling and covariant matrix structure of the sample are appropriate and meet the requirements that have been determined by considering errors that occur with the research needs approach, for example to see the actual conditions the researcher does not discard some indicators even though it impacts the other suitability tests.

c). Influence Analysis

Influence analysis is carried out to analyze the strength of influence between constructs, both direct, indirect and total influence. The direct effect is nothing but the coefficients of all the coefficient lines with one end arrow. Indirect effects (indirect effects) are influences that arise through an intermediate variable. The total effect is the effect of various relationships. From the results of data processing the results obtained as table.4

Table 4
Direct influence, indirect influence, and total influence

NO	Variable	Direct Influnece	Indirect Influence	Total Influence
1	PKV toward MPT	0,39	-	0,39

Source: the result of Data Analysis

The total effect of the visionary leadership role on Higher Education Quality is 0.39. Where the direct effect is 0.39, while the indirect effect is only 0.00 because the two

variables are not traversed by the intervening variable. It can be concluded that the total contribution of visionary leadership roles to Higher Education Quality is 0.39.

CONCLUSION

The conclusion of the study is based on the findings of the research problems identified and arranged in Chapter 1. Where the purpose of this study is to find answers to the formulation of the problems raised in this study, namely whether the role of visionary leadership in PTS Medan City affects organizational commitment, organizational culture and performance It is expected that the formation of organizational commitment, work culture and performance will also affect the quality of private universities in the city of Medan.

Based on the results of research with path analysis and discussion, finally it can be concluded as follows:

1. The direct influence of visionary leadership contributes strongly and significantly influences the quality of Private Higher Education (Perguruan Tinggi Swasta: PTS) in Medan. Visionary leadership directly contributed 0.39 to the quality of PTS in Medan so that it can be said that visionary leadership had a strong influence on the quality of PTS in Medan. Thus the realization of the quality of the PTS city of Medan there is still a contribution from the presence of visionary leadership in addition to other factors.

2. Visionary leadership together with other sub variables, if reviewed partially through SEM analysis provides a very large contribution and has a very strong and significant effect on the quality of PTS in the city of Medan that is equal to 0.39.

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