

The Effect of Democratic Leadership Style in Improving The Quality Higher Education of PGRI - Based Management in East Java

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ABSTRACT

The goal of this study was to determine the effect of democratic leadership on the quality of processing higher education institutions (PT) on PGRI-based in East Java. This study employed a correlational quantitative research approach. The population of this study included all leaders of Private Higher Education (PTS) in the LLDIKTI VII East Java area, with a total of 60 samples chosen at random. With a 95 percent confidence level, the maximum error rate considered in this study was 5%. Based on the SPSS 26 test results, it was known that the instrument of democratic leadership style (X) and improving the quality of PT management (Y) was declared 'valid' with a calculated r value (X) of 0.758 and (Y) of 0.798 (with a r table value of 0.308). Cronbach Alpha values of 0.811 (X) and 0.856 (Y) indicated high reliability. The results of hypothesis testing (1) obtained the regression equation, namely $Y = -2.765 + 0.225X$, and the results of hypothesis testing (2) obtained t arithmetic (1.341) $>$ t table (1.256) and a significance value of $0.02 > 0.05$, so it can be concluded that H_a is accepted, which means that the democratic leadership style variable has a significant influence (there is still a low category influence relationship) on the quality of management of PGRI-based universities in East Java.

Keywords: Leadership Style, Democratic Leadership, Quality, College.

A. INTRODUCTION

The leader plays an important and primary role because a leader is required to be able to direct and move his organization as well as understand the behavior of his employees who have varying personalities. Being a leader in this situation is, of course, difficult because it is people who are motivated. Leaders must also have the determination to see their objectives through to completion. Employee performance, both at the individual, group, and organizational levels, is greatly influenced by leadership factors (Sugiyarto, 2017). The leadership process in an institution or organization is related to the leadership style that is employed. This is due to the fact that the success of an organization, both as a whole and in specific groups within a particular organization, is highly dependent on the leadership quality of the organization (Baki, 2012).

Leaders, according to Wirawan (2013), are those who create a vision and communicate with one another and with followers in order to bring that vision to full potential. As a time-consuming process with variable duration, leadership is determined by several factors, among which are the conditions at the altar of leadership, as well as a leader's quality and the quality of his or her followers. The ability to motivate a group to work toward a common vision or goal is defined by Robbins (2015) as follows: Because every leader has a different approach to dealing with organizational dynamics that have specific characteristics or qualities, the concept of leadership is quite diverse, contextual, and unique. Aspects of leadership differ from one social system to another. The role of leadership in military organizations is distinct from the role of leadership in business organizations. Wirawan (2010), on the other hand, asserts that leadership follows the same basic pattern. In addition to developing organizational culture, building synergies and effecting change, leaders are responsible for motivating and empowering followers, representing social systems, mediating conflicts, and leading learning organizations.

When it comes to running an organization, several leadership styles are effective to employ, including the autocratic leadership style, participatory leadership style, militaristic leadership style, free leadership style, charismatic leadership style, paternalistic leadership style, and democratic leadership style. The autocratic leadership style is the most effective leadership style to employ. There are several different types of leadership styles, one of which is the democratic leadership style. Democratic leadership style is the ability to persuade others to collaborate in order to achieve the goals that have been established through a variety of activities carried out jointly between leaders and subordinates. In its application, the democratic leadership style assumes that many opinions are better than their own opinions and that participation will result in on-the-ground responsibility for the goals that have been established. A similar explanation has been provided by Hardian, Rahardjo, and Hakam (2015), who have demonstrated that democratic leadership styles have both a positive relationship with implementation and have a significant impact on implementation.

Higher Education leadership quality and leadership style are two of the components of education that have the greatest impact on improving the quality of education. This is because the vision of a university serves as the primary foundation for the institution as well as the direction in which the institution will develop. The Tri Dharma Program of Higher Education is being implemented in order to bring about the realization of the Higher Education vision. 1) establishing a university that can serve as a center for the development of science, technology, and art, as well as a center for education and teaching, research, and community service in accordance with current and future development needs; 2) educating students who have a devoted spirit and who bear great responsibility for the future of the nation and state with competence capable of mastering, developing, and applying knowledge; and 3) establishing a university that can serve as a center for the development of science, technology, and art. In other words, whether or not a university leader is successful in realizing his or her vision is determined by his or her ability to manage and apply his or her leadership pattern in accordance with the circumstances and conditions of the university.

The act theory and the situational theory are two theories that have emerged as reliable predictors of a leader's success. The rationale for behavioral theory is that when an individual is engaged in activities that involve directing a group towards achieving goals, that individual is considered to be a leader. It is the behavior of a leader who has a tendency to prioritize subordinates that has the characteristics of being willing to consult with them, to support them, to defend them, to listen to them, to accept their suggestions, and to think about their welfare and treat them on an equal footing with himself (Vigoda-Gadot, 2006). Second is a situational theory, which is justified by the fact that, according to situational theory, the success of a leader is determined by leadership characteristics, with specific behaviors that are adapted to the demands of the leadership situation and the organizational situation faced by taking into consideration time and space factors (Pradhana, Hakim, & Kunaifi, 2018).

According to the Ministry of Technology and Higher Education's strategic plan, the quality of higher education is still relatively low in the context of higher education, and the study programs indicated by most universities are only accredited C, with only a few accredited A or B (Suryawan, Gani, & Hanafi, 2020). In 2019, there are four indicators in the clustering of Indonesian universities (Admin, 2019), namely the first input with a 15% assessment percentage with indicators. 1) Doctoral-educated lecturers, 2) lecturers in positions of Head Lecturer and Professor, 3) student-to-lecturer ratio, 4) a number of foreign students, 5) a number of foreign lecturers Second, there is a process with a 25% assessment percentage that includes six indicators: 1) Accreditation of BAN-PT institutions, 2) Accreditation of BAN-PT study programs, 3) Online Learning, 4) University collaboration, 5) Completeness of PDDIKTI reports, and 6) Financial reports. Third, output with a 25% assessment percentage and indicators 1) The number of indexed scientific articles per lecturer; 2) Research performance; 3) Student performance; and 4) The number of internationally accredited study programs. Fourth, with indicators, the outcome has a 35% assessment percentage. 1) Innovation performance, 2) Graduates who get a job within 6 months, 3) Number of citations per lecturer, 4) number of patents per lecturer, 5) community service performance. The quality of leadership determines organizational success and failure because leadership is a fundamental function and an important part of the change management process in the higher education sector (McRoy & Gibbs, 2009).

Based on the PGRI (Indonesian Teachers Association), which is an organization that provides a legal umbrella for the world of education, the management of Private Universities in East Java has made efforts to organize continuous and sustainable management through a democratic leadership style. These efforts are, of course, carried out while taking into consideration the paradigm of the quality of higher education in East Java, particularly private universities under the umbrella of PGRI, which includes higher education performance referring to sustainable quality based on creativity, innovation, and productivity of the academic community, as well as public accountability, which is realized through the ease of obtaining information. on management and performance of higher education. Because the ability of a chancellor as a leader in higher education is required in controlling an organization, both in policymaking in universities, serving students, motivating employees, and establishing cooperative relationships with various parties, leaders in private universities play an important role in the progress of the organization they lead (Rifqi & Kristiana, 2017).

When it comes to reaching goals, a democratic leadership style emphasizes cooperation and teamwork. In addition, a democratic leadership style is one in which the leader is willing to accept suggestions, opinions, and even criticism from subordinates (Akbar, 2017). Leaders are constantly attempting to explain to their subordinates that democratic leadership always involves them actively in the decision-making process. Several indicators of democratic leadership style, according to Susanti (2015), include the ability to encourage subordinates to use their cognitive power and reasoning power in solving various problems they face, (2) encouraging the use of innovation and creativity in carrying out tasks, (3) leaders and subordinates are equally involved in decision-making or problem solving, and (4) the relationship between leaders and subordinates is well-established. It is possible to conclude from this

explanation that democratic leadership has a very strong influence on employee performance, particularly in PTS in the East Java region where the leadership model is part of the leadership base that has been applied by PGRI, particularly in the East Java region.

Researchers have carried out leadership studies in order to improve the overall quality of higher educational institutions. There is evidence that the democratic leadership style has an extraordinary and very strong impact on employee performance, as demonstrated by the existence of a significant and linear regression equation between democratic leadership style and employee performance, indicating that the employee performance variable can be explained by the democratic leadership style variable. Setiawan (2017) concluded that democratic leadership styles have a significant impact on the performance of employees or their subordinates as a result of his research. A quantitative approach is used in this study to examine the impact of PGRI-based democratic leadership in Private Universities in East Java (LLDIKTI Region VII East Java) on the quality or performance of colleagues. This study is based on how democratic leadership affects the quality or performance of colleagues. In order to determine the impact of democratic leadership style on improving the quality of management at PGRI-based universities in East Java, the purpose of this study was established.

B. METHODOLOGY

Specifically, the correlational quantitative research method was employed in this research (Arikunto, 2013). The participants in this study were all leaders of private universities in the LLDIKTI VII region of East Java who used a democratic leadership style to improve the quality of PGRI-based higher education in the area. With the random sample method, the 60 samples used in this study represented the entire population that was used as research samples. When a simple random sample is used, such as when a questionnaire and the results of the responses from respondents are distributed as a sample, this is referred to as probability sampling (Amalia Solikhah & Herlisya, 2021). Using the Slovin formula with a 0.05 error rate as a guideline, the sample size for this study was determined. When using a confidence level of 95 percent, the maximum error rate used in this study is 5 percent, and thus there is no need to use the entire population as a sample (Sugiono, 2015).

It is primary data that has been used in this study, which means that it has been obtained directly from the object of research by researchers through the distribution of questionnaires (Triana et al., 2020). In this study, the Likert scale is used as a measurement scale to measure the length of a short interval in the measuring instrument, which is the measuring instrument. The data analysis technique that has been used is a quantitative data analysis technique that employs statistical methods (see Amalia Solikhah & Herlisya, 2021; Destika, 2022; Herlisya & Wiratno, 2022; Nurchurifiani et al., 2021). Analysis of the coefficients on a simple regression model, which was conducted using SPSS 26, revealed that democratic leadership style has an impact on improving the quality of higher education management in East Java, on PGRI-based data. Analyze the relationship between democratic leadership style and higher education quality in East Java by using a t-test and significance to find out how much of a difference it makes and how big a difference it makes.

C. RESULTS AND DISCUSSION

This research was carried out using a quantitative approach and the type of correlation research, to determine the effect of democratic style of leadership on improving the quality of PGRI-based higher education in East Java. As previously stated, democratic leadership in the management of PT in East Java-based on PGRI is expected to be able to improve the quality of Higher Education because Higher Education is a service for Tri Dharma higher education that is close to the community.

Based on the results of the calculation of the percentage of achievement in the questionnaire that was distributed online via Google Form, as well as categories per indicator of leadership style to 60

respondents, 78.5 percent agree that leaders in universities in Higher Education in East Java have involved participation and provide high support for subordinates in every activity. The results of the questionnaire also demonstrate that the leader is open to receiving suggestions from his subordinates and working with them to resolve problems; in this case, the results of the questionnaire received a unanimous agreement from the respondents (65.5 percent). Meanwhile, the results of the questionnaire revealed that their subordinates' performance was rated as "satisfactory," with 60.5 percent of those who responded agreeing that they were able to do and complete the work for which they were responsible in accordance with the standards established by the PT. However, there is still 15.5 percent of respondents who strongly disagree with this indicator, indicating that there are employees or their subordinates who have not been able to perform and complete their work in accordance with the standards established by PT regulations.

a. Validity

By utilizing the SPSS 26 software, we were able to determine how far the correlation between the question items and the total number of variables went. In the process of determining the validity of the correlation, the number of samples (n) as many as 60 are used in conjunction with a significance level of 0.05 to determine the minimum limit for this correlation is determined. Based on the results of the SPSS 26 test, it is known that the instrument of democratic leadership style (X) and improving the quality of management of PGRI-based tertiary institutions in East Java (Y) are both deemed 'valid'. The calculated r value (X) is 0.758 (with a r table value of 0.308) and the quality improvement (Y) is 0.798 (with a r table value of 0.308).

b. Reliability

It is necessary to test the reliability of the measuring instrument used in this study in order to determine the overall quality of the research conducted. Finding the 'alpha' value of the measuring instrument used in this research process is accomplished through the use of the facilities and software provided by the SPSS 26 statistical package. This study's reliability test has the goal of determining the reliability of the measuring instrument that was used, specifically the variables formed after the validity test of the research variables contained in the questionnaire variables were distributed to 60 participants. If the level of alpha count is greater than 0.60, the level of reliability is considered high (Saifudin, 2001). The following are the results of the output from SPSS 26:

Table 1. Instrument Reliability Test Results

Variable	Cronbach's Alpha
Democratic Leadership Style (X)	0.811
Management Quality PT (Y)	0.856

Source: Data processed from Questionnaire through SPSS 26

Table 1 shows the Cronbach Alpha column with values of 0.811 (X) and 0.856 (Y), which can be interpreted as meaning that the results of the reliability calculation are greater than the value of 0.60, and therefore it can be concluded that the measuring tool (instrument) in this study has a high level of reliability.

c. Hypotheses Test

In this study, hypothesis testing (1) is carried out based on the results obtained from the regression coefficients based on the data processing of the questionnaire results for 60 respondents through SPSS 26, and thus a regression equation can be constructed as follows.

$$Y = -2.765 + 0.225X$$

Noted:

Y = Management Quality PT

X = Democratic Leadership Style

Based on the results of the SPSS 26 calculations described above, the following conclusion can be drawn:

- a. Since -2.765 is a constant number, it follows that if there is no Democratic Leadership Style (X), the value of the Management Quality PT (Y) will be equal to -2.765 .
- b. The democratic leadership style (X) has a coefficient of 0.225 , which means that for every one percent increase in the Democratic Leadership Style (X), the Management Quality PT (Y) will increase by 0.225 points.

With the help of the t test, we were able to determine whether or not there is a statistically significant relationship between the independent variables and the dependent variable in this study. The t statistic test, which was performed using SPSS 26, was used to demonstrate the effect of each independent variable individually in explaining the variation of the dependent variable, which was tested at a significance level of 0.05 .

1. $\text{Sig} < 0.05$ or $t \text{ count} > t \text{ table}$ then H_a is accepted, H_0 is rejected
2. $\text{Sig} > 0.05$ or $t \text{ count} < t \text{ table}$ then H_0 is accepted, H_a is rejected

It can be concluded that H_a is accepted and H_0 is rejected because the democratic leadership style variable (X) has a significant effect (although there is still a low influence relationship) on the quality of the management of PGRI-based tertiary institutions in East Java. The t count on the democratic leadership style variable (X) is 1.341 while the t table is 1.256 , so that t count (1.341) $>$ t table (1.256) and the significance value is $0.02 > 0.05$.

The findings of the study provided strong support to hypothesis (1), which indicates that democratic leadership styles have a positive impact on the quality of management at PGRI-based universities in the province of East Java. Based on the PGRI in East Java, the results of a regression analysis of democratic leadership style (X) on the quality of management of higher education institutions demonstrate that this is the case (Y). It is possible to derive a regression equation, which is $Y = -2.765 + 0.225X$. According to the results of the test, if the value of leadership style is zero, the value of the quality of management of PGRI-based universities in East Java is -2.765 , and every one unit increase in democratic leadership style will result in a one-unit increase in the quality of management of PGRI-based universities in East Java, according to the results of the test. 0.225 units are equal to 0.225 units. The findings revealed that the democratic leadership style had only a modestly positive impact on the quality of PGRI-based PT processing in East Java, compared to other leadership styles. There are four indicators for measuring democratic leadership style, according to Susanti (2015). These indicators are the ability to encourage subordinates in solving various problems that may arise, encouraging the use of innovation and creativity in the performance of tasks, leaders, and subordinates participating equally in

decision-making or problem-solving, and the relationship between leaders and subordinates being well-established.

According to Priyatno (2014), if the significance value of the t-test is less than 0.05, the independent variable (democratic leadership style) has a statistically significant effect on the dependent variable (democratic leadership style) (Higher Education processing quality). This study's test results show that t-test significance is only 0.02, which indicates that there is no statistically significant relationship between democratic leadership style variables and the quality processing of Higher Education of PGRI-based in East Java. Thus, the study's initial hypothesis that democratic leadership style has an impact on employee performance is valid.

Generalized descriptive statistics show that democratic leadership style has a significant impact on the quality of processing higher education institutions in East Java, although the impact has been described as being 'low' according to the results of descriptive statistics tests conducted in this study.

D. CONCLUSION

Based on the findings of the research and discussion, it can be concluded that the democratic leadership style used in this study had a positive impact on the quality of processing higher education institutions on PGRI- based in East Java, even though the significance value was still considered to be below. After analyzing the data collected through the use of questionnaires and then processing with the SPSS 26 application using the t test (correlation), it can be concluded that democratic leadership has a positive impact on improving the quality of processing higher education institutions based on PGRI in East Java. The more effective the leadership's role in regulating food institutions, the higher the quality of the universities under their direction will be.

Other variables that affect the performance of employees or their subordinates, but in a context that has not been investigated in this study, such as motivation and job satisfaction, are expected to be included in future research to broaden the scope of this research. Research on democratic leadership styles in student perceptions from a variety of perspectives, such as those provided by lecturers, is also highly recommended in this regard. mentor.

To compensate for the fact that this study had limitations in terms of direct respondent involvement, a large proportion of research respondents completed surveys online through Google Forms rather than filling out surveys in person when the researcher was present or directly meeting with the respondent. As a result, the researcher was unable to look directly at the respondent while he or she was filling out the survey, making it impossible to determine whether or not the respondent had completed the survey seriously and in accordance with the instructions. The researcher also recommends that questionnaires be distributed over a long period of time so that all respondents can become conditioned to fill out or be met in person to complete the survey that has been developed.

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