Visionary Leadership for Implementing Quality Culture: Empirical Evidence in Indonesian Private Higher Education

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Abstract— **Government has a regulatory role for all universities in Indonesia. The form of regulation has shifted towards the granting of autonomy to tertiary institutions through the implementation of the Internal Quality Assurance System (SPMI) which is a cycle of continuous improvement to create a quality culture. This study conducted with multiple linear regression analyses to determine the effect of the visionary leadership dimensions toward the quality culture of higher educations. The samples are 149 academic and non-academic staffs taken randomly from Universitas Mercu Buana and Institut Ilmu Sosial dan Budaya Samawa Rea. The results showed that the visionary leadership behavior as a guiding direction, as an agent of change, and as a spokesperson had a positive and significant effect on the quality culture of higher education. Visionary leadership behavior as a guide (coach) has a negative and significant effect on the quality culture of higher education.**

Index Terms—**first term, second term, third term, fourth term, fifth term, sixth term**

I. INTRODUCTION

The quality culture of higher education has become the concern of many researchers both in developed and developing countries, such as Pavel [1], Barbulescu [2] who discusses the quality culture of higher education in Romania, Rahman et al.[3] from Malaysia, Grossman et al.[4] in Turkey. The discussion of the quality culture of higher education has begun to receive attention in the UK by Newby [5], who stated that the quality of higher education has become a problem in many higher education systems around the world.

Indonesia has the fourth largest education system in the world, after China, India, and the U.S There are 4,670 universities and 27,779 study programs in Indonesia. The entire higher education institution is under the arrangement by the Ministry of Research, Technology, and Higher Education. In accordance with the development of higher education management in developed and developing countries, from direct regulation towards giving autonomy to universities in Indonesia.

II. THEORETICAL BACKGROUND

A. Visionary Leadership

Leaders need to help organizations develop a greater sense of purpose by linking efforts to successful results. According to Bass and Riggio [6], transformational leadership helps leaders in creating an atmosphere that improves follower performance outside of personal interests. Visionary leadership is a form of transformational leadership, which offers opportunities to boost organizational capacity to meet the needs of its constituents. Visionary leadership is defined as the ability to create and articulate a clear vision, provide meaning and purpose for the work of an organization [7] and [8]. Visionary leaders develop their own personal vision then incorporate it into a shared vision with their peers. Vision communication is what empowers people to act, as Nwachukwu et al. [9].

Nanus [7] states that there are four roles that should be played by visionary leaders in leading, namely: 1) As a determinant of direction. It is a role in which a leader presents the vision, convinces the views or targets of the organization, is to be achieved in the future, and engages people. For leadership experts, this is an important part of leadership. As a set of directions, a leader provides a vision, communicates it, motivates employees and colleagues, and convinces people that what is being done is the right thing, and supports participation at all levels and stages of the future effort. 2) Agent of change. The agent of change is a vital role for both visionary leaders. In the context of change, the external environment is at the center. Economic, social, technological, and political changes occur continuously, some are dramatic and the rest occur slowly. 3) The spokesperson. Receiving messages and speaking is an important part of an organization's future dreams. An effective leader is also

one who knows and values all types of communication, to explain and build support for a vision for the future. The vision must be useful, interesting, and stimulating to face the future of the organization. 4) Coach. An effective visionary leader must be a good coach where the leader must use teamwork to achieve the vision. As coaches, leaders keep employees focused on realizing the vision by directing, giving hope, and building trust among the key players of an organization and a vision for the future.

Leadership has an important role in the formation of culture according to Taylor et al.[10] is visionary leadership. Visionary leaders with high leadership skills facilitate organizational effectiveness that is felt the most within their respective organizations. Visionary leadership is recommended as an approach for teacher programmers for social preparation for reform [11]. visionary leaders, servant leaders, leaders as guides, influential leaders, and educational leaders [12].

B. Quality Culture

There are various definitions of quality culture, among others put forward by Pavel [1] which refers to the European University Association, that quality culture refers to an organizational culture that intends to improve quality permanently and is characterized by two different elements, namely: 1) cultural elements in the form of shared values, trust, expectations, and commitment to quality and 2) elements of managerial structure with processes to improve quality and aim to coordinate individual efforts. This is in accordance with Schein's [13] definition that organizational culture consists of elements that are visible and elements that are not visible. Vilcea [14] stated that a culture of quality in higher education is a complex concept and until now it has been difficult to build a generally accepted approach. The European University Association emphasized in 2006 that a culture of quality is understood as a set of elements: shared values, trust, hope, and a commitment to quality. A quality culture will influence all processes in the educational system and activities developed at the university. Quality culture in higher education institutions has a major influence on their performance [15].

Research on leadership has been widely studied by previous researchers, which shows the important role of leadership in creating a good culture in higher education. These researchers include Subramony et al.[16], Mládková[17], Parfyonova et al. [18], and Tripathi [19]. Szczepańska-Woszczyna [20] states that leaders are a strong source of influence on employee work behavior. Research proves that the capacity for vision as a culture builder in organizations.

C. Leadership and Organizational Culture

Brown [21] stated that leadership is an important factor in shaping organizational culture besides the two other factors, national culture and the type of business carried out by the organization. Schein [13] stated that leadership is a major factor in the formation of organizational culture because leaders have a role in 1) paying attention, 2) reactions to critical situations, 3) role modeling, 4) allocation of rewards, and 5) selection

criteria. and 6) dismissal of employees. The importance of leadership in the formation of organizational culture was also conveyed by Daft [22] who explained that the role of leadership is as a relationship builder and as a formation of values in the organization. As forming values in the organization, the leader creates a vision and determines the strategic direction. As shaping culture and values, leaders design and lead learning organizations and lead change.

Giberson [23] provides empirical support for the influence of leadership on organizational culture. Harwiki [24] states that servant leadership has a positive effect on organizational culture, organizational commitment, organizational citizenship behavior (OCB), and employee performance. This is supported by Azanzaa et al. [25], and Zehira et al. [26]. Acar [27] states that there is a positive effect of leadership and organizational culture on organizational commitment in the context of the logistics industry in Turkey. This is supported by Jati et al. [28], Alia et al. [29], Campos et al. [30]. Transformational leadership will have a positive effect on organizational performance İşcan et al.[31], supporting research by Eppard [32] resulting in the finding that transformational leadership factors are positively related to constructive culture scores, in line with Eppard [32], Casida and Pinto [33] who supports that transformational leadership creates and shapes an effective culture.

III. RESEARCH METHODOLOGY

A. Research Design

This research uses the survey method and is explanatory research which aims to explain the influence between variables through hypothesis testing. Determination of variables based on theoretical justification. The number of respondents was taken randomly as many as 149 academic and non-academic staff.

B. Data Analysis

All variables are arranged in a questionnaire, which consists of dimensions that are then described in indicators. Primary research data is collected using a questionnaire, which is filled in self-report by the respondent. The questionnaire is filled in a self-rating manner, where respondents fill out a questionnaire based on their perceptions of themselves. The measurement scale is using a Likert scale of 1 to 5. The questionnaire submission is delivered directly to the respondents because it can minimize the difference in interpretation between the respondent and the researcher. Data collection from IISBUD Sarea was carried out by research partners.

Data analysis was preceded by validity, reliability, and classical assumption tests. Furthermore, data analysis was carried out using multiple linear regression models, where the independent variable consisted of the dimensions of visionary leadership, while the dependent variable was the culture of higher education quality. Data were analyzed using SPSS version 23 software.

C. Research Hypothesis

1) The direction determinant dimension has a positive and significant effect on the quality culture of higher education.
2) The dimensions of change agents have a positive and significant effect on the quality culture of higher education.
3) The spokesperson dimension has a positive and significant effect on the quality culture of higher education.
4) The coach dimension has a positive and significant effect on the quality culture of higher education.

IV. RESULT AND DISCUSSION

A. Result

1. Descriptive Statistics

Based on the respondents' perceptions, the visionary leadership scores, and quality culture in the two universities are as shown in Table 1. It can be seen that the average score of the four visionary leadership dimensions is below 4.00, with the biggest score is the spokesperson dimension.

TABLE 1. DESCRIPTIVE STATISTICS OF VARIABLES

Variable	Dimension	Score
Visionary Leadership	Direction	3.887
	Agent of Change	3.937
	Spokesperson	3.987
	Coach	3.750
Quality Culture	Quality First	3.862
	Stakeholder In	3.712
	Next Proses	3.825
	Speak with Data	3.975
	Upstream Manajemen	3.175

Source : Research Data Processed (2020)

The average score of the five quality culture dimensions is also below 0.400, with the biggest score is to speak with the data dimension. It can be concluded that the quality culture is not good enough and need to be increased.

2. Measurement Evaluation

The validity test was carried out by correlating the item scores with the total score of the existing research variables. The reliability testing was carried out using the Cronbach' Alfa value. Based on the results of testing the validity and reliability of all measurement variables in this study are valid and reliable.

3. Classical Assumption

The residual normality test is carried out by compiling a histogram between the residue and the estimated results, which shows a bell-like pattern and based on the P-P Plot leading to a diagonal line, so it can be concluded that the residual normality assumption is fulfilled. The results of the test of the residual scatter plot shows that the points spread between zero values, both positive and negative, and do not show a certain pattern. It means the assumption of heteroscedasticity is fulfilled.

Multicollinearity testing is carried out using the Tolerance and Variance Inflation Factors (VIF) criteria, where if the Tolerance value is above 0.1 and the VIF value is less than 10, it is concluded that the model meets the assumption of no multicollinearity. Tolerance values from the test results in Table 5.3. indicates a value greater than 0.1 and a VIF value less than 10. Based on this, the research model has fulfilled the assumption of no multicollinearity.

4. Hypothesis Testing Results

Hypothesis testing is carried out by first checking the coefficient of determination or R square, with an R square value of 0.376 indicating that the quality culture variation can be explained by the dimensions of leadership vision, direction determinants, change agents, spokesmen, and coaches of 0.376. This means the model is good enough.

The feasibility test of the model was carried out with the F test to determine the effect of the dimensions of visionary leadership on the quality culture of higher education. The test results show that the test together with the F test shows the calculated F value of 21.574 and a significance level of 0.000. This shows that at least one of the independent variables determining direction, change agent, spokesperson, and coach has a significant influence so that the research model is considered good and feasible for further testing with the t-test.

The t-test results for hypothesis testing as presented in Table II show that based on the t value and the level of significance, the overall dimensions of visionary leadership that determine the direction, change agents, spokesmen, and coaches have a significant influence on the quality culture of higher education. Four dimensions have an influence with a significance value below 0.05, while one dimension, namely the determinant of the direction, has a significance value of 0.056. The significance value of 0.056 is still considered significant because it is still below 0.1.

TABLE II. RESULT OF HYPOTHESIS TESTING

Model	Unstandardized Coefficients		t	Sig
	B	Std Eror		
1. Constant	2.502	0.273	9.172	0.000
Direction	0.150	0.078	1.930	0.056
Agent of change	0.200	0.066	3.014	0.003
Spokesperson	0.662	0.090	7.360	0.000
Coach	- 0.807	0.106	-7.641	0.000

Source : Research Data Processed (2020)

Three dimensions (direction determinants, change agents, and spokespersons) have a positive influence on quality culture and one dimension, namely coaches have a negative effect on the quality culture of higher education. Of the four dimensions of visionary leadership, the one with the strongest influence is the negative influence of the coach dimension. This means that

coaches are not well applied by higher education leaders to build a culture of higher education quality. The dimension of visionary leadership that has the strongest influence is the leader as a spokesperson, which has a regression coefficient of 0.662.

B. Discussion

1. Determinants of Directions Dimension toward Quality Culture

The results of hypothesis testing as shown in Table 2. indicate that the leader as a determinant of direction has a positive and significant effect on the quality culture of higher education. This is in accordance with Nanus [7] who says that leadership as a determinant of direction is a role in which a leader presents a vision, convinces the views or targets of the organization, to be achieved in the future, and involves people. As a set of directions, a leader provides a vision, communicates it, motivates employees and colleagues, and convinces people that what is being done is the right thing, and supports participation at all levels and stages of the future effort. This is also consistent with Kotter [34] who observes that developing a vision for the future is very important in the change process, which serves as a basis for decision making, motivates people to take action in the right direction, and helps coordinate the actions of different people in different ways fast and efficient.

2. Agent of Change Dimension toward Quality Culture

The results of hypothesis testing as shown in Table 2. indicate that leadership as an agent of change has a positive and significant effect on the quality culture of higher education. This supports the opinion that the role of agents of change is an important role for the two visionary leaders, as stated by Nanus[7]. The leader has the role of taking the initiative in the context of change, the external environment is the center. Changes in the external environment in the economic, social, technological, and political fields occur continuously. This is also in accordance with Kotter [34] where management must convince employees and staff about the urgency of taking new directions in the organization. Kotter suggests that management should help others have the courage to make changes. Given that building a quality culture is a process of change, the influence of the leader as an agent of change has a significant effect on the quality culture of higher education.

3. Spokesperson Dimension toward Quality Culture

The results of the research analysis as shown in Table 2. indicated that the leader as a spokesperson has a positive and significant effect on the quality culture of higher education. This is in accordance with Nanus [7] which states that an effective leader is a person who knows and appreciates all types of communication, to explain and build support for a vision for the future. The vision must be useful, interesting, and stimulating to face the future of the organization. As with the successive stages of organizational change proposed by Kotter [34], communication skills are needed in an effort to build a coalition in implementing change, communicate the vision of change, communicate the vision of change, and give confidence to members of the organization. Based on this, this study supports the importance of the role of leaders as spokespersons to develop a culture of higher education quality.

4. Coach Dimension toward Quality Culture

The results of this study as shown in Table 2 indicated that leadership as a guide or coach has a significant negative effect on the quality culture of higher education. This is not in accordance with the expectations of researchers, where an effective visionary leader must be a good trainer [7]. However, the results of this study support Kotter [34] that the success of organizational change requires more empowerment for organizational members to make changes, they are used as a coalition in making changes so that they actively remove all obstacles and work by developing innovation and the courage to take risks. The respondents of this study were lecturers who were known as professionals and knowledge workers, who had good academic abilities in their respective fields of knowledge. Professionals have special characteristics, including egalitarian attitudes and easy-going so that empowerment will be responded better than being guided by their leaders. Based on these considerations, the results of this study need to be studied further in relation to how to manage professionals or knowledge workers.

V. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results of data analysis, the following conclusions were obtained: Visionary leadership behavior as a determinant of direction has a positive and significant effect on the quality culture of higher education. Leadership behavior as an agent of change has a positive and significant effect on the quality culture of higher education. Visionary leadership behavior as a spokesperson has a positive and significant effect on the quality culture of higher education. Leadership behavior as a guide or coach has a negative and significant effect on the quality culture of higher education.

B. Recommendation

Although overall visionary leadership has a positive influence on the quality culture of higher education, based on the results of this study, the behavior of visionary leaders as a guide in cultural change towards building a quality culture has a negative and significant effect. So it is suggested that validation be carried out about this influence, and it is not recommended for leaders to apply for their role as guides but rather to empower and encourage innovation and risk-taking as suggested by Kotter [34].

CONFLICT OF INTEREST

Herewith we are declare no conflict of interest about this paper.

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