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EMERGING TRENDS IN LEADERSHIP AND ORGANIZATIONAL FACTORS AFFECTING LECTURER COMPETENCE: A SYSTEMATIC REVIEW

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Abstract: This research aims to uncover problems about emerging leadership trends and organizational factors that can affect lecturer competence. The research method used to examine the problems that occur today is by using a literature review (*literature review*), which is to review various literature that discusses leadership and organization as well as

lecturer competencies, and survey research that aims to generalize to reveal organizational factors that can affect lecturer competence. The results of this study show that today's leadership trend is mandatory to have basic competencies including pedagogic, professional, personal and social. Meanwhile, organizational factors, namely leaders have accountability, enthusiasm, encouragement to lecturers, anticipation of organizational dynamics that occur and giving rewards to lecturers who perform good work, and sanctions against lecturers who make mistakes. The ability of a leader and creating a good organizational environment in his leadership will provide an increase in lecturer competence.

Keywords: Leadership, organization, and competence of lecturers

Introduction

Resources in every organization have a strategic role. They can be part of the direct cause because they have involvement in the organization (Asbari et al., 2020). An organization is a combination of two or more people with different dispositions and habits. From these differences in disposition and habits, it is required to be united in a forum of togetherness to achieve common goals. Increasing the competence of members in each institution creates a healthy organizational atmosphere so that the competence of each member can bring organizational goals more easily (Purwanto et al., 2020).

An organization is said to have succeeded in achieving its goals, namely if the organization can be led by a good leader. The organization will likely achieve its goals if its leaders do their jobs well (Alonderiene & Majauskaite, 2016). As a leader, you must know what goals you want to achieve so that you can use a leadership pattern that leads to goals and expectations in every institution. Leadership patterns are a factor in achieving organizational goals.

According to Efendi & Graduate (2020), a leadership style is the ability to influence others or your environment in a beneficial way to work together to achieve a common goal. Therefore, leadership is an effort to influence employees by using available resources effectively and efficiently in the entire management process to achieve goals and create good quality work (Yahaya & Ebrahim, 2016).

Every difference in members in the organization often causes discomfort at work, this can result in difficulty in achieving the goals of the organization, so if there is a difference, a leader must be able to anticipate the difference so that problems do not occur that affect the performance of his members (Puni et al., 2018). Symptoms arising from differences in the disposition and habits of members often abuse the rights and authority of members, causing mistakes that accumulate and can result in the loss of personal identity of each member of the organization (Asbari et al., 2021).

As a leader who has the authority to run the wheels of the organization or his leadership, he must have competence in leading and directing each of his subordinates. Not every leader has the ability to lead (Novitasari et al., 2021). Therefore, leaders must be assisted by their subordinates or members in carrying out their leadership. To become a leader, education and training as a leader are needed so that his competence as a leader becomes better (Hutagalung et al., 2020).

There are three approaches that can be used as a basis in leadership, namely: *Traits* (*traits*), *behaviour* (behavior) and *contingency* (contingents or situations that may occur). This *traits* approach is the basic approach as the nature and spirit of leadership as a leader, *behaviour* is the disposition as a leader who must have a good disposition or behavior in leading his employees, while *contingency* (contingent), which is a leader must have a

mindset towards unexpected events that will arise based on situational factors (Supriyanto et al., 2020).

Leadership patterns have a very important and dominant role in every organization, especially in improving employee performance. External and internal factors greatly affect employees' performance individually to improve their performance is influenced by the leadership pattern of their leaders (Asbari et al., 2021). Leadership patterns reflect the leadership model applied in every organization in leading its employees. The leadership pattern applied is often oriented to the success of the work (*task-oriented*) of its members.

Leadership patterns, namely part of individual employees, are not considered. This focuses on employee activities and whatever circumstances the members experience are not important problems, as long as the tasks charged can be completed properly (Goestjahjanti et al., 2020). This leadership pattern can affect the working conditions that are less than optimal for their subordinates. Because there is pressure on the feelings of the employees, even more so it causes frustration that tends to be long for the employees, and results in discomfort at work to the point of asking to change jobs or even asking to resign from their jobs (Basuki et al., 2020).

Based on these problems, the attraction of researchers is to study in more detail about emerging trends and organizational factors to improve lecturer competence. Leadership Discussion of leadership has several different definitions, but the difference in the mindset of experts refers to the same purpose.

According to Stoner et al. (1996:161), leadership is the stage of influencing and directing the activities of group members related to their work. Johnson (1970: 125) "*Leadership is a relationship concept implying two types of people, the leader who influences and the followers who are influenced*". In the leadership pattern, there are two types of human types, namely the leader and the led.

Leaders are people who influence and employees who are led are human beings who carry out the influencer. There is no one who is led, there is no leadership, the relationship between the leader and the led has an individual and emotional attachment that is formed over a relatively long period of time (Asbari et al., 2021). Rivai (2003: 2) explains that leadership is the ability of people or groups to influence, inspire, and show the direction of their work in achieving common hope.

This understanding is clarified by Fattah (2018: 88) that a leader is actually a human being who has competence in influencing the behavior of his subordinates in their activities by basing their work on their policies. Leadership refers to a consistent combination of principles, abilities, traits, and attitudes that drive a person's behavior. This leadership shows a leader's confidence in the abilities of his subordinates, either directly or indirectly (Veithzal, 2016: 64).

A person's ability to influence and move his subordinates to achieve organizational goals is known as leadership. Because the human factor is very important in organizations, leadership is very important in management (Purwanto et al., 2020). As mentioned earlier, managers, supervisors, and executors are involved and responsible for the organization's operations. Conflicts occur as a result of the differences in the disposition of each employee in the institution.

These differences result in different interests of each employee. Interests differ between people inside and outside the organization. Despite the possibility that the differences are only minor details, the differences are sometimes quite significant. Without an effective leadership pattern, the vision, mission, and goals of the organization cannot be achieved (Asbari et al., 2021).

Human Resources All people who work for an organization to achieve their goals are called human resources, according to Hasibuan (2020: 3). Nawawi (2023: 37) divides the definition of human resources (HR) into two categories: micro and macro. Overall, human resources (HR) are all people who are residents or citizens of a country or within the boundaries of a certain territory who have entered the age of the labor force, whether they have found a job or not. Therefore, human resources (HR) are all those involved in achieving the company's goals. However, micro means employees in an institutional organization who can work according to their abilities (Asbari et al., 2020).

The resources in the organization are leaders and employees. A leader is a person who is officially appointed as a leader in every organization. Meanwhile, employees are subordinates in the organization with their respective goals, principals, and functions (Novitasari et al., 2021). Causal Factors that affect the competence of lecturers organizational goals, organizational culture, leadership, and work quality are factors that affect the competence of lecturers in every organization, according to Hessel (2007:178).

Lecturer competence is an important aspect in higher education, because it directly impacts the quality of teaching and student learning outcomes. One of the key factors that can affect the competence of lecturers is their productivity, especially in the field of research and publications. To overcome this problem, a deeper understanding of the factors that affect lecturers' research productivity is needed. A study identified several key factors that shape lecturers' teaching competencies, including working conditions, faculty relationships, opportunities for learning and promotion, and the management environment (Le & Pham, 2016). Other research focuses on the factors that affect lecturers' ability to produce scientific articles at international level, highlighting the importance of capacity, commitment, integrity, and responsibility (Harahap et al., 2020).

Research productivity has been recognized as an important indicator of institutional prestige and important resources for higher education institutions (Harahap et al., 2020). Lecturers, as scientists, are tasked with developing and disseminating knowledge through scientific reasoning and research (Suhardi et al., 2019). However, research shows that lecturer research productivity in Indonesia tends to be less than optimal when compared to other countries (Harahap et al., 2020).

Ultimately, improving lecturer research productivity requires a multifaceted approach that addresses the structural and individual factors that affect their competence. By implementing strategies to improve the work environment, support professional development, and foster a culture of research and innovation, higher education institutions can empower lecturers to reach their full potential as productive scholars and contribute to the advancement of knowledge. (Suhardi et al., 2019)

On the other hand, according to Yuwono in Hessel (2017:180), the factors that affect organizational performance are motivation, organizational culture, compensation, leadership, job satisfaction, discipline, work environment, and organizational commitment. There are benchmarks to measure employee performance and competencies, namely:

1. Productivity Productivity is the ratio between inputs and outputs produced. In the concept of productivity, it not only measures work efficiency but also the order of work effectiveness (Sihite et al., 2020).
2. Service Quality Satisfaction of lecturers or employees with services can be used as an indicator of the performance of the organization that is being carried out. To get data about the services in the institution can be obtained by obtaining it through discussions, interviews with employees or through mass media that informs the institution's services. Public satisfaction with the services provided by the institution can be a barometer in the assessment of the institution (Nugroho et al., 2021).

3. Responsiveness Responsiveness is the competence of the organization to know the needs of the community, organize activities and prioritize services, and develop service activities to the community based on the needs of community expectations. Responsiveness is used as one of the causes of lecturer competence because this can show the ability of employees to achieve the expectations of each organization, in providing services to the community (Asbari et al., 2021).
4. Dexterity Are administrative operations in accordance with the expectations and policies agreed upon by this indicator? (Purwanto et al., 2021)
5. Responsibility Sense of responsibility for work characterizes the amount of trust that must be carried out based on the direction of the leadership. The implementation of responsibilities carried out is the work pattern of employees who are in accordance with the mandate charged and have a commitment or not in carrying out the mandate (Asbari et al., 2021; Hutagalung et al., 2020; Purwanto et al., 2020).

Research Methods

In the study that the author conducted, he used library research. Literature research is a method used in studying the problems above and conducting surveys where this research uses literature related to discussing and observing problems that occur in the field. This type of survey research is reviewed because the purpose is to take a general concept to find factors that can influence lecturer competence (Snyder, 2019; Xiao & Watson, 2019).

Results and Discussion

The results of this study obtained findings that leaders must have competence in leading the way, have good human resource competence, and understand the organizational culture well (Basuki et al., 2020; Novitasari et al., 2021; Purwanto et al., 2021). The results of the research conducted by the author show that there are organizational factors that can affect the competence of lecturers, namely productivity, service quality, responsiveness, dexterity, and responsibility (Asbari et al., 2020; Goestjahjanti et al., 2020; Sihite et al., 2020).

Work productivity refers to the results of the performance shown by lecturers in educational institutions who have good performance because they are produced from good competence. The good quality of service from educational institutions can affect the performance and competence of lecturers. The response of lecturers based on the needs of service users is the result of the realization of the competence possessed by lecturers.

Responsibility is a type of administrative service carried out which is based on the principles of administration and policies carried out and accountability of compliance carried out by lecturers to leadership policies that can be carried out according to leadership policies (Asbari et al., 2021; Hutagalung et al., 2020; Purwanto et al., 2020).

The performance of lecturers in each higher education institution is determined by the competence of lecturers which has an impact on the quality of teaching and student learning outcomes. Competence in work productivity, especially in research studies and publications of scientific papers produced. Apart from the lecturer's performance, there are also other factors such as working conditions in the institutional environment, then continuous friendship with other lecturers, promoting positions and filling the lecturer's workload is an identity shown as a form of competence of the lecturer. In addition, the results of this study also focus on capacity, commitment, integrity, and responsibility.

So it can be concluded as a whole that the current leadership trend is that a leader must have a leadership pattern that is based on the competence of a leader, have an organizational culture over his leadership. The good leadership pattern carried out will affect the competence of lecturers in each educational institution.

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