



THE BUSINESS LEADERSHIP IN THE ISLAMIC UNIVERSITY OF RADEN RAHMAT MALANG TO INCREASE LECTURER CREATIVITY

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Abstract : The main actor in education is teacher/lecturer. If a teacher applies less attractive, then the initial failure will be embedded in the student. Being an interesting lecturer needs creativity. A person's creativity does not only arise from within himself but also from external factors, one of which is the environment. The environment referred to in this study is the business of the university leadership in improving the creativity of lecturers. Creativity will be entrenched if it is based on a strong commitment from the university's academic community. The creativity of Raden Rahmat Malang Islamic University lecturers in implementing the Tridharma of Higher Education is still relatively low. This can be seen from some of the lecturers' daily attitudes during carrying out tasks such as (1) There are still lecturers in compiling lecture contracts, syllabi, RPS not referring to the National Standards of Higher Education, (2) There are still many lecturers who have not developed lecture teaching materials (3) Some lecturers still use lectures (4) There are still many lecturers who have not conducted research and community service. Efforts that have been made by university leaders of university leaders to increase the creativity of lecturers in implementing Tridharma tertiary education are as follows: (1) Establishment of internal auditor team (2) Assistance and coaching implementation of higher education tri dharma (3) Procurement of training by LP3 institutions (4) Giving appreciation to lecturers.

Keywords : the role of leadership, lecturer creativity

I. INTRODUCTION

In the Republic of Indonesia law No. 20 of 2003-chapter 1 Article 1 paragraph 1 that education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and necessary skills himself, society, nation and state.

He main actor in education is a teacher/lecturer. If a teacher is less attractive, then the initial failure will be embedded in the student (Dimiyati, 2000) Being an attractive lecturer needs creativity. According to Sudarsono (1993: 133) Self-creativity is the ability to create, the ability to achieve solutions or solutions that are completely new, original and imaginative towards problems that are understanding, philosophical, aesthetic or otherwise. In addition, Clegg (2008) states creativity as an action, idea, or product that replaces something old into something new.

Before transmitting their creativity to students, the teacher as an educator must know the creative potential that must be possessed, where the creative potential can be developed



which requires several ways one of which is a teacher must have various knowledge information as a reference for thinking because with various knowledge, the teacher itself can offer several alternative answers, of course, from the information knowledge that he has (Zakiah: 2005).

In developing creativity, someone will be greatly influenced by various supporting factors and inhibiting factors. These factors can be from inside the lecturer and can also come from outside the lecturer. Internal inhibiting factors: the transfer of habits, the fear of failure, the inability to know the problem, the not permanent establishment, complacency too quickly. External inhibiting factors: limited time, environment, criticism launched by others. Internal supporting factors: the motivation to recognize problems, be brave and confident, the motivation to always be open to ideas of themselves and others. External supporting factors: there is support from the environment, sufficient material, wide time, opportunities to gain knowledge (Robert, 1992).

The phenomenon in the field shows that lecturers are still limited to carrying out teaching. But it should be as a lecturer to transform, disseminate, and develop knowledge not only through teaching but also with research, and community service. Based on the observations of the authors at UNIRA Malang, there are still many lecturers in the learning process are still not good, there are still ways to prepare syllabi and RPS that are not yet in accordance with the regulations of the Ministry of Research and Technology, although there have been so many trainings, the lack of lecturers developing teaching materials / modules, and also many lecturers are found only using the lecture method and are less utilizing existing facilities such as LCDs.

The research and dedication of the lecturer community is still minimal. It can be seen from the lack of research results and the lecturers' dedication published in internal and external journals. Lecturer creativity can be seen in the learning process. Fun, active, and creative learning is an obligation for every educator. As explained in the Sisdiknas Law that educators and education personnel are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical (Law, 2003). But the task of the lecturer is not only the transfer of knowledge through teaching alone but also with research and community service. A person's creativity does not only arise from within himself but also from external factors, one of which is the environment. The environment referred to in this study is the business of the university leadership in improving the creativity of lecturers. Creativity will be entrenched if it is based on a strong commitment from the university's academic community. The capability of the university leadership is directed at how to build the commitment of lecturers who are able to move creativity to always strive to develop creativity in implementing the Tridharma of higher education (Yuliana, 2017: 1).

Leadership is an important part of management, but not the same as management. Leadership is the ability that a person has to influence others to work towards their goals and objectives (Triyanto, 2013: 229). Referring to the concept of Ki Hadjar Dewantara's educational leadership, the university leader must become a role model for the academic community who is able to foster and lead: how he positions himself by acting fairly and wisely for all school members, how he is able to encourage and foster enthusiasm, academic climate, and work ethic for the entire academic community. If the concept of Ki Hadjar Dewantara's educational leadership can be applied by the leaders of Islamic universities Raden Rahmat



Malang in their efforts to encourage the creativity of lecturers to conduct teaching, research and community service, then creative will be entrenched in the university environment.

II. METHOD AND RESEARCH DESIGN

This research uses qualitative research with a phenomenological approach. Qualitative research in question is understanding the phenomenon of what is experienced by the research subject (Lexy, 2008: 6). The phenomenon that the author describes is the condition of the teacher's creativity in carrying out teaching, research and community service which is concluded based on data obtained from non-formal conversations with the leaders of Islamic universities radenrahmatmalang and several lecturers, especially lecturers of the faculty of psychology and education.

From the writer's conversation with the university leaders, the total number of FPIP permanent lecturers is 30 people. 20% of the teaching still uses the lecture method without using the existing LCD facilities, of the 30 lecturers are still 4 who develop teaching materials. There are 16 lecturers who have conducted research, but there are some research results that have not been published in internal or external journals. All permanent lecturers of FPIP have done community service such as being presenters in schools or counseling in the community around the campus but little community service has been made journals. Furthermore, the author also obtained information from the university leadership about the efforts made to overcome these problems and to improve the creativity of teachers in implementing the Tridharma of higher education.

III. RESULTS AND DISCUSSIONS

Based on the results of observations and daily conversations that occurred between the author and several lecturers and several leaders of Islamic universities Raden Rahmat Malang, the authors conclude that the creativity of lecturers in implementing the Three Principles of Higher Education is still relatively low. This can be seen from some of the lecturers' daily attitudes during carrying out tasks such as: (1) There are still lecturers in preparing lecture contracts, syllabi, RPS not referring to the National Standard of Higher Education, even though universities have often held training and workshops. This is because there is no follow-up after training or workshops by the leadership of the university (2) There are still many lecturers who have not developed lecture teaching materials, whereas teaching materials are very important for students to make it easier to understand lecture material (3) Some lecturers still use lectures one-way without involving the activeness of students to ask questions and give opinions. This can kill students' creativity in developing their ideas. (4) There are still many lecturers who have not conducted research and community service, even though these two things are an obligation for a lecturer to develop their knowledge.

The phenomenon that the author makes is the condition of the lecturers' creativity which is concluded based on the data obtained from the non-formal conversations of the author with the university leadership. Such is the description of the condition of the lecturers' creativity in teaching, research and community service. Furthermore, the author also obtained information about the business carried out by the university leadership to overcome the above problems in improving the creativity of lecturers in implementing the Tridharma of higher education.

The success of higher education can be seen from the quality of education. One of the qualities of education can be reflected in student outcomes that have hard skills, soft skills,



and life skills (Puspitarini, 2014). This success is largely determined by the university leadership, because the university leadership is the controller and determinant of the policy in achieving the vision, mission and goals of the university. The outcome can also be achieved when the lecturer has creativity, and creativity can be improved if there is effort from the university leader and the lecturer concerned. The business that has been carried out by the university leadership of the university to increase the creativity of lecturers in implementing the Tridharma of higher education is as follows: (1) Establishment of an internal auditor team (2). Assistance and coaching implementation of Tridharma Perguruan Tinggi (3) Procurement of training by LP3 institutions (4) Giving awards to lecturers.

3.1 Establishment of an Internal Auditor Team

Internal auditors are formed by the leadership of Islamic University Raden Rahmat Malang to aim at auditing the workload of lecturers (BKD). Quality Internal Audit (AIM) UNIRA Malang is an independent work unit that has the main duties and functions of conducting a review and evaluating all activities carried out, one of which is teaching, research and lecturer service. AIM is one of the implementation of UNIRA Malang's internal control. Internal quality audits are carried out by auditors who are trained and have auditor certificates. The Audit Team consists of several auditors to carry out audit duties. To realize the objectivity of the audit, it is crossed by auditors who come from a rather concurrent academic background but come from different study programs. Thus the lecturer workload in the form of evidence of the implementation of teaching, research and community service that is reported can be reviewed and evaluated by the auditor and the audit results as a follow-up/ recommendation to the lecturer concerned, then the formation of AIM can improve the creativity of lecturers in implementing tridharma College.

3.2 Assistance and Development of Tridharma Implementation

Mentoring and Coaching is carried out once every month in each faculty by the university leadership. Assistance and coaching that has been done is mentoring the process of proposing functional lecturers. The activities are in the form of explanation of technical instructions for submitting jafung, filling in jafung dupak, and the formation of Person in Charge (PIC) which aims to identify jafung documents to be submitted, and giving directives for lecturers who have not fulfilled the existing components in jafung, such as encouraging lecturers to immediately make research journals and community service that have been done, encourage lecturers to improve learning devices that are not in accordance with the standards of higher education, explain the benefits when they have functional positions as motivation of lecturers to be more passionate and creative in carrying out their duties. Pengadaan Pelatihan oleh Lembaga LP3.

3.3 Procurement of Training by LP3 Institutions

From the problems previously explained related to the lack of publishing internal and external journals, the university leadership, LP3, has conducted training in journal writing and publication for lecturers with the aim that lecturers are more active in research and community service and the results are published. The LP3 Institution has also conducted training (Intructural Technical Basic Skills Improvement Program) so that lecturers are more competent in their professionalism. With the existence of LP3,



it will be able to increase the creativity of lecturers because LP3 often organizes trainings that can support the competence of lecturers in Islamic universities, raden rahmat.

3.4 Awarding Lecturers

The awarding of the award has been carried out by the university leadership including remuneration for lecturers who pass BKD audits in the form of money, for lecturers who have submitted research proposals even though they are not qualified there is still remuneration from the university, lecturers who have done research and community service and published journals also get remuneration. The award for the student's favorite lecturer, who was assessed based on a questionnaire that had been distributed to the students, was done by posting the photo of the lecturer in the place provided as a manifestation of the university's pride in the lecturers concerned. With the award, it will trigger an increase in lecturers' creativity, this can be seen from the increase in journal publications every semester.

Efforts that have been made by the leader of the Islamic university of Raden ahmat Malang can increase the creativity of lecturers, it is seen from the changes made by the lecturers every semester, for example, the number of research and community service increases, and the teaching materials or modules developed also increase each semester. The phenomenon of increasing lecturer creativity that has been studied in accordance with what was presented by Robert in his book entitled Art of Creative Thinking is practical guidelines that creativity has external supporting factors: the support of the environment, sufficient material, wide time, the opportunity to gain knowledge (Robert, 1992).

IV. DISCUSSIONS AND RECOMMENDATIONS

The creativity of Raden Rahmat Malang Islamic University lecturers in implementing the Tridharma of Higher Education is still relatively low. This can be seen from some of the lecturers' daily attitudes during carrying out tasks such as (1) There are still lecturers in compiling lecture contracts, syllabi, RPS not referring to the National Standards of Higher Education, (2) There are still many lecturers who have not developed lecture teaching materials (3) Some lecturers still use lectures (4) There are still many lecturers who have not conducted research and community service. A person's creativity does not only arise from within himself but also needs to be supported by external factors, namely the environment. The environment referred to in this study is the business of the university leadership in implementing the Tridharma of Higher Education.

Efforts that have been made by university leaders of university leaders to increase the creativity of lecturers in implementing Tridharma tertiary education are as follows: (1) Establishment of internal auditor team (2) Assistance and coaching implementation of higher education tridharma (3) Procurement of training by LP3 institutions (4) Giving appreciation to lecturers.

Based on the above conclusions, the authors suggest that university leaders create a pleasant working atmosphere, because working conditions are one of the factors that can affect teacher creativity, for example there is a park with electricity plugs and smooth wifi,



so that lecturers will more easily develop their creativity by utilizing wifi there is to broaden horizons.

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