

The Effect of Attitudes on Behavior, Subjective Norms, Behavioral Control, Behavioral Intentions on Lecturer Behavioral: The Moderation Role of Compliance with Regulations and Visionary Leadership in LLDIKTI Region VI Central Java Indonesia

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Abstract

Phenomenon, Private University at LLDIKTI VI Central Java (1) There is inequality in the quality of education which indicates that the increase in human resources has not been evenly distributed in all areas of the city/district. (2) The behavior of lecturers in carrying out tridharma activities is still not optimal. This research is based on the existence of empirical GAP and theoretical GAP regarding the limitations of TPB theory, so this research closes this gap by adding the variable compliance with regulations and visionary leadership as a moderator, which is combined into the Theory of Planned Behavior model to make this variable as research novelty. The aim of the research is to prove and analyze the influence of behavioral attitudes and norms subjective, behavioral control towards lecturer behavior through behavioral intentions and prove and analyze the role of regulatory compliance and leadership visionary in moderating influence of behavioral intentions to behavior lecturer. Study this is causal explanatory with a sample of 370 lecturers in LLDIKTI Region VI Central Java in 2022. Data collection techniques use questionnaires, data analysis uses SEM. Results research (1) behavioral attitudes influential significant positive to behavioral intentions. (2) behavioral attitude has no effect on lecturer behavior. (3) norms subjective influential significant positive effect on behavioral intentions. (4) norms subjective influential significant positive effect on lecturer behavior. (5) control behavior influential significant positive effect on behavioral intentions. (6) control behavior influential significant positive effect on lecturer behavior. (7) behavioral intention influential significant positive effect on lecturer behavior. (8) compliance on regulation moderate influence of behavioral intentions towards lecturer behavior. (9) leadership visionary moderate influence of behavioral intentions towards lecturer behavior.

Keywords: *Attitude, Subjective Norms, Behavioral Control, Intention, Compliance, Visionary Leadership, Lecturer Behavior.*

Introduction

Behavior lecturer in region LLDIKTI Region VI Java Middle interesting to be researched because the number of lecturers reached 14,124 lecturers with the number of universities is 237 PTS Purnomo, (2022:9). Issues that arise in LLDIKTI Region VI Central Java is a merger of several universities, so that to overcome this issue the quality of lecturers and universities must be improved improved. The number of universities is large and the quality of lecturers is increasing burden while no contribute to implementation objective education. Base thinking This started from role strategic lecturer in enlighten life nation, as human which educated so that his behavior can become yardstick measure success higher education Azizu & Sari, (2020:7).

Azjen's Planned Theory of Behavior (1991) can be used to predict and explain various behaviors, including lecturer behavior. The key component of this model is behavioral intention, where lecturer behavior can be predicted from behavioral intention. The stronger the intention to engage in the behavior the greater the performance. Behavioral intentions can be formed by three (3) components: behavioral attitudes, subjective norms, and behavioral control.

The academic aspects of a lecturer are regulated by provisions which is binding in the Tridharma of higher education which includes education and teaching, study, and devotion to public Subramaniam & Jasmine, (2017:6); Masrur, (2021:4). Tridharma college tall must held in a way simultaneous as form from his role as educator professional and scientist with task main transform, develop and disseminate science, technology and art through education, research, and community service Azizu & Sari, (2020:9). Role the

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very attached because in his daily life a lecturers are required to behave in a way that reflects their status as educators which also become guidance for public in behave in campus nor in society.

Role a lecturer which big the sometimes no can realized ideally due to internal factors of lecturers and external factors lecturer Heel et al., (2019:12). Internal factors include: attitudes, subjective norms, control behavior, and intentions whose existence can be modified by the lecturer, whereas style leadership on campus and obedience is factor external factors that are beyond the lecturer's control. Ability to manage factors it is believed that this can play a big role in the behavior of lecturers as lecturers which ideal Wakit & Yuliana, (2021:7).

Research conducted by Septiana et al. (2021:15) studied about behavior lecturer in process learning blended learning, disclosethat learning method combines direct learning (synchronous) with learning no direct or independent which can done when even (asynchronous). Behavior lecturer on moment usethe direct approach is more attractive than when using the direct approach indirect. Lecturer attitude be unique in learning which customized with change environment and that situation faced.

Daughter et al., (2019:29) disclose that behavior lecturer will influenced by student habits, what is unique about this research is culturegive influence no direct whereas service which given the campus has a direct influence on lecturer behavior. This study too relevant to be applied to various cultures such as Turkey Anti et al., (2022:31). This research indicates that lecturer behavior has similar attitudes in respond service which given by campus (Widyastuti et al., 2022:13; Langi et al., 2022:32). The influence of campus services will increase strong when driven by accommodating leadership, this opens up opportunity for positioning leadership campus moderate influence between factors stimulant to behavior lecturer (Kusin, 2015:35; Subhaktiyasa, 2023:67).

Study which done Hussein (2018:26) disclose that forms of social support such as family, friends and colleagues obtained by the lecturer will influence avoidance and engagement behavior solving problems (Iqbal et al., 2020:28). Avoidance behavior occurs while a lecturer no get media for actualize expertise, and in turn will behave deeply involvedwhile given chance for opinion (Oladele et al., 2016:21; Bananuka et al., 2020:15). Support social prove that become component main norm subjective which will give influence to lecturer behavior in expected conditions. Social support is getting higher given to a lecturer will have an impact on improving behavior positive in responding and vice versa (Gultom, 2020:76; Balder et al., 2020:56).

Siregar et al. (2022:64) reveals that individual abilities for control trend self on all risk which faced influential on behavior individual. Study this done in context plagiarism, so a lecturer will be more careful in doing so scientific publications. The results of this research theoretically prove that theory planned behavior (TPB) is fully applicable in the context of plagiarism, a Lecturers will think twice about committing plagiarism because they are afraid of it Accepted risks include: 1) stumbling into a legal case, 2) reducing feelings believe self, 3) lower reputation, 4) fertilize flavor lazy; 5) obstacle creativity (Curtis et al., 2018:87; Yuan et al., 2022:12; Wu, 2022:51). Perception to risk here it is who plays a role become top control behavior plagiarism.

Attitudes, subjective norms, behavioral control are key variables influence on lecturer behavior, but its implementation still needs to be researched because lecturer behavior is complex behavior (Silva, 2021:11). Behavior interesting lecturer to carry out further studies involving variables variable other, mainly is factor external like leadership and obedience lecturer in operate his role as power educator Which professional. Study which done Hasanah & Madiistriyatno (2020:52) revealed that lecturers' compliance with existing campus rules willstreng then intermediate influence norm subjective on lecturer behavior.

The main consideration in behavior, between behavioral control and behavior lecturer located on tall low risk which faced him (Wongsowinoto & Susanto, 2022:18). Lecturers will tend to be productive if you don't feel anxious because the risk is big, it will decrease when you get encouragement from campus leaders, it means leadership cooperative, solution-based capital for lecturers to be more creative in their behavior,so that matter this which become reason positioning leadership campus moderate influence control behavior

to behavior lecturer in a way whole (Ferdinand & Lindawati, 2021:12; Sutardi et al., 2022:24).

Research on attitudes, subjective norms, behavioral control is key variables that do not have a direct effect on lecturer behavior but will mediated by factor intention behave, so that can conclude that these stimulus factors will influence behavioral intentions, then intentions behavior will have an influence on lecturer behavior (Zulfikar & Vitria, 2021:62; Septiana et al., 2021:38; Azizu & Sari, 2020:60). Study this which unique on business generate intention through music, so that teacher behave more attractively in delivering learning material (Putri et al., 2019:62).

The research results show that the effect still indicates great diversity inconsistent so it needs to be studied further regarding the factors that cause it the cause, a number of study explain that intention behave influence on lecturer behavior (see Zulfikar & Vitria, 2021:26; Langi et al., 2022:59) the more strong its influence while given stimuli form enforcement campus regulations (Palupi et al., 2023:37). This study is in line with research results by Krishna (2017:87) which states that professional ethics will streng then the influence of intentions on lecturer behavior, the higher a lecturer is hold ethics profession so will increase positive behavior.

This reality is the basis for conceptualizing studies that discuss the issue leadership and obedience lecturer own role strengthen norweakening the influence of attitudes, subjective norms, behavioral control on lecturer behavior (Putri et al., 2019:51; Iqbal et al., 2020:22; Widyastuti et al., 2022:75; Langi et al., 2022:32). This research is interesting, because it can provide direct impact on the achievements of this study, namely theoretical contributions and construction practical, so that the stakeholders can directly receive the benefits interest. By because that, originality study this located on involvement behavioral intention variable which is positioned as a mediating variable, compliance on regulation and leadership visionary which positioned as variable moderation.

Based on the research gap that has been described, it indicates that individual behavior is shaped by intentions, while intentions are formed by three elements, namely behavioral attitudes, subjective norms and behavioral control. The inconsistency of the findings is based on the Theory of Planned Behavior (TPB) approach, that these three elements together or in several parts or just one factor can form intentions. Several findings also prove that these three elements can directly influence intentions and/or behavior.

Research GAP, apart from being an empirical GAP, is also a theoretical GAP where the Theory of Planned Behavior model used in research still has limitations. LaMorte (2022:2) explains the limitations of the TPB, namely (1) it does not take into account environmental or economic factors that can influence a person's intention to carry out a behavior. (2) This approach assumes that behavior is the result of a linear decision-making process, and does not consider that behavior can change over time. (3) The method is very limited so it can benefit from integration with other theories to gain more insight into behavior. (4) assumes that intention is an obligatory mediator between initial behavioral factors and action, but does not explain external factors that can influence behavior. The limitations of the TPB from empirical research findings show that only 40% of the variance in behavior can be explained using the theory of planned behavior, it is likely that there is a large time gap between the assessment of behavioral desirability and the actual behavior being assessed, in that time interval the individual's desires can change. The theory of planned behavior is a predictive model that predicts individual actions based on certain criteria, but individuals do not always behave as predicted by criteria.

The observed phenomenon is that the behavior of private university lecturers in implementing the Tridharma still does not meet expectations as stipulated in Law no. 12 of 2012 concerning Higher Education. Inhibiting factors : according to the Director General of Strengthening Research and Development of the Indonesian Ministry of Research, Technology and Higher Education Muhammad Dimiyati, low competitiveness Most private universities do not yet focus on the two dharmas of higher education (research and community service), but teaching activities are still dominant (Hasrul, 2017 :1). (2) Based on Scimago Journal & Country Rank data, the number of scientific publications from Indonesia in Scopus indexed journals is 43,300 documents in 2022, down from 51,721 in 2021. This number places Indonesia in 25th place out of 243 countries in the list of countries according to the number of published

works. scientific journals indexed by Scopus (<https://dataindonesia.id>).

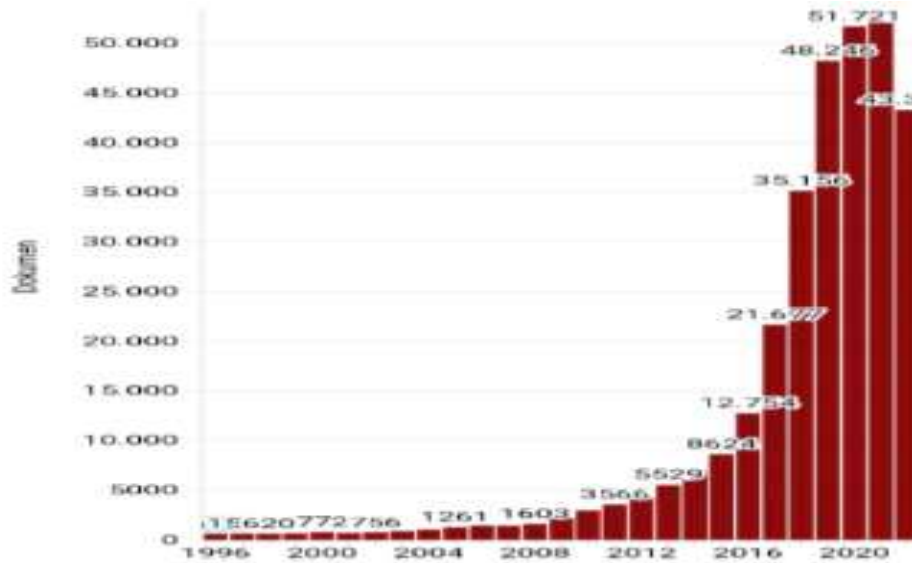


Figure 1. Number of Indonesian scientific publications indexed by Scopus 1996-2022

(Source: <https://dataindonesia.id> , accessed 23 January 2024)

(1) In the ranking of scientific publications indexed by Scopus for Asean countries, Indonesia is still behind because it is ranked 4th out of 6 countries (scimagojr).

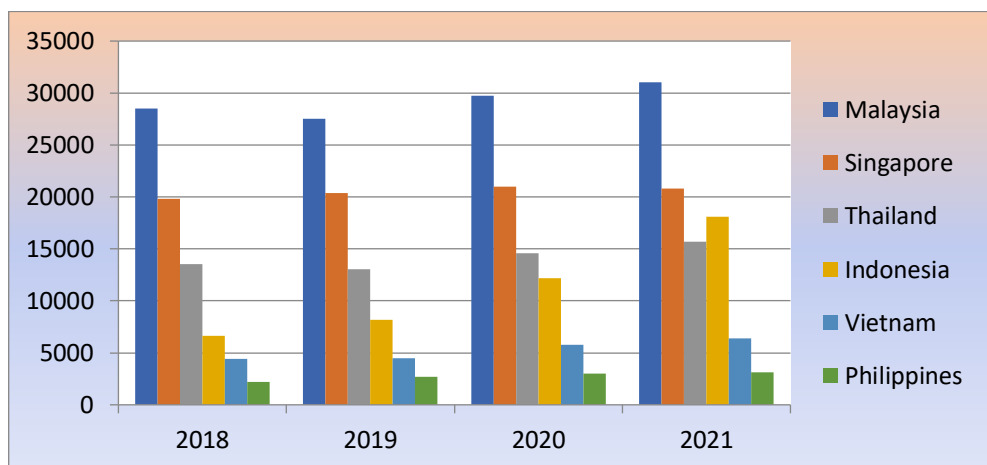


Figure 2. Ranking of Scopus Indexed Research Publications in ASEAN Countries (Source : scimagojr, accessed May 2022)

The 2020-2024 LLDIKTI Region VI Strategic Plan (Renstra) aims to realize the success of the quality of higher education nationally. Region VI Higher Education Service Institutions (LLDIKTI) are in the Central Java region, where geographically private universities under the coordination of LLDIKTI Region VI are spread across 35 cities/regencies (Kemendikbud LLDIKTI VI, 2020:4).

The phenomena that occur in the scope of private universities under the coordination of LLDIKTI Region VI Central Java are (1) There is an inequality in the quality of education which indicates that the increase in human resources is still not evenly distributed in all city/district areas. (2) Low learning outcomes so that they cannot answer the challenges of higher education institutions to produce graduates who are in line

with current developments, advances in science and technology, demands of the business and industrial world, as well as societal dynamics (3) Research and development productivity still needs to be increased, namely the number of nationally accredited publications in Sinta and Scopus indexed international publications, registered intellectual property, Research and Development and Industrial Prototypes that have been produced by private universities (Kemendikbud LLDIKTI VI, 2020:4).

In line with this phenomenon, lecturers, especially PTS lecturers in Region VI Central Java who have obtained teaching certificates, must be able to make decisions to become quality lecturers in a sustainable manner along with developments in science and technology. This decision is needed to shape the behavior of lecturers so that the Tridharma of Higher Education can be implemented properly in accordance with the provisions stipulated in Law no. 12 of 2012, namely teaching behavior, involvement in research and service can be of higher quality. This decision will depend on the lecturer's intention to behave, the stronger the lecturer's intention to engage in the behavior, it can be predicted that the lecturer's behavior will be more positive so that the better his performance will be. This phenomenon is important to research, therefore this research will re-examine the three components that form behavioral intentions and their influence on the intentions and behavior of certified lecturers in LLDIKTI region VI, Central Java.

The novelty of this research compared to previous research, this research adds contingency variables to explain external factors that can influence lecturer behavior, these two factors are compliance with regulations and supervisory leadership. The reason is that TPB as a research approach still has limitations (LaMorte, 2022:3) does not explain external factors that can influence behavior, TPB assumes that behavior is the result of a linear decision-making process, and does not consider that behavior can change over time. In line with this opinion, the limitations of the TPB allow lecturer behavior to become inconsistent over time. Lecturer behavior cannot be separated from the obstacles that have an impact on decreasing Tridharma performance. To overcome these obstacles, external control is needed, namely compliance with regulations and visionary leadership. The limitations of the TPB encourage the need for further research to integrate the theory of regulatory compliance and visionary leadership into the Theory of Planned Behavior model.

Compliance with regulations is needed as a basis so that lecturer behavior does not conflict with/violate the code of ethics and code of behavior that has been established by the HE institution concerned, this is because lecturer behavior can change over time. The basis for compliance with regulations includes Law 14/2005 concerning Teachers and Lecturers, Law 12/2012 concerning Higher Education, RI Minister of National Education Regulation 17/2010 concerning Prevention and Control of Plagiarism in Higher Education. The role of compliance with regulations as a moderator is to strengthen intentions, so that lecturers have a higher desire to become professional lecturers according to the certification they hold so that their behavior is expected to be more positive. Lecturer behavior is reflected in their level of involvement in Tridharma, with the main task of transforming, developing and disseminating science and technology through education, research and community service.

Visionary leadership is needed to strengthen lecturers' behavioral intentions in achieving organizational sustainability so that lecturers are expected to have a unanimous decision to behave actively to realize the institutional vision. The higher the behavioral intention, the higher the performance is expected to be. Visionary leadership is important to implement, because effective behavior and performance of lecturers requires a visionary leader who acts as a guide in the direction of the organization towards a better future. The role of a visionary leader is needed as an agent of change. Apart from having to compete to improve quality, private universities also need to generate income that can guarantee survival, and this is a difficult task, so visionary leaders are really needed in achieving sustainability for private universities. Apart from being determined by the quality of education, the sustainability of PTS can be seen from the increase in interest of new students in each period, but quite a few PTS are at a crossroads. As the new academic year begins, higher education, especially private universities, must find solutions or directions for success, must be able to overcome concerns or what the next challenges, opportunities or alternative concepts will be to achieve sustainability. To answer these problems requires a visionary leader who can navigate the complexities and opportunities that exist. PTS's visionary leadership has the foresight to predict a better future, in this case the Chancellor is responsible for all campus progress and setbacks. The Chancellor at

each PTS concerned needs to formulate a clear vision to achieve long-term success. This requires the Chancellor's innovative policies to improve campus quality, increase the professionalism of lecturers and the entire academic community. According to research results by Alam (2022 :5), the visionary leadership of the Chancellor at several private universities in Bangladesh plays an important role in the success of the university. Visionary leadership has been proven to have helped the sustainability of private universities without compromising educational philosophy. According to the research results of Yorman et al., (2023 :455) visionary leadership is very important in managing educational institutions effectively, because visionary leaders provide strategic direction to institutions by setting clear long-term goals and objectives, fostering a culture of innovation and adaptation within their institutions, motivate and inspire stakeholders in the education community to achieve competitive advantage.

Based on existing GAP research in the form of theoretical GAP and empirical GAP, this research closes this gap by adding the variable compliance with regulations and visionary leadership as a moderator, which is combined into the Theory of Planned Behavior model so as to make The e l variable is a research novelty.

Theoretical Framework and Hypothesis Development

Theoretical Framework

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) was originally called the Theory of Reasoned Action (TRA), developed in 1967, then the theory continued to be revised and expanded by Icek Ajzen and Martin Fishbein. Starting in 1980, this theory was used to study human behavior and to develop more effective interventions. In 1988, something else was added to the existing model of reasoned action and it was later named the Theory of Planned Behavior (TPB). The Theory of Reasoned Action proposed by Ajzen and Fishbein in 1980, later updated with the Theory of Planned Behavior by Ajzen (1991 : 182), has been used for the past two decades to research desires and sharing behavior. The theory of reasoned action assumes that behavior is determined by the individual's desire to perform or not perform a certain behavior or vice versa. Desirability is determined by two independent variables including attitudes and subjective norms. This theory of planned behavior was developed from the theory of reasoned action by adding the addition of building perceived control behavior. Ajzen's theory of behavioral attitudes refers to the degree to which a person has a favorable or unfavorable evaluation judgment from the behavior in a question, (Ajzen, 1991: 182).

The TPB has been successfully used to predict and explain a variety of health behaviors and intentions including smoking, drinking, health service utilization, breastfeeding, and drug use, among others. TPB states that behavioral achievement depends on motivation (intention) and ability (behavior control). It distinguishes between three types of beliefs-behavioral, normative, and control. The TPB consists of 6 (six) constructs that collectively represent a person's actual control over their behavior (LaMorte, 2022:1-2).

Attitudes (Attitude)

Attitude refers to the extent to which a person has a favorable or unfavorable assessment of a behavior of interest. This requires consideration of the outcomes of performing the behavior.

1. Behavioral intention (Intention to behave)

Behavioral intention refers to the motivational factors that influence certain behavior where the stronger the intention to carry out that behavior, the greater the likelihood that the behavior will be carried out.

2. Subjective norms (Subjective norms)

Subjective norms refer to beliefs about whether most people approve or disapprove of a behavior. This relates to a person's beliefs about whether peers and people important to the person think he or she should engage in the behavior.

3. Social norms

Social norms refer to customary codes of behavior within a group or society or larger cultural context. Social norms are considered normative, or standard, within a group of people.

4. Perceived power (perceived power)

Perceived power refers to the perception of the existence of factors that can facilitate or hinder the performance of a behavior. Perceived power contributes to a person's perceived behavioral control over each of these factors.

5. Perceived behavioral control (Perceived behavioral control)

Perceived behavioral control refers to a person's perception of the ease or difficulty of performing a desired behavior. Perceived behavioral control varies across situations and actions, resulting in individuals having different perceptions of behavioral control depending on the situation. This theoretical construction was added later, and gave rise to a shift from the Theory of Reasoned Action to the Theory of Planned Behavior.

Theory of Planned Behavior on progress explains that the three constructs as antecedents of these intentions can be formed by the Beliefs factor so that the three constructs can be formed from the presence of Behavioral Beliefs, Normative Beliefs and Control Beliefs. The development of the Theory of Planned Behavior can be explained as in the following picture.

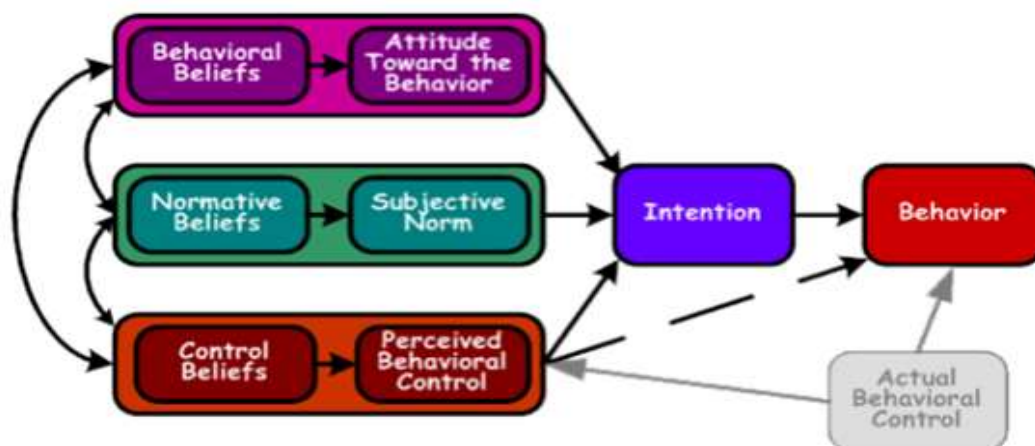


Figure 3. Developed Theory of Planned Behavior

(Source: Ajzen, 1991 :183)

Behavioral Attitude

Theory behavioral attitude (theory of attitude and behavior) which developed by Nyasulu (2019: 68) states that behavior is determined by for what something matter done (attitude), guidelines on something matter

Which done (social rules), and what is usually done (habits). determine formation of a behavior.

Attitudes contain cognitive components related to beliefs, and the affective component related to the connotation of likes or dislikes, as well the behavioral component is how a person wants to behave regarding attitudes. Taheri et al. (2018:53) states that a person's attitude is driven by factors factor stimulus, like wages, allowance, style manager, stimulation work, technology and company policies. These stimulus factors are determining is something feeling positive which give rise to favorite or feeling negative which causes dislike for a job. Positive feelings and These negatives ultimately determine satisfaction or dissatisfaction somebody to his job, which on finally determine behavior somebody in in organization.

Wijayati et al. (2021:25) states, these subjective norms are formed from beliefs normative and motivation obey. Confidence normative is belief in others (preferred reference group) that they should doing or not doing a normative behavior or belief about other people's expectations about what he should do. Motivation obey is a motivation which in line with confidence normative or can said that norm this subjective is a motivation that is in line with other people become reference group.

Behavioral Control

Control behavior interpreted as ability for compile, guiding, organizing and directing the forms of behavior that can bring towards positive consequences. Behavioral control is one of the potentials can be developed and used by individuals during the process of life, including in face condition Which there is in the environment surroundings. According to Banerjee & Ho (2020: 25) explain that behaviour controls is trend individual For consider various consequence, For behavior, so that behaviour controls said as ability human to withhold And control behavior social whichno Hagger's fast et al., (2022: 73).

Shohib (2020:78), There is three type quality control behavior, that is over control, under control, and appropriate control. Over control is control behavior which done by individual in a way excessive which cause individuals hold back a lot in reacting to stimuli. Under control is an individual's tendency to let go of impulsivity by free without careful calculation. Meanwhile appropriate control is individual control in an effort to control impulses appropriately Daniels et al., (2017:39). Behavior control usually uses the following aspects: 1) ability control behavior; 2) ability control stimulus; 3)ability anticipate something incident or incident; 4) ability interpret incident or incident; 5) ability take decision Daniels et al., (2017:39).

Behavioral Intentions

Nastiti & Laili (2020:22) explain that intention is a mental device consists of a mixture of feelings, hopes, education, fear or tendencies other which move individual to something certain options. Silva (2021:53) states that intention is one personality elements that play an important role in making decisions future. Intention directs an individual towards an object based on feeling like or flavor no like. Feeling like or no like isthe basis of an intention. A person's intentions can be known from statements of joy or no happy about a particular object.

Hanna et al., (2020:87) Intention is divided into two, namely: first, intention Subjective is a feeling that states experiences certain things that are fun. secondly, objective intention is a reaction which stimulate activities in the environment. Silva (2021:65) intentions can be divided into two types, namely: first,intention primitive is encouragement which nature biological, like need eating, drinking, freely mingling and so on. This type of intention includes: awareness about need which direct can satisfying encouragement for defend human intentions. Second, cultural intentions or commonly called also intention social which originate or obtained from process study, so that intention cultural here the value is higher than intention primitive.

Regulatory Compliance

Obedience defined by Mandala et al., (2023:19) as fulfillment, back down submit with willingness; willing give, give up, give in, make something desire conformity in accordance with hope or will person other. Obedience related with obedience on authority T a y l o r ' s rules (2018:26).

Milgram in Soekanto (2017:18) explain that's it factor there are three things that influence compliance, namely supervision, power, influence situation. Factor other which join in influence formation of compliance to norm social expressed by Yuniar et al. (2017 ;72) about a number of factor reason violation in environment academic among them are rules, youth background, education system or learning, leader institution, leadership, system bureaucracy, and factor psychological another is religiosity. Individuals who gain additional knowledge about teachings religion so that aspect religiosity become more good.

Yuniar et al. (2017:72) share obedience in three form behavior namely conformity namely (1) individual change attitude and act he did so that in accordance with method do action which in accordance and accepted with demands social (2) acceptance that is individual do something on request others recognized his authority. (3) obedience that is individual do behavior on order others

Leadership Visionary

Pliers & Li, (2022:68) stated, to the leadership is management that provides concepts and implements them plan, organize, hide And control Which become one unity which integral which no can separated, in planning the vision, mission, goals and work plans of the organization, organizing and carry out tasks and build his subordinates with method give means, input and opinion in direct task and not quite enough answer his subordinates, direct in motivating, make decision, guiding, coaching and training Tang & Li, (2022:70).

To achieve organizational goals, a leader is needed as a director. Leadership is the most important component in the relationship between the organization and organizational behavior. A leader must have complex abilities, this is very important when an organization faces unexpected situational problems (Purwanto, Mujanah & Sumiati, 2022).

Leadership has an important role in encouraging positive work behavior in subordinates, thereby providing benefits in creating a creative environment and empowering its members (Suryani et al., 2020). The success of organizational management is largely determined by the utilization of human resources, where organizational leaders must pay attention to the attitudes, behavior, desires and needs of employees so that employees can be motivated to improve their performance and an organization is needed to empower this (Brahmasari, Duwika & Ratih, 2023). Leadership comes from the word lead which contains two main things, namely the leader as the subject and the person being led as the object. The word lead contains the meaning of directing, controlling, fostering and organizing, guiding and also showing or influencing. Leadership is the power to influence someone to do or not do something (Ardiana, Ma'ruf & Riyadi, 2022). Leaders have an important role in an organization, because the effectiveness of the leader will influence the work motivation of employees which will have an impact on increasing their performance (Riyadi, Maskurochman & Nugroho, 2020).

Visionary can also said with vision ie bridge between present and future, so it must be both realistic and idealistic. Realistic in the sense of being grounded in reality and people believe that dreams can be achieved. Idealistic in the sense of vision must imply aspirations high in order to encourage people to strive hard to do their best in order to achieve the ideals described in the vision. Vision is a must too has extraordinary appeal, so that people are inspired and motivated through vision that Hadi, (2019: 12).

Son & Hidayat (2023:33) assert leadership visionary can be measured from indicators, namely focus period front which full challenge, m be agent change which excel, become decider direction organization, become coach professional, guiding people to direction professionalism work which expected, and encourage the completion of subordinate tasks.

Lecturer Behavior

A person's performance in an organization is behavior related to work tasks in accordance with the responsibilities assigned. Performance is the work result that can be achieved by a person or group of people in an organization in accordance with their respective authority and responsibilities in an effort to

achieve organizational goals illegally, without breaking the law and not breaking the law. contrary to morals and ethics (Riyadi, Maskurochman & Nugroho, 2020). Performance is a manifestation of work behavior carried out by employees which is usually used as a basis for evaluating employees or organizations, so efforts need to be made to improve performance (Riyadi, 2019).

Behavior can be defined as a mental state of opinion, thinking, behave, And other etc which is reflection from various type aspect, good physical nor non physique. Behavior also interpreted as a reaction psychic somebody to the environment. Reaction which intendedclassified into two, namely in passive form (without real action or concrete), and in active form (with concrete action) Septiana, et al. (2021: 1263).

Rachmad, (2019: 143), behavior teach lecturer is gestures member body lecturer on time teach. Based on description on can concluded that behavior teach lecturer is act in demand, response a lecturer or someone's actions in conveying an object tosituation certain which happen consequence from interaction himself with environment surroundings. Attitude and behavior teacher in matter this a lecturer is view, feeling, thinking, and form action or deed lecturer regarding students and subjects in the context of the teaching and learning process.

Adventus et al. (2019:152) states that the characteristics of lecturer behavior which good is (1) being aware, a good lecturer must have deep awareness several important aspects to support teaching and guidance student. (2) attractive, lecturer which good own understanding deep in eye lesson which he teach. (3) evaluate, as a lecturer evaluation very important because task main from a lecturer in educationis to provide an objective assessment of student performance. (4) try, a good lecturer is open to trying new things and innovating in teaching they. (5) imitate, a lecturer can adopt or implement something methodology, technology, or approach teaching new in activity academic.

Hypothesis Development

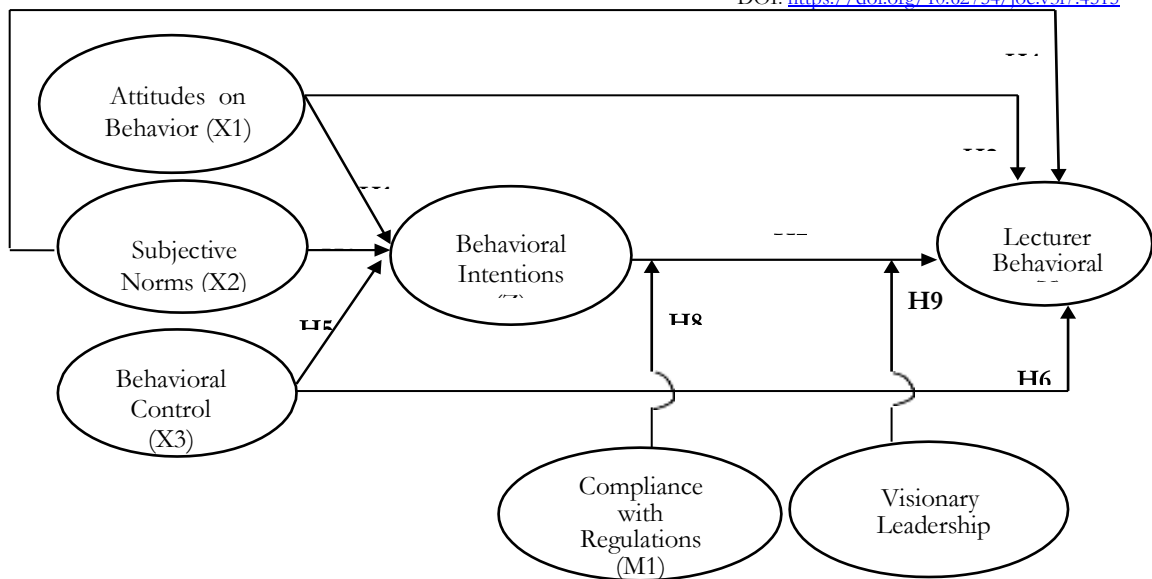


Figure 4. Conceptual Framework

Influence Behavioral Attitude to Behavioral Intentions

Behavioral attitudes are built on several things such as views, belief, and emotion they to work academic, teaching, study, And tasks other Which related with profession academic (Kelchtermans et al., 2018:101; Smith & Sheridan, 2019:65). Research result Ozan & Kincal (2018:32) attitude lecturer will influence his behavior indo task academic. Draft which support that attitude lecturer can influence intention behave lecturer can served as following:

First, factor motivation is form from attitude positive toacademic work, interest in learning and research, and taste proud to profession they can increase motivation lecturer for do tasks well Oqvist & Malmstrom, (2018:45) on the other hand, negative attitudes or dissatisfaction can reduce their motivation and intentions in carrying out academic tasks Brandmiller et al., (2020:76). Second, quality teaching is attitude lecturer to teaching willinfluence the way they present material, interact with students, and their level of dedication in helping students achieve learning outcomes good Prewett et al., (2019:17). Positive attitudes towards teaching tend creating a positive and enjoyable learning environment, while attitudes negative can reduce teaching quality.

Third, involvement in study can give encouragement behave scientifically which will influence the extent to which they intend and active in do study Brandmiller et al., (2020:16). Attitude positivetowards research will encourage lecturers to contribute to knowledge academics and seek innovation in their fields Ozan & Kincal, (2018:17). This will strengthen involvement in academic activities such as seminars, workshops, conferences, and other scholarly activities will influence the rate their participation in these activities. A positive attitude can be encouraging lecturer for involved active in activity academic, which on turn can expand their professional network and deepen their knowledge of Egalite & Kisida, (2018:22).

Fourth, attitude lecturer to institution place they work and his profession in a way whole will influence level commitment they towards academic tasks and participation in institutional development and educational program Ford et al., (2019:63). However, this attitude may change over time and is influenced by various factors, including work experience, interaction with colleague work, and policy institution. By because that, create environment work which support and motivating lecturer as well as appreciate their important role in the educational and research process helps improve the overall intentions and quality of lecturer behavior Ahad et al., (2021:11). Based on the description of several studies, it becomes: base for us apply:

H1: Behavioral attitudes have a significant effect on behavioral intentions lecturer at LLDIKTI Region

VI Java Middle.

Influence Behavioral Attitude to Lecturer Behavior

Lecturers as education on campus will always be faced with a variety of things character student, thereby also moment lecturer role in the middle public also faced on character public which more complex Suriansyah et al., (2019:22). Face student of course different with public, especially characteristic critically respond every problem which faced. A student will question reason why problem occurs, even continuing on what steps will be taken to answer the problem. However, it will be different with the character of the community very heterogeneous starting from educational background, economic strata, occupation of course the question will be more complex. Society is demanding more solutions of every problem faced, the ability to produce solutions which good is hope public Septiana et al., (2021:56).

This condition requires a lecturer to behave deal wisely diverse situations. His position as an educated person will be a reference material even example no only student and civitas academics also for surrounding communities Zulfikar & Vitria, (2021:71). This attitude sometimes occurs is positive, namely when something can be accepted by all parties, but is not rare considered negative when it is unacceptable or even contrary to lots party.

Attitude behave positive will give encouragement and intention behavior (Putri et al., 2019:30; Langi et al., 2022:76), this is because of the response to The attitude received is positive, whereas the response is negative received is negative. This shows that the attitude of behavior will be directly influences behavioral intentions Anti et al., (2022:87). Encouragement this behavior is because it is intrinsically attached to the lecturer so arouse the desire and even the need to actualize his attitude in behavior. Based on the description of several studies, this becomes the basis for we propose:

H2: Lecturers' behavioral attitudes have a significant effect on lecturers' behavior in LLDIKTI Region VI Central Java.

Influence Norm Subjective to Behavioral Intentions

Subjective norms are general habits or established rules guidelines behavior and already There is in something group public as well as has certain regional restrictions Bananuka et al., (2020:13). Limits of social norms is behavior that is appropriate for a group of people, so it can also are called social rules or social regulations. In the context of individual norm social can become barrier room motion because his behavior sued aligned with social conditions Aji et al., (2021: 24). Social norms can be deepa form of social pressure or peer pressure that has a direct impact on individual.

This pressure is different from the pressure of society in general because it can make an individual change themselves if they feel pressured or influenced by colleagues or peer groups Yusuf, (2021:15). Group- group social Which can influence a individual can form "group with membership" Which followed by somebody "in a way official" (like party political or union trade) or a click Which No set membership in a way clear. However, somebody still can caught the impact of peer pressure without having to be a member or wanting to be a member, matter this is what makes it the norm subjective.

Conformity between social norms and subjective norms will strengthen desire or encouragement for behave Joseph, (2021:20). Encouragement behavior will be higher when subjective norms are attached to it individual no opposite with norm social. Individual will feel happy and encouraged to behave, but the opposite is true if contradictory or inconsistent then it will break the intention or desire to behave Emmers et al., (2021:11). Based on description a number of study the become the basis for us propose:

H3: Subjective norms have a significant effect on the behavioral intentions of lecturers at LLDIKTI Region VI Central Java.

Influence Norm Subjective to Behavior Lecturer

Subjective norms are an individual's perception or belief about how much great support from other people towards individuals regarding certain behavior Ursavas et al., (2019:57). Context of lecturer behavior, subjective norms refer to views lecturers about the extent to which norms or expectations from colleagues, superiors, students, or the academic environment regarding certain behavior Valtonen et al., (2018:70). Several reasons strengthen that subjective norms influence behavior lecturer can stated as follows.

First, there is compliance with professional ethical norms. This is believed it could be that subjective norms can influence the extent a lecturer obey ethics and standard professional in teach, do study, and interact with student and colleague colleague Razaet al., (2018:23). A lecturer will feel that norm ethics very emphasized in the environment, so that tend more be careful in their actions and strive to comply with applicable rules and norms, however, the compliance aspect is not enough to require steps concrete in the form of levels participation in academic activities Silva, (2021:90). A lecturer believes that active participation in academic activities such as seminar, conference, and meeting scientific considered important by colleague peers, then they may be more motivated to participate in these activities Silva, (2021:75).

Second, ability in do approach teaching also is consequence from application norm subjective, so that matter this can influencing lecturers' teaching approaches Hussein, (2018:21). The lecturer feelsthat certain approaches can be used in the learning process, such as use technology or method innovative, supported by the environment, they tend more possible for adopt it Ogla & Rahma,(2019:29). The ability to choose the appropriate approach will increase, when lecturers can conduct research and at the same time publish the resultsstudy. Perception lecturer about norm academic related study and publications can also influence their level of involvement in various activity. Subjective norms emphasize the importance of research and publication, thenlecturers tend to try to be more active in carrying out research and produce scientific publications Emmers et al., (2021:85).

Refer on second reason the show that involvement lecturers in academic activities is proof that a lecturer has intention on activities which there is in environment campus, like guide student, contribute on development curriculum, or participate in activity social academic. Involvement lecturer this will awaken intention lecturer that for participate more active, however thereby a number of lecturer also show involvement which different or even on the contrary, matter this prove that norm subjective can differentfrom one individual to individual other which influenced by environment academic (Emmers et al., 2021:75). By because that, approach in influencing lecturer behavior should involve subjective norms held by lecturers and management can provide deep support form motivation for behave in accordance with standard ethics and lecturer professionalism. Based on the description of several studies, it becomes: base for us apply:

H4: Lecturer subjective norms have a significant influence on lecturer behavior in LLDIK'TI Region VI Central Java.

Influence Control Behavior to Behavioral Intentions

Control behavior can interpreted as ability for compile, guiding, organizing and directing the forms of behavior that can bring to direction consequence positive. Control behavior aim for withhold and control behavior social which no proper Ogla & Rahma, (2019:31). Control behavior is an individual's skill in the context of reading one's own situation and environment in the form of sensitivity to the situation at hand.

Control behavior can help individuals overcome various things detrimental, which may occur from outside. Two reasons requires individuals to control themselves continuously. First, the individual lives together group so that in satisfying his wish individual must control their behavior so as not to disturb the comfort of others. Second, society encourages individuals to constantly set standards better for him. When trying to meet demands, behavior is required control so that in the process of achieving these standards individuals do not commit things which is deviant.

Control behavior related with how individual control emotion as well as encouragement encouragement from in himself. There is two criteria which determine, is control emotion can accepted in a way social or no. Public will react positive if get stimuli control positive emotions Siregar et al., (2022:76). However, positive reactions alone are not enough, therefore it is necessary to pay attention to other criteria, namely the effects that appear after control emotions regarding physical and psychological conditions. You should control your emotions does not harm the individual physically and psychologically Yogiarta et al., (2022:54), meaning, with control emotion condition physique and psychic individual must improved. Control of individual behavior itself sets standards for its performance and reward or punish himself if he succeeds or fails to achieve standard the. Control person other which compile standard and give rewards or punishments can also be an individual's encouragement or intention to behavior Wongsowinoto & Susanto, (2022:32). Based on several descriptions study it becomes basis for we propose:

H5: Behavioral control has a significant effect on the behavioral intentions of lecturers in LLDIKTI Region VI Central Java.

Influence Control Behavior to Behavior Lecturer

Lecturers as educators cannot be separated from their ties social media has inherent rules, incentives, and sanctions that can influence the way lecturers behave Jamaluddin & Ibrahim, (2017:60). These social ties can be a control for lecturers in their behavior, such as institutional policies, academic management, professional ethical norms, and pressure from the academic environment Ogla & Rahma, (2019:37). Several reasons can be found in the study is that behavior control can influence lecturer behavior:

First, policies and regulations set by educational institutions can influence the way lecturers behave Silva, (2021:76), for example, policies about system orderly lectures, use technology in teaching, or obligations to conduct research and publication can shape behavior lecturer to match expected standards by institution.

Second, incentives such as promotions, bonuses or special allowances can be a motivation for lecturers to behave in accordance with the goals and objectives policy institution Runi et al., (2017:22). Lecturer tend will more motivated for reach target certain if there is rewards or award which given for their achievements Brandmiller et al., (2020:81).

Third, penalty or punishment also can influence behavior lecturer. If there is consequence negative for lecturer which violate rule or norm institution, lecturers tend to be more careful in carrying out their duties their duties and behave in accordance with the applicable provisions of Desombre et al., (2019:45).

Fourth, professional ethics and moral standards in the field of education can be implemented become control behavior for lecturer. Norm ethics this covers obligation professional lecturer in honor right student, have integrity in study, and act fair in evaluation academic Yuan et al., (2022:80).

Fifth, environment academic which competitive or oriented on performance can influence behavior lecturer. Pressure for reach target certain or compete with colleague colleague can form method lecturer behave in effort reach objective they. Control behavior can has both positive and negative effects depending on how it is implemented carried out by Silva, (2021:75). Settings that proper control of behavior can be help improve the quality of teaching and research, as well as create productive and collaborative academic environment Wongsowinoto & Susanto, (2022:70). However, control behavior which excessive or not enough appropriate can result tension, decline motivation, and experience work which negative for lecturers. Therefore, it needs to be balanced in implementation control behavior so that can support development professional lecturer and reach objective institution education. Based on description a number of study the is the basis for us to propose:

H6: Behavioral control has a significant effect on lecturer behavior in LLDIKTI Region VI Central Java.

Behavioral Intentions Influential to Behavior Lecturer

Interest on something object can become encouragement individual for behave Zulfikar & Vitria, (2021:117), this is because the individual feels happy or inclined to something object, so that whatever will done for fulfill that feeling of joy. Feelings of pleasure or displeasure are basic formation intention Langi et al., (2022:54). This feeling originates from the internal factors of each individual, the stronger the internal factors in the individual will be has an influence on high intentions to behave. Feeling happy combined with external factors will strengthen interest or intention towards an object Sutardi et al., (2022:76). Based on several descriptions study this is the basis for we propose:

H7: Behavioral intentions have a significant effect on lecturer behavior in LLDIKTI Region VI Central Java.

Compliance on Regulation Moderate Influence Behavioral Intentions to Behavior Lecturer

Previous research explains that intention influential behavior to behavior lecturer (Zulfikar & Vitria, 2021:70; Langi et al., 2022:59). However, the influence becomes stronger when stimuli in the form of enforcement are given campus regulations Kropac et al., (2023:12). This is in line with the research results Krishna (2017:80) Which state that ethics profession will give the influence that strengthens the influence of intentions on lecturer behavior is higher a lecturer hold ethics profession so will increase behavior the positive. Based on the description of several studies, this is the basis for we submit:

H8: Compliance with regulations moderates the influence of behavioral intentions on lecturer behavior in LLDIKTI Region VI Central Java.

Visionary Leadership Moderates the Influence of Behavioral Intentions on Lecturer Behavior

Visionary Leadership Theory (Nanus, 2001) emphasizes that a good vision will have an impact on the organization because: (1) a correct vision can attract commitment and provide energy to people. (2) the correct vision creates meaning in workers' lives. (3) the correct vision sets the standard of excellence. (4) the correct vision bridges the present and the future. Based on this theory, visionary leadership in private universities is very necessary because visionary leaders play a role in building commitment and providing energy to lecturers so that they can strengthen the lecturers' desire to be involved in achieving the vision. This desire is a behavioral intention that will influence the lecturer's decision to behave actively in realizing the institutional vision. Lecturers who have high behavioral intentions and higher levels of visionary leadership tend to have higher lecturer behavior than lecturers who have high behavioral intentions but low visionary leadership. In this way, visionary leadership is expected to strengthen the influence of lecturers' behavioral intentions on lecturers' behavior.

A study conducted by Zulfikar & Vitria (2021:11) revealed that intention behave give influence on behavior lecturer, there by also Langi et al. (2022:19) expresses the same thing that differentiates from both of them located on characteristic its influence which tend moderate. Yorman et al. (2023) stated, visionary leadership has an important role in educational management, visionary leaders play an important role in encouraging educators' desire to develop critical thinking skills and fostering educators' desire to explore creative approaches in teaching and learning. By encouraging innovation, visionary leaders have played a role in empowering educators to produce better performance behavior.

The research results of Zamuri, et al. (2020) stated that visionary leadership has an important role in strengthening the performance of educators. Visionary leaders who have an orientation towards achieving their vision and are able to communicate their vision will be very helpful in improving the performance of educators, apart from that the quality and quantity of work will be more focused or in accordance with the vision that has been set.

Langi et al., (2022:32). Leadership which visionary capable move, guide, lead and give excitement to his subordinates, it means a can influencing, moving, fostering feelings of participation and responsibility answer, give facility, example which good. Based on description a number of study this is the basis for we propose:

H9: Visionary leadership moderates the influence of behavioral intentions on lecturer behavior in LLDIKTI Region VI Central Java.

Method

This type of research is causal explanatory which explains cause and effect relationships between endogenous and exogenous variables used to predict patterns general situation. Population in study This is 5,107 lecturers in level University LLDIKTI Region VI Java Middle Which Already own certification. The total sample was 370 lecturers taken using the Slovin formula, sampling using techniques proportional random sampling.

Table 1. Operational Definition and Variable Measurement

Operational Definition of Variables	Indicator	Source
Behavioral attitude is a person's reaction to an object certain things that are positive or negative which are usually manifested in the form of feelings of liking or disliking, agreeing or disagreeing with a particular object Adventus et al. (2019:152)	<ul style="list-style-type: none"> a. Accept : <ul style="list-style-type: none"> 1. Accept criticism coworker (X1.1) 2. Carry out order leader (X1.1). b. Respond: <ul style="list-style-type: none"> 3. Helping coworkers when facing academic problems (X1.3). 4. Helping coworkers when face problem non-academic (X1.4). c. Value: <ul style="list-style-type: none"> 5. Respect the opinions of colleagues (X1.5). 6. M attend invitation campus activities (X1.6). d. Responsible: <ul style="list-style-type: none"> 7. Responsibility for carrying out tridharma activities (X1.7). 8. Responsibility to create report BKD (X1.8) 	Widyastuti & Martono (2022:38)
Subjective Norms are a person's perception of social pressure to doing or not doing the behavior. A person's behavior depends on intentions, Then intention in behave depends from attitude and norm subjective. Beliefs about behavior and evaluation will determine behavior Joseph, (2021:23)	<ul style="list-style-type: none"> a. Normative Beliefs: <ul style="list-style-type: none"> 1. Further studies for career development (X2.1). 2. Research activities for career development (X2. 2). 3. Community service for career development (X2. 3). b. Motivation to obey: <ul style="list-style-type: none"> 4. Motivation to implement the tridharma (X2.4). 5. Motivation to carry out non-academic activities (X2.5) 	Wijayati et al. (2021:25)
Behavioral control is an individual skill in sensitivity read situation self And the environment. Besides That, Also ability For control and manage behavioral factors according to the situation and conditions for showing oneself	<ul style="list-style-type: none"> a. Ability to control impulsive behavior : <ul style="list-style-type: none"> 1. Ability to control attitude rejection (X3.1). 2. Control ability emotions (X3.2). b. Ability to delay gratification : <ul style="list-style-type: none"> 3. Delaying satisfaction with research results (X3.3). 	Banerjee & Ho (2020:62) :

Operational Definition of Variables	Indicator	Source
<p>in socializing the ability to control behavior, tendency to attract attention, desire to change behavior in order suitable for others, pleasing others, always conforming to people others and cover up their feelings Okoye et al., (2018:76).</p>	<p>4. Delaying satisfaction with the results of community service (X3.4). c. Ability to anticipate events : 5. Checking plagiarism in research articles (X3.5). 6. Checking plagiarism in community service articles (X3.6).</p>	
<p>Behavioral intentions are essentially a cause and effect of experience. Intention develops as a result of an activity and will become a cause will be used again in the same activity Hanna et al., (2020:87).</p>	<p>a. Factor encouragement from the inside : 1. Desire do studies next (Z1.1). 2. Desire carry out activity tridharma (Z1.2). b. Factor motif social ; 3. Desire to increase self-prestige (Z1.3). 4. Desire to gain recognition for achievements (Z1.4). c. Emotional factors: 5. Attitude towards study failure (Z1.5). 6. Feelings of carrying out tridharma activities (Z1.6).</p>	<p>Hanna et al., (2020:87)</p>
<p>Obedience defined as fulfillment, back down submit with willingness, willing give, give up, back down, make something desire conformity according to the expectations or wishes of others. Obedience on regulation can happen in form whatever during individual the showing obedient behavior towards something or someone, for example obedience towards social norms (Palupi et al., 2023:34).</p>	<p>a. Conformity (conformity): 1. Follow a colleague's invitation to do the tridharma (M1.1). 2. Follow colleagues who obey the rules (M1.2). b. Reception (compliance): 3. Willingness to accept applicable regulations (M1.3). 4. Willingness to accept tasks from leadership (M1.4). c. Obedience (obedience) : 5. Compliance with regulations (M1.5). 6. Obedience in implementing the tridharma (M1.6).</p>	<p>Soekanto (2017:18)</p>
<p>Visionary leadership is a leader who has direction and formThe future is a picture of the future agreed with flavor togetherness And commitment Which tall For make it happen (Kusumawati, 2023:17).</p>	<p>a. Focus to period front: 1. Focus period front Which full challenge (M2.1). 2. Ability to get around challenge (M2.2). b. Become agent change Which superior: 3. Ability to encourage innovation (M2.3). 4. subordinates' criticism (M2.4). c. Become decider direction organization:</p>	<p>Son & Hidayat (2023:33)</p>

Operational Variables	Definition of	Indicator	Source
		<ul style="list-style-type: none"> 5. Ability to formulate organizational goals (M2.5). 6. Ability to make decisions (M2.6). d. Become coach professional: <ul style="list-style-type: none"> 7. Encourage competency development (M2.7). 8. Practice Work in a way professional (M2.8). e. Guiding people to direction professionalism Work Which expected : <ul style="list-style-type: none"> 9. Encourage work completion (M2.9). 10. Guiding towards work professionalism (M2.10). 	
<p>Behavior lecturer on in essence nature rational as results from interaction between the environment and values that are believed to be good, both observable and cannot be observed. This response is of two types ie form passive And form active, Where form passive is response internal that is Which happen within the lecturer and cannot be seen directly from other people, meanwhile form active that is if behavior That can observed in a way direct Adventus, et al., (2019:56).</p>		<ul style="list-style-type: none"> a. Realize (Awareness): <ul style="list-style-type: none"> 1. Realize responsibility towards students (Y1). 2. Realize not quite enough answer towards the institution (Y2). 3. Realize responsibility as certified lecturer (Y3). b. Interesting (Interest): <ul style="list-style-type: none"> 4. Prepare teaching materials (Y4). 5. Encourage student interest in learning (Y5). c. Considering (Evaluation): <ul style="list-style-type: none"> 6. Ability to consider decisions (Y6). 7. Think beforehand every time you do a task (Y7). d. Try (Trial): <ul style="list-style-type: none"> 8. Try out presentation materials (Y8). 9. Try to solve the example questions (Y9). e. Copy (Adoption) : <ul style="list-style-type: none"> 10. Imitates the lecturer's teaching style (Y10). 11. Imitate how to teach colleagues (Y11). 	<p>Adventus, et al., (2019:56)</p>

The data source used in this research is primary data. The data collection technique uses a questionnaire by giving a set of written questions to respondents. The questionnaire was assessed using a 5-point Likert Scale (SS=5;S=4;N=3;TS=2;STS=1). Data analysis used is Structural Equation Modeling (SEM where data processing uses Amos 24.

Results

Respondent Characteristics

Table 2. Characteristics of Respondents

Respondent Characteristics	Frequency	Percent
Gender		
Man	186	50.3
Woman	184	49.7
Total	370	100.0
Age	370	100.0
...≤30 years	2	0.5
31 - 40 years old	122	33.0
41 - 50 years old	143	38.6
51 - 60 yrs	79	21.4
61 - 70 years old	24	6.5
Total	370	100.0
Years of service		
... ≤ 10 years	2	0.5
11 - 20 yrs	122	33.0
21 - 30 yrs	143	38.6
31 - 40 years old	79	21.4
61 - 70 years old	24	6.5
Total	370	100.0
Education		
S2	328	88.6
S3	42	11.4
Total	370	100.0
Position Functional		
Assistant Expert	104	28.1
Lector	170	45.9
Lector Head	93	25.1
Teacher Big	3	0.8
Total	370	100.0

Source : data primer processed (2023)

Description of Research Variables

Table 3. Description of Research Variables

Variable	Mean	Category
Behavioral attitude	3.46	Good
Subjective Norms	3.44	Tall
Behavior Control	3.48	Tall

Variable	Mean	Category
Behavioral intentions	3.51	Tall
Regulatory Compliance	3.46	Tall
Visionary Leadership	3.45	Good
Lecturer behavior	3.48	Tall

Source : data primer processed (2023)

Instrument Validity with Confirmatory Factor Analysis (CFA)

Results test validity with Confirmatory Factor Analysis (CFA) allindicator every the variable with use AMOS as following:

Table 4. Confirmatory Factor Analysis Test Results

Variable	Indicator	Loading Factor
Behavioral attitude	X1_1	0.773
	X1_2	0.784
	X1_3	0.699
	X1_4	0.853
	X1_5	0.700
	X1_6	0.832
	X1_7	0.774
	X1_8	0.758
Subjective Norms	X1_1	0.773
	X2_1	0.937
	X2_2	0.880
	X2_3	0.795
	X2_4	0.792
Behavior Control	X2_5	0.884
	X3_1	0.765
	X3_2	0.716
	X3_3	0.812
	X3_4	0.944
	X3_5	0.909
Behavioral Intention	X3_6	0.831
	Z1_1	0.783
	Z1_2	0.854
	Z1_3	0.798
	Z1_4	0.818
	Z1_5	0.816
Regulatory Compliance	Z1_6	0.757
	M1_1	0.804
	M1_2	0.792
	M1_3	0.836
	M1_4	0.852
	M1_5	0.849
Visionary Leadership	M1_6	0.865
	M2_1	0.839
	M2_2	0.830
	M2_3	0.731
	M2_4	0.800

Variable	Indicator	Loading Factor
	M2_5	0.822
	M2_6	0.915
	M2_7	0.914
	M2_8	0.880
	M2_9	0.822
	M2_10	0.849
Lecturer Behavior	Y1	0.892
	Y2	0.911
	Y3	0.711
	Y4	0.907
	Y5	0.874
	Y6	0.871
	Y7	0.838
	Y8	0.868
	Y9	0.882
	Y10	0.876
	Y11	0.779

Source : data primary processed (2023)

Table 4 show that all indicator of the entire construct has mark factors loading > 0.50 so that statement indicators the valid inreflect variable behavioral attitudes, subjective norms, behavioral control, behavioral intentions, obedience to regulations, visionary leadership, and lecturer behavior so that it can used For analysis furthermore.

Instrument Reliability

Test reliability with mark C ronbach Alpha (CA) with the criteria of CA value > 0.7. Results test reliability the research instrument is presented on table 5.

Table 5. Instrument Reliability Test Results

Variable	CronbachAlpha	Cut Off (Alpha)	Information
Behavioral attitude (X 1)	0.929	0.700	Reliable
Norm Subjective (X 2)	0.872	0.700	Reliable
Control Behavior (X 3)	0.877	0.700	Reliable
Behavioral intention (Z 1)	0.866	0.700	Reliable
Obedience on Regulation (M 1)	0.926	0.700	Reliable
Leadership Visionary (M 2)	0.878	0.700	Reliable
Behavior Lecturer (Y)	0.867	0.700	Reliable

Source : data primary processed (2023)

Table 5 show that all over variable study is reliable, Because all over mark coefficient alpha from each variable study more big from Which standardized (0, 7), so that each items statement on instrument measurement can used.

Path Diagram Model Analysis

Based on the theoretical study in the previous chapter, a diagram can be created flow of causal relationships between constructs and their indicators. In preparation flow diagram, consisting of 7 (seven) constructs and 25 (twenty five) indicators. The results of preparing the research path diagram model through AMOS can be seen on picture following.

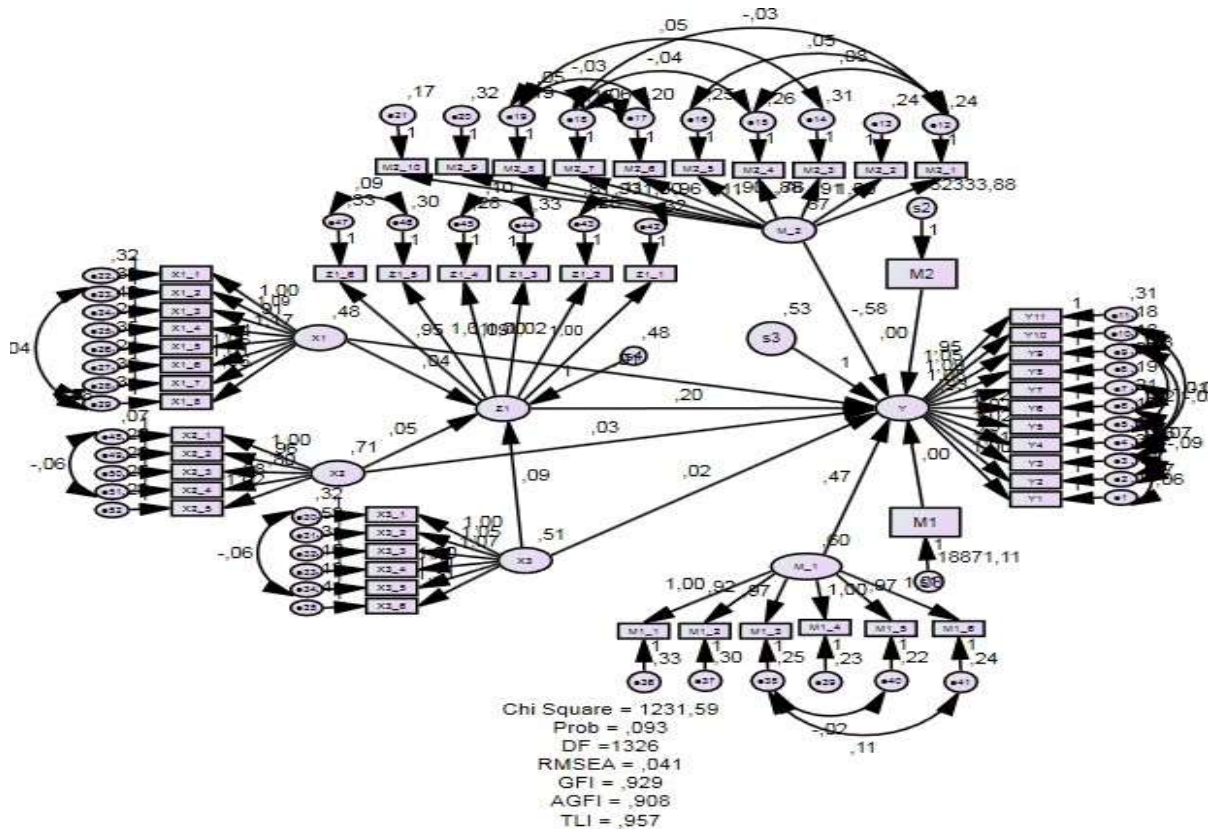


Figure 4. Results of Path Diagram Model Analysis

At this stage, testing is carried out on the suitability of the model through review of various goodness of fit criteria. Below are presented some fit index and cut off value to test whether a model can accepted or rejected.

Table 6. Results Goodness Index of Fit

Type Test	Results Test	Mark Critical	Conclusion
p	0.093	≥ 0.05	Good
Chi-Square	1,231.59	Small	Good
CMIN/DF	0.929	≤ 2.00	Good
RMSEA	0.041	≤ 0.08	Good
TLI	0.957	≥ 0.95	Good
CFI	0.960	≥ 0.95	Good

GFI	0.929	≥ 0.90	Good
AGFI	0.908	≥ 0.90	Good

The results of the GoF testing carried out produced sufficient confirmation both on factor dimensions and causal relationships between factors. With thereby so model the can accepted as base taking hypothesis.

Hypothesis Testing

Testing the path of relationships between research variables has resulted results with good and acceptable model suitability criteria. Results testing of the hypotheses proposed in this study is demonstrated on table 6.

Table 6. Hypothesis Testing Results

	Variable			Estimate	S.E	CR	P	Information
H1	SB	--->	MB	0.0360	0.0136	2.6471	0.0321	Significant
H2	SB	--->	PD	0.0110	0.0590	0.1864	0.8500	Not significant
H3	NS	--->	MB	0.0500	0.0190	2.6316	0.0350	Significant
H4	NS	--->	PD	0.0320	0.0120	2.6667	0.0066	Significant
H5	KP	--->	MB	0.0940	0.0350	2.6857	0.0070	Significant
H6	KP	--->	PD	0.0250	0.0120	2.0833	0.0476	Significant
H7	MB	--->	PD	0.1980	0.0670	2.9552	0.0089	Significant
H8	MB *KPP	--->	PD	0.0032	0.0012	2.6667	0.0322	Significant
H9	MB *KV	--->	PD	0.0030	0.0010	3,0000	0.0220	Significant

Source: Results of data processing with AMOS 24 (2023)

The Influence of Behavioral Attitudes towards Behavioral Intentions

The results of estimating the parameters of the behavioral attitude variable in forming behavioral intentions show a coefficient of 0.036 with a significance level (p-value) of 0.032 which is smaller than 0.05 ($p < 0.05$). Thus, the first hypothesis which states that behavioral attitudes have a significant effect on behavioral intentions, can be accepted (H1 is accepted). The results of this study confirm the research results of Bananuka et al. (2020:13) which states that subjective norms are general habits or rules that guide behavior and already exist in a community group and have certain territorial boundaries. Subjective norms will be limited by social norms so they can also be called social rules or social regulations. An individual's context of social norms can limit their space because their behavior is required to be in harmony with their social conditions. Aji et al., (2021:15). Social norms can take the form of social pressure or peer pressure which has a direct impact on individuals. The results of this research support research from Yusuf (2021:20) which states that conformity between social norms and subjective norms will strengthen the desire or urge to behave. The urge to behave will be higher when the subjective norms attached to the individual do not conflict with social norms. Individuals will feel happy and encouraged to behave, but on the other hand, if it is contradictory or inconsistent, it will break the intention or desire to behave Emmers et al., (2021:11).

Influence Behavioral Attitude to Behavior Lecturer

Results of estimation of behavioral attitude variable parameters in shaping lecturer behavior show results coefficient of 0.0110 with a resulting significance level (p-value) of 0.850, greater than 0.05 ($p > 0.05$). Thus, the second hypothesis which states that behavioral attitudes have no significant effect on lecturer behavior, cannot be accepted (H2 is rejected). The results of this study confirm the theory presented by Septiana et al. (2021:56) which states that the character of lecturers who are very heterogeneous in educational

background, economic strata, and occupation will certainly be more complex in their attitude and behavior. This level of complexity is the cause of the insignificant relationship between behavior and lecturer behavior, this is because students demand more solutions to every problem they face, and the assumption that lecturers have the ability to produce good solutions is the students' hope. This research confirms research conducted by Zulfikar and Vitria (2021:71) which states that the condition for a lecturer to be wise in dealing with various situations because his position as an educated person is not a guarantee or reference for behavior. This attitude is negative, namely when something cannot be accepted by all parties, but it is often considered negative when it is unacceptable or even contrary to many parties.

Influence Norm Subjective to Behavioral Intentions

The results of the parameter estimation for the subjective norm variable on behavioral intentions show a coefficient of 0.0500 with a significance level (p-value) of 0.0350 which is smaller than 0.05 ($p < 0.05$). Thus, the third hypothesis which states that subjective norms have a significant effect on behavioral intentions, can be accepted (H3 is accepted). The results of this study confirm the research results of Bananuka et al. (2020:13) which states that subjective norms are general habits or rules that guide behavior and already exist in a community group and have certain territorial boundaries. Subjective norms will be limited by social norms so they can also be called social rules or social regulations. An individual's context of social norms can limit their space because their behavior is required to be in harmony with their social conditions. Aji et al., (2021:15). Social norms can take the form of social pressure or peer pressure which has a direct impact on individuals. The results of this research support research from Yusuf (2021:20) which states that conformity between social norms and subjective norms will strengthen the desire or urge to behave. The urge to behave will be higher when the subjective norms attached to the individual do not conflict with social norms. Individuals will feel happy and encouraged to behave, but on the other hand, if it is contradictory or inconsistent, it will break the intention or desire to behave Emmers et al., (2021:11).

Influence Norm Subjective to Behavior Lecturer

The results of the parameter estimation for the subjective norm variable on behavioral intentions show a coefficient of 0.0320 with a significance level (p-value) of 0.0066, which is smaller than 0.05 ($p < 0.05$). Thus, the fourth hypothesis which states that subjective norms have a significant effect on behavioral intentions, can be accepted (H4 is accepted). The results of this research are in line with several of the following studies: first, research by Ursavas et al. (2019:57) which states that lecturers' views about the extent to which norms or expectations from colleagues, superiors, students, or the academic environment regarding certain behavior as per research by Valtonen et al. (2018:70) stated several reasons that strengthen the influence of subjective norms on lecturer behavior, namely compliance with norms, ability to approach.

Influence Control Behavior to Behavioral Intentions

The results of estimating the parameters of the behavioral control variable on behavioral intentions show a coefficient of 0.0940 with a significance level (p-value) of 0.0070, which is smaller than 0.05 ($p < 0.05$). Thus, the fifth hypothesis states that behavioral control has a significant effect on behavioral intentions, which is acceptable (H5 is accepted). The results of this research are in line with the concept of behavioral control which is interpreted as the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences. This is in line with research by Oglá and Rahma, (2019:31) which states that behavioral control is an individual's skill in the context of reading his own situation and environment in the form of sensitivity to the situation faced which has a positive influence on the individual's behavioral intentions. Likewise, the research results of Siregar et al. (2022:76) states that behavioral control can help individuals overcome various detrimental things that may occur from outside. Two reasons require individuals to control their behavior continuously. First, individuals live with groups so that in satisfying their desires, individuals must control their behavior so as not to disturb the comfort of other people. Second, society encourages individuals to constantly set better standards for themselves. When trying to

meet demands, behavioral control is needed so that in the process of achieving these standards individuals do not do deviant things.

Influence Control Behavior to Behavior Lecturer

Results of parameter estimation of behavioral control variables on lecturer behavior shows a coefficient result of 0.0250 with a significance level (p-value) The resulting value of 0.0476 is smaller than 0.05 ($p < 0.05$). Therefore, The sixth hypothesis states that behavioral control has a significant effect to lecturer behavior, can accepted (H6 accepted). Results study This in line with study Jamaluddin And Ibrahim (2017:60) which states that lecturers as teaching staff cannot released from social ties attached to several rules, incentives, and penalty Which can influence method lecturer behave. Matter the can become control for lecturer in behave, like policy institution, academic management, professional ethical norms, and pressure from the academic environment Oglia and Rahma, (2019:37). Several reasons can be found based on studies Silva (2021:15), Runi et al. (2017:22), Decombre et al. (2019:45) And Yuan et al. (2022:8), Firstly, policies and regulations set by educational institutions can influence method lecturer behave Silva, (2021:15) for example: policy about system orderly lectures, use technology in teaching, or obligations to conduct research and publication can shape behavior lecturer to suit standard ones expected by institution.

Behavioral Intentions Influential to Behavior Lecturer

Results of parameter estimation for behavioral intention variables on lecturer behavior show The coefficient result is 0.1980 with a significance level (p-value) The resulting value of 0.0089 is smaller than 0.05 ($p < 0.05$). Therefore, The seventh hypothesis states that behavioral intentions have a significant effect to lecturer behavior, acceptable (H7 accepted). Research result this confirms study Zulfiqar And Vitria (2021:117) Which state that interest on something object Can become encouragement individual For behave. Matter This Because individual feel like or inclined to something object, so that whatever will done For fulfil flavor happy the. Feeling like or No like is base formation intention Langi et al., (2022:54). Feeling This sourced from factor internal every individual, the more strong factor internal on self individual will give influence on its height intention For behave. Feeling like Which combined with factor external will strengthen relatedness or intention towards an object Sutardi et al., (2022:76).

Obedience on regulation moderate influence behavioral intentions to lecturer behavior

Based on results from processing data use application statistics Amos, the results obtained were a critical ratio (CR) value of 2.667. Therefore CR value > 2.58 , it is stated that there is a moderating effect on compliance regulations in moderating the influence of behavioral intentions on lecturer behavior. With thereby hypothesis eighth Which state that variable obedience on regulation can moderate influence between behavioral intentions to lecturer behavior, acceptable (H8 accepted). The findings in this study confirm the results of previous research done by Zulfiqar And Vitria (2021:70); Langi et al. (2022:59) Which revealed that behavioral intentions have an influence on lecturer behavior. Kropac et al., (2023:12) stated that the influence of lecturers' behavior is increasing strong when given stimuli in the form of enforcement of campus regulations. Findings This research is in line with the research results of Krishna (2017:80) which states that professional ethics will have an influence that strengthens behavioral intentions on lecturer behavior, the higher a lecturer holds professional ethics, the more will increase positive behavior.

Leadership visionary moderate influence behavioral intentions to lecturer behavior

Based on results from processing data use application statistics Amos, the results obtained were a critical ratio (CR) value of 3.00. Therefore CR value > 2.58 , it is stated that there is a moderating influence of leadership visionary in moderate influence of behavioral intentions to behavior lecturer. With thereby hypothesis ninth Which state that variable leadership visionary can moderate influence between behavioral intentions to lecturer behavior, acceptable (H9 accepted). The research results show that the influence of behavioral intentions on behavior lecturer will the more strong if leadership visionary capable motivate and inspire lecturers to continue to grow and develop in field academic And profession. Matter This can help reduce undesirable behavioral tendencies such as laziness, irresponsibility responsible, or not proactive

lecturers in carrying out their duties. Leadership visionary applied on college tall so its influence the more tall, and vice versa, if visionary leadership is not applied to college high then will lower that influence. The findings in this study confirm the results of previous research done by Zulfikar and Vitria (2021:11) disclose that behavioral intentions give influence on behavior lecturer. Langi et al., (2022:19) express the same thing, the difference between the two lies in The nature of the influence tends to be moderate, meaning that the influence is still positive tentative, so there needs to be an explanation that can be used to determine specificity from pattern influence the. Widyastuti et al., (2022:18) leadership campus Which visionary can provide a relationship pattern Which Which strengthen nor weaken influence between intention behave to lecturer behavior.

Conclusion

The results of these findings conclude (1) behavioral attitudes influential significant positive to behavioral intentions. (2) behavioral attitude has no effect on lecturer behavior. (3) norms subjective influential significant positive effect on behavioral intentions. (4) norms subjective influential significant positive effect on lecturer behavior. (5) control behavior influential significant positive effect on behavioral intentions. (6) control behavior influential significant positive effect on lecturer behavior. (7) behavioral intention influential significant positive effect on lecturer behavior. (8) compliance on regulation moderate influence of behavioral intentions towards lecturer behavior. (9) leadership visionary moderate influence of behavioral intentions towards lecturer behavior.

The limitation of this research is determining the sample, namely 370 certified lecturers in the LLDIKTI region VI, Central Java, Indonesia, so these results cannot be generalized. It is recommended that further research use other research objects with a larger sample size. The conclusions from the results of this research are only based on secondary data, so they do not reflect actual conditions. Future research should use data other than primary data, such as interviews, so that more complete and accurate findings will be obtained. The limitations of this model are an agenda for future researchers to test the antecedents of certified lecturer behavior and more specifically the use of other contingency variables is still needed.

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