Implementation of Lecturer Learner Leadership in the Formation of Student Learning Behavior at World Class Universities

Nur Aedi[1]

Abstract

This research explains new issues about the leadership of lecturer-learners in shaping student learning behavior in world-class universities. This study uses quantitative methods with variables of lecturer learner leadership and student learning behavior at world-class universities. The population in this study consisted of 41 world-class universities with 501 lecturer respondents and 708 student respondents with the total number of respondents who filled out questionaires totaling 1209 respondents. The results of this study provide an explanation that the implementation of lecturer learner leadership has a significant and high impact on the formation of student learning behavior, meaning that the higher the learner leadership implemented by lecturers, there will be an increased positive impact on the formation of student learning behavior. The recommendation of this study is that world-class universities must work harder in supporting learner-leadership values for lecturers, especially in providing educational services for students because the behavior of lecturer-learners is reflected in the formation of the beahavior of student learning.

Keywords: *Learner Leadership, Educational Services and Behavior Student Learning.*

Introduction

Learning is the process of providing knowledge from lecturers to students in learning conditions so that students gain knowledge, skills, and attitude formation. Managing a class must be accompanied by a leadership spirit so that the class can run according to predetermined goals. A leader who is needed in managing learning is not only cognitively smart, but emotionally intelligent as well. Muslich states that "lecturer leadership is an ability and readiness that must be possessed by a lecturer to influence, guide and direct or manage students so that they want to do something for the achievement of learning goals" (Muslich, 2007: 8).

Based on preliminary studies that have been conducted by interviewing higher education policy-makers regarding information related to the influence of lecturer-leadership styles on student learning behavior in private higher education, there are various kinds of student behavior when learning takes place. There are students who are classified as fast learners. Creative students are generally included in the fast learners' group, but many creative students are also from the normal or average group. Students who learn need a healthy body and sufficient stamina. Some students are motivated; motivation is important in the learning process.

Successful learning depends on the lecturer's ability to lead and manage classroom learning in accordance with predetermined goals. Lecturers can be said to have a good leadership style if the lecturer can influence, direct, guide, move, and motivate students so that students can behave well during learning and attain high achievement. Lecturers are required to have the ability to determine the leadership style that is appropriate to the situation at hand so that learning in the classroom becomes effective and efficient learning.

In addition to lecturers, student management in educational institutions is very important because the input, process and output of education are students. This is because students are the learning actors in the learning process. Students are unique individuals who have individual characteristics that differ from each other. In one class there are no students who have the same characteristics of intelligence, emotions, hobbies, ways of learning, learning habits, learning speed, and so on. Therefore, in learning, lecturers must pay attention

[1] associate professor at the Educational Administration Department, Faculty of Education, University of Education, Indonesia. ORCID ID: https://orcid.org/0000-0002-6904-7857

to differences in the characteristics of their students. These individual differences relate to student learning behavior.

Lecturers in the classroom act as leaders whose task is to influence students through the development and organization of the learning. The ability of lecturers to lead and organize learning in the classroom affects the success or failure of the learning. Learning is said to be successful if the goals that have been formulated have been achieved. As a leader in the learning process, lecturers guide, give direction, and influence feelings and behavior. A lecturer's leadership style determines the development of productive and quality students. Lecturers can influence the productivity of children in the classroom, namely when lecturers present material and train students to become skilled. There are several lecturer leadership styles in teaching including: autocratic, democratic, laisser-faire (Dewi, Susi F).

Lecturers as leaders in the teaching and learning activities in the classroom will have a distinctive pattern of behavior in influencing students. This distinctive pattern is called the lecturer leadership style. The lecturer leadership style consists of behaviors or actions taken by lecturers in their learning that is tailored to the needs based on student characteristics. The behavior patterns that lecturers need are task-oriented, and relationship-oriented actions. Task-oriented action patterns aim to help students who have low ability to perform tasks to be able to complete their tasks properly. The action pattern that is oriented towards relationships aims for learning activities in classroom situations to be well conditioned to achieve predetermined goals.

The lecturer's leadership style in learning is a fundamental factor because it acts as a facilitator that influences interactions in the relationship between lecturers as leaders and students as led. Through their leadership, lecturers move students to positive learning behavior in achieving learning goals (Rahayu Reka, 2018).

Leadership on Higher Education

A leader is a person who, with their skills and abilities, can influence others to carry out an activity. Leadership is a person's ability to influence others to do something in accordance with the goals to be achieved, while leading is the role of a person to influence others in various ways. The terms leader, leadership, and leading come from the same word, namely: "leader". However, each of these words is used in a different context.

The definition of leadership has been put forward by many experts according to their respective points of view, these definitions show some similarities. According to D. E. Mc Farland (in Sudarwan Danim, 2008: 204), leadership is a process in which a leader will influence and guide the work of others in achieving predetermined goals. J. M. Pfiffner (in Sudarwan Danim, 2008: 204) suggests that leadership is an art which seeks to provide coordination and direction for both individuals and groups to achieve the desired goals.

Meanwhile, according to Oteng Sutisna (in Sudarwan Danim, 2008: 204) leadership is a person's ability to take the initiative in social situations to create new forms and procedures as well as design and organize actions, the results of which will generate cooperation towards the goals to be achieved. Sudarwan Danim (Sudarwan Danim, 2008: 204) defines leadership as all actions taken by a person, both individuals and groups, to coordinate and direct other individuals or groups to achieve previously set goals. Siagian (in Edy Sutrisno, 2011: 213-214) says leadership is a person's ability to influence others, where subordinates will do what the leader wants even though the subordinates personally do not like it.

Blancard and Hersey (in Edy Sutrisno, 2011: 214) suggest that leadership is the process by which a person influences the activities of individuals and groups to achieve goals in certain situations. While Terry (in Edy Sutrisno, 2011: 214) considers leadership as an activity to influence people both individuals and groups to work willingly to achieve common goals. Broadly speaking, leadership is defined as an effort put forth to manage and utilize human, material, and financial resources in order to achieve predetermined goals (Zainun in Edy Sutrisno, 2011:

214).

Based on the definitions above, leadership is a person's ability to influence others, whether it is with individuals or groups. In a group, the leader must possess special abilities or expertise in his/her field so that subordinates can happily carry out what has been assigned to them for the group to achieve their predetermined goals.

A View of Instruction in Higher Education

The term learning based on the Law of the Republic of Indonesia Number

20 of 2003 concerning the National Education System, Article 1, Chapter 1, is the

process of student interaction with educators and learning resources in a learning environment. According to Degeng, learning is an effort to teach students. 38 In this sense, implicitly in teaching there are activities to select and determine, and methods to develop to achieve the desired teaching results. It is known that in learning there are two actors, namely the students and the learning. The students are subjects who learn, while the learning is a subject (lecturer) who "teaches" students (students).

Based on several definitions, learning is a change in student behavior which is a result of the interaction between the student and the education or the learning resources in the learning environment in meeting the student's life needs. According to Dr. Oemar Hamalik, an important aspect in the framework of the learning system is the starting point in designing an effective system.

Importance lies in assessment of learning outcomes. Teaching is considered successful if students achieve predetermined goals. The achievement of goals by students is an indicator of the success of the learning system which is guiding students in thier learning. Quickly formulated goals are effective as a reference, direction, and guidance for students in carrying out learning activities. In the student-lecturer relationship, lecturers can design certain actions to direct student activities in an effort to achieve these goals.

These objectives become the basis of and criteria in lecturers' efforts to select learning materials, determine teaching and learning activities, select tools and resources, and design assessment procedures. Communicating with other lecturers is needed in improving the learning process. Communication between lecturers regarding the efforts that need to be made together will help to achieve these objectives. With these objectives, lecturers can control to what extent learning has been implemented, and to what extent students have achieved expectations. Based on the results of the control, efforts can be made to solve difficulties and overcome problems that arise during the learning process.

The Instructional Leadership for Lecturer

Soutworth states that learning leadership is a strong concern for teaching and learning including professional learning by lecturers according to student development. Strategies to improve learning effectively are: (a) modeling, (b) monitoring, (c) professional dialog and discussion. Modeling means that the example of the head of the campus becomes an example or model that is imitated by the lecturers in the campus he leads. Monitoring means monitoring the work of lecturers to the classroom when lecturers carry out the learning process in class and utilize the results of the monitoring for further guidance. professional dialogue and discussion means discussing actively, interactively, effectively, aspirational, inspirational, productive, democratic and scientific about the results of performance assessment and follow-up plans to improve the quality of the process and student learning outcomes.

From some of the above definitions, learning leadership is leadership that focuses on learning components such as curriculum, teaching and learning process, assessment or assessment of learning outcomes, assessment and development of lecturers, excellent service in learning and building learning communities on campus. In this process, a leader guides, gives direction, influences the behavior of others, and moves others to work in order to achieve goals, especially to students who will receive orders in a learning.

Meanwhile, Mc Ewan mentions seven steps of effective leadership by developing a more operational concept of learning leadership, as follows: setting clear learning goals; being a resource for staff; creating a campus culture and climate conducive to learning; communicating the campus vision and mission to staff; conditioning staff to achieve high professional ideals; developing lecturers' professional abilities; and being positive towards students, staff and parents.

Lecturers are people who provide knowledge to students. Lecturers in the view of the community are people who carry out education in certain places, not necessarily in formal educational institutions, but can also be in mosques, in surau / musala, at home and so on. According to Wasley, defining lecturer leadership as "The ability to encourage colleagues to change and do things where they usually do not consider it without the influence of the leader". Furthermore, according to Katzenmeyer & Moller define lecturers as leaders such as: "Lecturers are leaders inside and outside the classroom, by identifying and contributing to a learning community of lecturers and leaders, and influencing others to improve the quality of educational practice". Then Lieberman states that "The leadership role of lecturers proliferating on various campuses is greater than thought". Lecturers can play informal or formal leadership roles and vary greatly in nature across different campus contexts.

Lecturers' leadership roles also vary according to their professional development experience. Priansa (2014: 169) mentions the characteristics and traits of lecturers as leaders, namely: (1) energetic; (2) emotional stability; (3) social relationships; (4) personal motivation; (5) communication skills; (6) teaching skills; (7) social skills; and (8) technical components. Based on the opinions that have been conveyed, lecturer leadership is the ability of lecturers to interact with students both inside and outside the classroom to achieve learning goals. So, lecturer learning leadership is the ability of lecturers to interact with students in giving strong attention to teaching and learning including professional learning by lecturers according to student development.

Lecturers are the most important component in successful learning. The role of lecturers is to plan, implement, and evaluate learning. In learning, lecturers should have the ability to lead, meaning that lecturers can influence, direct, guide, and motivate students so that students can learn well and attain high achievement. With the ability to lead, students will learn without feeling ordered. Teaching is a series of educational processes to help students better understand and master something. Lecturers encourage students to continue to learn how to learn effectively. Teaching is organizing people to mobilize their thoughts, attention, and efforts to achieve the expected goals. This emphasizes the importance of the role of a lecturer. Teaching requires the support of a conducive atmosphere and a good process to develop productive student experiences through effective social interactions.

Lecturer Leadership Style in Teaching

According to Juwita Ramayanti, in the teaching and learning process lecturers act as leaders. As a leader, lecturers have the following five criteria:

Discipline: A leader must have high discipline. Discipline is one of the keys to success. A lecturer must set a good example of discipline for his students (Mulyana A.Z, 2010).

Skills in teaching: A lecturer must be able to guide, educate, direct, encourage (motivate) by moving students to do something. Teaching is bringing students systematically to a specific target, to develop knowledge and certain technical skills. Skillful teachers do so in a way such that students want to participate (Nasution, K. 2016). Skillful lecturers are not only happy to help bright students but are also happy to help students who need more time to learn a fact or concept. Skillful lecturers also can create a classroom climate that is conducive to the successful learning of all students.

Lecturers always encourage students to develop their intellectual and emotional power to attain knowledge and acquire problem-solving skills. They focus on the interests of students and foster feelings of curiosity and learning. They pepare well and exhibit flexibility. They empower students and expand their knowledge, so that students feel empowered to deal with various situations. They implement or continue ongoing

improvement in the students and in the lecturer. They transform a class into a team that solves problems so that the responsibility for the class lies with everyone, not just the lecturer.

Mastering the material: A lecturer must be able to provide the right subject matter because what the lecturer teaches today will be carried by students until adulthood. Therefore, every word and lesson delivered to students must be accurate, both morally and scientifically (Mulyana, A.Z).

As a motivator and innovator: a lecturer must be able to guide and encourage students to achieve. Lecturers must also be able to encourage their students so that they are not easily discouraged in learning and achieving dreams. The lecturer's job is to encourage all the creativity of his students so that it can develop optimally. Furthermore, lecturers should always try new innovations without fear of failure (Mulyana A.Z).

Personality: A lecturer must have a courageous, confident, and selfknowledgeable personality. The role of lecturers in shaping student personality is very important. While students are on campus, lecturers are role models and mentors, thus potentially assisting students in finding their true selves (Mulyana A.Z).

Student Learning Management

Student management is an effort to provide the best possible service to students from the admission process until the time students have graduated from the educational institution (Adpend UPI Lecturer Team, 2011).

The basic concept of student management has to do with student goals and functions, namely to increase knowledge and skills in an effort to develop intelligence, and channel students' interests and talents. Student management aims to organize student activities to support the learning process at the campus/madrasa so that the learning process runs smoothly, orderly, organized, and can contribute to the achievement of the learning goals and campus/madrasa goals effectively and efficiently (Badrudin, 2014).

Student management activities should strive to unite students who have a variety of backgrounds and have many differences. The differences that exist in students are not focused on the conflicts between them, but rather are focused on helping students unite, understand and appreciate each other. Student management activities should be seen as an effort in student mentoring.

Learning Behavior in Higher Education

Learning behavior in relation to learning is a change in behavior. Learning behavior in educational psychology is defined as the effort made by individuals to obtain changes in overall behavior because of the individual's own experience in interacting with the environment. According to Yudhawati and Haryanto (2012: 22) learning behavior is characterized by changes in behavior in learning activities because learning is a change that occurs within the organism.

According to Sanjaya (2009: 229), learning behavior is related to changes in behavior which are caused by repeated experiences in learning situations. These behavioral changes cannot be explained based on the tendency of innate respondents, maturity or a person's momentary state (eg fatigue, or the influence of drugs).

Based on the above opinion, it can be concluded that learning behavior is a change in behavior that occurs due to the personal development of an individual in the form of personality symptoms from the cognitive, affective, and psychomotor domains. One of the main factors in a change in behavior is the family. The family has an important role in providing encouragement to their children in determining whether a child is successful in learning.

Forms of Student Learning Behavior

According to Amin Hidayat (2012), there are three forms/types of student learners in the learning process:

Students who are fast learners:

Students who are classified as fast in learning, in general, can adjust learning activities in a faster time than expected. They do not need a long time to solve a problem because it is easier for them to accept the subject matter. Judging from their academic behavior, these children have a level of intelligence above average, and many are classified as genius children (very intelligent). Children who have abilities above the average can be used as peer tutors in learning.

Creative Students

These creative students are generally students from the fast group, but many are also from the normal (average) group. This group of students shows creativity in certain activities, for example in painting, drawing, sports, organizations, arts, and other curricular activities. They always want to solve problems, dare to take difficult risks, prefer to work alone and so on.

Students who develop various skills:

At a certain stage of development, individuals have mental capacities that develop as a result of the growth and development of psychological functions in the nervous system and brain tissue. Capacities are the potential to learn and develop various skills. As a result of heredity and environment, an individual's mental capacity develops in the form of intelligence. The heredity and environmental background of each individual is different, so the intelligence of each individual varies. A person's intelligence determines learning achievement and learning behavior.

Based on the above opinion that in the learning process there are several forms of learning behavior, namely students who are fast in learning, active and creative students, students who have mental readiness in learning, students who have good health and students who have high motivation in the learning process.

Factors that Influence Learning Behavior

According to Aksara (2012: 33) there are several factors that affect learning outcomes. These factors also influence learning behavior, namely, factors that affect the development of cognitive intellect.

Without contradicting the cognitive growth group, intellectual development is actually influenced by two main factors, namely heredity and environment. The heredity factor exists since the womb, the child already has traits that determine his intellectual working power. Environmental factors consist of two elements, namely the family environment by providing experience to children and the campus environment of formal institutions that are given the responsibility of children to improve the development of children's thinking.

There are also factors which affect emotional development. A person's emotional development is generally evident in changes in behavior. Emotional development depends on the fluctuations in emotions that exist in the individual. Factors that influence such fluctuations include changes in interaction with peers, changes in outside views and changes in interaction with the campus.

Additionally, there are many actors affecting the development of social relationships. The process of socialization of individuals occurs in three main environments, namely the family environment, campus environment and community environment. In the family environment, children develop their own thinking, which is the strengthening of their emotional base and social optimism through the quality of interactions with their parents and siblings. In the campus environment, children learn to build relationships with their college friends who come from various families with different social status and colors. In the community, the child is exposed to various societal situations and problems.

Research Method

This study uses a quantitative approach to obtain an overview of the influence of lecturer learning leadership variables on student learning behavior by measuring and calculating what is an indicator of the research variable through a calculation system that uses statistics. Based on the problem under study, the research method to be used is a descriptive method. According to Sugiyono (2012, p. 29) the descriptive method is a method used to describe or provide an overview of the object of research through data or samples collected as is, without the need to analyze and draw conclusions that apply generally. Research design is a clear reference for researchers to carry out a study, formulate problems, and determine the objectives and benefits of research.

Participants

Participants or data sources are very important in a study, so that the results of the data obtained are clear and valid. Therefore, a study needs to provide an accurate source of information related to the problem under study. The selection of participants is based on various provisions that have been adjusted to the conditions in the field in accordance with the objectives of the researcher who wants to know how much influence the lecturer's learning leadership has on student learning behavior in world-class universities by taking a population of 1209 respondents.

Population

The population is the overall object of research that serves as a source of data. Some research methodologists refer to the population as the research subject. The term subject for population is intended to avoid confusion between "the place where research is attached (subject)" and "research problems (objects or research variables)" themselves. Population is a generalization area that consists of objects / subjects that have certain qualities and characteristics set by researchers to study and from whom/about which researchers draw conclusions. The population in this study were 41 world-class universities with 501 lecturer respondents and 708 student respondents as can be seen in the following table:

Table 3. Population

Respodent	Number of Lecturers	
Learning Implementation	Lecturer Respondents	Student Respondents
	501	708
Total	1209	

Sample

The sample is part of the number and characteristics possessed by the population. Ideally, researchers should examine the entire population. If the population is too large, the researcher takes several representative samples that represent the entire population. According to Suharsimi Arikunto, if the subject of the population is less than 100, it is better to take all, but if the subject is more than that amount, then a sample of between 10-15% or 20-25% or more can be taken. Therefore, to see the description of objects and behaviors in accordance with the problem under study, representative respondents are needed to reveal everything. So, in this study a sample calculation according to the Slovin formula was used

$$n = \frac{N}{1 + N e^2}$$

Description:

n = Sample size/number of respondents N = Population size e = Error tolerance limit. In this

study using e = 10% (0.10) So, the sample size in this study is:

$$n = \frac{41}{1 + 41(0,10)^2}$$

$$n = \frac{41}{1 + 0,41}$$

$$n = \frac{41}{1,41}$$

n = 29.07 rounded to 29

From the above calculations, a sample size of 29 lecturers was obtained.

$$n = \frac{1209}{1 + 12,09}$$

$$n = \frac{1209}{13,09}$$

n = 92.36 rounded to 92

From the above calculations, a sample size of 92 students was obtained.

Based on the description above, the authors took a sample to represent the existing population to make it easier to obtain concrete and relevant data from the existing sample. For this reason, in determining the sample the researcher uses the *Stratified Random Sampling* technique. Stratified random sampling is the distribution of samples from groups that are stratified and then taken randomly. The findings of this study have to do with Learning Leadership in universities and student learning behavior in universities. Data collection in this study used instruments in the form of closed questionnaires to obtain information and descriptions of Learning Leadership and Student Learning Behavior in world-class universities.

Research Result

Results of Calculation of the General Tendency of Respondents' Scores Based on Average Calculation (Weight Means Score) and Results of General Tendency of Variable X (Learning Leadership): To find the tendency of research variables, as well as to determine the position of each item, a tendency test is carried

out using the Weight Means Score formula. The WMS technique is used to get an overview of the tendency of the average value on each statement item on this research variable. Based on the results of the Weight Means Score (WMS) calculation, an average value of 4.29 was obtained. The acquisition of this value when consulted with the Weight Means Score calculation table is included in the very good category. This is supported by data that shows the average score of each indicator which is in the very good category. The detailed explanation of each sub-indicator of variable X (Learning Leadership) using a bar chart based on the results of Weight Means Score (WMS) is as follows:

Figure 1. Learning Leadership Condition Diagram
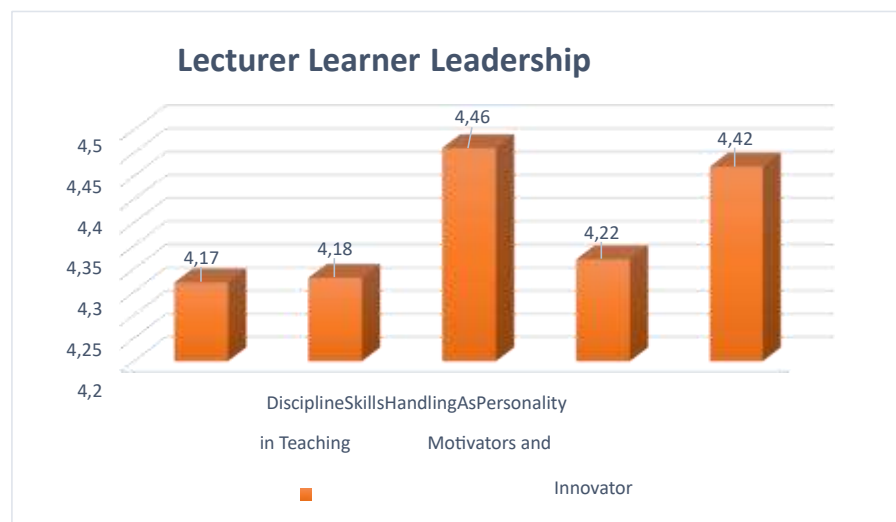
Based on the results of the bar chart above on the sub-indicator, the average score obtained for this indicator is 4.17. The acquisition of this value if consulted with the table of WMS calculation results is included in the Very Good category. In this indicator, discipline, especially in terms of time, is used as an example by lecturers so that students can enter and leave class on time with a pre-made schedule.
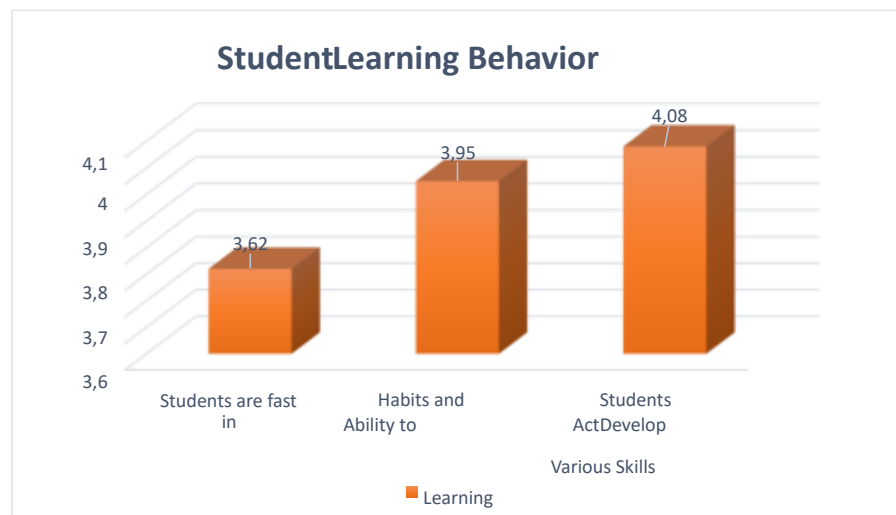
Skills in teaching based on the results of the bar chart above on the subindicator: The average score obtained for this indicator is 4.18. The acquisition of this value if consulted with the table of WMS calculation results is included in the Very Good category. In this indicator, lecturers are skilled in providing learning by using supporting media and varied methods so that students do not feel bored during learning.

In Mastering the Material, based on the results of the bar chart above on the sub-indicator, the average score obtained for this indicator is 4.46. The acquisition of this value if consulted with the table of WMS calculation results is included in the Very Good category. In this indicator, before carrying out the learning, the lecturer has mastered the material to be conveyed, so that the delivery of material during learning is continuous and clear. In addition, lecturers convey material with methods that can be understood directly by students.

For Motivator and Innovator, based on the results of the bar chart above on the sub-indicator, the average score obtained for this indicator is 4.22. The acquisition of this value if consulted with the table of WMS calculation results is included in the Very Good category. Lecturers always provide opportunities for students to ask questions, express opinions, create space for discussion and group work and to provide ideas or innovations on assignments. Lecturers also act as a motivator for students, such as guiding and encouraging them not to give up easily.

Based on the results of the bar chart above on the sub-indicator for Personality, the average score obtained for this indicator is 4.42. The acquisition of this value if consulted with the table of WMS calculation results is included in the Very Good category. A lecturer's role in shaping student personality is very important because most of the time students spend on campus. Existing time can be used by lecturers to become role models and mentors so that students can find their identity and can instill confidence in students. Lecturers will not differentiate between students; lecturers think that students are the same. Based on the results of the Weight Means Score (WMS) calculation, an average value of 4.29 was obtained. The acquisition of this value when consulted with the Weight Means Score calculation table is included in the very good category. This is supported by data that shows the average score of each indicator which is in the very good category. The detailed explanation of each sub-indicator of the Learning Behavior variable using a bar chart based on the Weight Means Score (WMS) results is as follows:

Diagram of the Condition of Student Learning Behavior

Students are Fast at Learning

Based on the results of the bar chart above on the sub-indicator, the average score obtained for this indicator is 3.62. The acquisition of this value if consulted with the table of WMS calculation results is included in the Good category. Students who are classified as fast in learning, in general, canadjust learning activities in a faster time than expected. The results of research and calculation of WMS criteria for the average student are good. These students are considered to be able to attend lessons on time, study regularly and well, are disciplined and can complete assignments on time.

Habits and Actionability

Based on the results of the bar chart above on the sub-indicator, the average score obtained for this indicator is 3.95.

The acquisition of this value when consulted with the table of WMS calculation results is included in the Good category.

Students who Develop Multiple Skills

Based on the results of the bar chart above on the sub-indicator, the average score obtained for this indicator is 4.08. The acquisition of this value when consulted with the table of WMS calculation results is included in the Very Good category.

Converting Raw Score to Standard Score

Raw scores are obtained from each questionnaire variable Learning Leadership (Variable X) and Learning Behavior (Variable Y). After that the raw score is processed into a standard score. The purpose of converting the raw score into a standard score is to determine the distribution of data to see whether the data is normally distributed or not, using the help of the SPSS version 25.0 for Windows program.

Normality Test Results of Data Distribution of Research Variables

The data distribution normality test is used to determine data calculations using parametric and non-parametric statistical techniques. This normality test was carried out with the help of the SPSS version 25.0 for Windows program with the One Sample Kolmogorov Smirnov Test formula.

The hypothesis and basis for decisions according to the Kolmogorov Smirnov formula are as follows:

- Ho: There is no difference between the data distribution and the normal distribution.

- Ha: There is a difference between the data distribution and the normal distribution.

The following conditions are the basis for making decisions for the normality test used by researchers, namely by looking at Asymptotic Significance 2tailed.

- Asymp Sig 2-tailed value > 0.05 then Ho is accepted, meaning there is no difference between the distribution of data with normal distribution.

- Asymp Sig 2-tailed value < 0.05 then Ha is accepted, meaning there is a difference between the data distribution and the normal distribution.

Table 15. One-Sample Kolmogorov-Smirnov Test

		Variable_ X	Variable_ Y
N		301	301
Normal Parameters[a,b]	Mean	76.08	49.35
	Std. Deviation	7.431	4.720
Most Extreme Differences	Absolute	.119	.101
	Positive	.119	.101
	Negative	-.074	-.096
Test Statistic		.119	.101
Asymp. Sig. (2-tailed)		.085[c]	.200[c]

Test Distribution is Normal

Based on the results of the normality test calculation with the help of the SPSS version 25.0 for Windows program, variable X obtained an Asymp Sig 2-tailed value of 0.085 greater than 0.05 (0.085>0.05), then Ho is accepted and there is no difference between the data distribution and normal data (variable X data is normally distributed).

Based on the results of the normality test calculation with the help of the SPSS version 25.0 for Windows program, variable Y obtained an Asymp Sig 2- tailed value of 0.200 greater than 0.05 (0.200>0.05), then Ho is accepted and there is no difference between data distribution and normal data (variable Y data is normally distributed). Normally distributed data basically describes the chances of obtaining values or results when taking measurements in the next hypothesis test which will produce a correlation value between variable X and variable Y. In accordance with the normal distribution data that has been formulated, then in this study to test the hypothesis using Parametric Statistics. According to Sugiyono (2014, p. 24) parametric statistics are statistics used to analyze interval or ratio data, which are taken from normally distributed populations.

Research Hypothesis Testing Results

Research hypothesis testing is carried out to see whether the hypothesis that has been formulated in this study can be accepted or rejected. The research hypothesis formulated is "There is a Significant Effect of Learning Leadership on Student Learning Behavior at Cimanggung State High School". The results of the calculation to test the hypothesis of this study are:

Correlation Coefficient Test

Correlation coefficient analysis is a statistical technique to determine the relationship between the independent variable (X) and the dependent variable (Y). based on the results of the normality test of data distribution on these two variables, it can be stated that all variables are normally distributed, so the statistical technique used is a parametric statistical technique using the Pearson Product Moment correlation technique.

In this calculation, the correlation test was carried out using the help of the SPSS 25.0 for Windows program, with the following results:

Table 16. Correlation Value Between Variable X And Variable Y

Correlations

		Variable X	Variable Y
Lecturer Learner Leadership Variable	Pearson Correlation	1	.679**
	Sig. (2-tailed)		.000
	N	301	301
Student Learning Behavior Variable	Pearson Correlation	.679**	1
	Sig. (2-tailed)	.000	
	N	301	301

The correlation value of variable X and variable Y is 0.679, which means it shows that lecturer learning leadership has a strong correlation or relationship with student learning behavior in world-class universities. This is based on the correlation coefficient criteria, which are as follows:

Table 17. Interpretation of Correlation Coefficient

Interval Coefficient	Level Relationship
0,800 - 1,000	Very Strong
0,600 - 0,799	Strong
0,400 - 0,599	Strong enough
0,200 - 0,399	Low
0,000 - 0,199	Very Low

By looking at the correlation coefficient interpretation table, the correlation or relationship value between these variables is between the interval 0.600-0.799 and is included in the strong relationship level category.

Determination Coefficient Test

The determination coefficient test is used to determinthe degree of a relationship or influence between variables. In this study, namely variable X (Learning Leadership) and variable Y (Learning Behavior).

The calculation results of the Determination Coefficient Test using the SPSS version 25.0 for Windows program, as follows:

Table 18. Calculation Results of Determination Coefficients of X Variables and Variable Y

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.679ᵃ	.461	.450	3.502	.461	39.381	1	46	.000

Predictors: (Constant), Variable_X

The formula used according to Akdon and Hadi, et al (2005, p.188) is as follows:

$$KD = (r^2) \times 100\%$$

$$= (0.461)^2 \times 100\%$$

$$= 46,1\%$$

KD: Coefficient of determination

r^2 : Correlation coefficient value

Based on the results of the calculation of the coefficient of determination, the R Square value is 0.461, thus the acquisition of the coefficient of determination is 46.1%. This shows that lecturer learning leadership in

world-class universities affects student learning behavior by 46.1% and 53.9% is influenced by other factors not examined by researchers.

Significance Level Test

The correlation significance test is to measure the level of significance of the relationship between variable X and variable Y. To test the significance of the correlation results, a significance test is carried out which is calculated using the t test formula, as follows:

$$t^{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

In the calculation process, the t test was carried out using the help of SPSS version 25.0 for Windows. The calculation results are as follows:

Table 19. Correlation Significance Test Calculation Results

Coefficientsa

		B	Std. Error	Beta		
1	(Constant)	16.537	5.254		3.148	.003
	Learning Leadership	.431	.069	.679	6.275	.000
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.

Dependent Variable: Learning Behavior

Based on the table above, with a tcount of 6.275, while also having a Ttable with a = 0.05 and dk = n - 2 = 301 - 2 = 299, we can then calculate a ttable = 1.649. The basis for decision making: When Thitung > Ttabel, then it is said that the correlation coefficient between variable X and variable Y is significant. When Thitung < Ttabel, then it can be said that the correlation coefficient between variable X and variable Y is not significant.

Thus, looking at the results of the above calculations we see that Thitung> Ttabel or 6.275> 1.649 consequently Ho is rejected and Ha is accepted. This means that the correlation coefficient between variable X and variable Y is significant. So that lecturer learning leadership has a significant influence on student learning behavior.

Comprehenshive Disucussion

After data processing, the next step is to discuss the research results. The discussion of the results of this study reflects the results of the research with the theoretical framework that is the basis for the research. Researchers will describe the findings and processing along with data analysis which is a study of the findings obtained in the field with the aim of answering the formulation of problems that have been formulated previously.

From the findings and data processing and analysis, researchers obtained answers to the problems studied. In detail, it will be described as follows:

Lecturer Learning Leadership

The importance of a good leader in an organization or institution to be able to direct members to achieve predetermined goals. Leadership is a person's ability to influence others, whether it is to individuals or groups. A leader must have the ability or special expertise in his/herfield, so that subordinates can happily carry out what has been assigned to him and the group to achieve predetermined goals. D. E. Mc Farland (in Sudarwan Danim, 2008: 204) suggests that leadership is a process by which a leader will influence and guide the work of others in achieving predetermined goals.

Meanwhile, the definition of leader in the Big Indonesian Dictionary is a person who leads. Within the scope of the campus, the lecturer becomes a leader for students in achieving their goals, namely, to gain knowledge. In the classroom, lecturers become leaders in learning, the process of providing learning from lecturers to students in learning conditions so that students gain knowledge, skills, and attitude formation. Managing a class must be accompanied by a leadership spirit so that the class can run according to predetermined goals.

A leader who is needed in managing learning is not only cognitively smart, but emotionally intelligent as well. Discipline is a decision to act in accordance with the rules that have been set. In everyday speech the term is usually associated with a state of order, a situation where a person's behavior follows certain patterns that have been set in advance (Soerjono, 1990: 79). The issue of discipline is important for a lecturer. Obedience and compliance of a lecturer in carrying out all the rules or regulations that have been set by the campus with full consciousness, is essential because lecturers are one of the keys to success in the learning process.

Lecturers have a considerable influence on the learning process and student behavior. If lecturers can provide a disciplined attitude towards the rules on campus, then students will tend to imitate the disciplinary attitude of the lecturer.

By getting used to being disciplined, it is hoped that it will foster a sense of responsibility in carrying out tasks and can create a good learning atmosphere. In addition, the personality, character, and behavior of the lecturer will be a concrete example for students. The teaching and learning process absolutely requires a lecturer, where the lecturer must master the subject matter because a lecturer has a role as a mobilizer who can move the activities of the students.

 In addition, lecturers must be able to master the material that will be delivered to students and they must be prepared before they teach in the classroom. According to Arifin (1978), teaching is defined as a series of activities to deliver learning materials to students so that they can receive, respond to and master the learning materials. Lecturers are required to be skilled in carrying out the learning process because the presence of skilled lecturers will have a positive impact on students, such as students becoming enthusiastic and effective in following lessons. These skills can be reflected in the learning process with lecturers delivering learning materials, lecturers asking questions and when opening and closing class learning. Teaching skills are the ability of lecturers to present subject matter, including mastering teaching materials, being able to choose the right method and possessing good class mastery (Sundari, 2014).

Apart from being a teacher, lecturers also have a role as motivators and innovators. As a motivator, lecturers must be able to provide motivation or encouragement to students in participating in activities in learning. Lecturers must be able to foster and stimulate all the potential possessed by students so that students can utilize this potential appropriately, so that students can study diligently to achieve the desired goals.

Student fatigue, boredom and several other factors can arise at any time. This is where the role of the lecturer as a motivator is very important to provide motivation or encouragement, thus inspiring a positive response and reviving the spirit of the students who are starting to decline. According to Hisbullah and Selvi (2018), a lecturer is someone who must have the ability as a motivator to motivate students. As an innovator, lecturers must be able to innovate or renew everything related to learning.

Renewal here can be observed during the learning process, lecturers use a variety of methods and techniques during learning. The ability of lecturers to find new ideas in the learning process can increase student interest in learning.

Student Learning Behavior

Students are members of society who seek to develop their potential through the learning process available through certain paths, levels and types of education (Badrudin, 2014: 21). Student management aims to organize student activities to support the learning process on campus, so that the learning process can run smoothly, orderly, and can contribute to the achievement of learning goals and campus goals effectively and efficiently. Learning behavior in educational psychology is defined as the process of effort made by individuals to obtain changes in overall behavior because of the individual's own experience in interacting with the environment. According to Yudhawati and Haryanto (2012: 22). Learning behavior is characterized by changes in behavior in learning activities because learning is a change that occurs within the organism. Changes in behavior that occur are due to the personal development of each individual in the form of personality symptoms both from the cognitive, affective, and psychomotor domains.

Discipline is very important for every student. Student discipline can be formed and fostered through various ways. Discipline is not just formed, it needs training, coaching and the willingness of students. When a student realizes that discipline is important, then students will always be disciplined, which in turn means that students will study at home and on campus better. Apart from awareness within students, family and campus environment are examples of people and places showing obedience or disciplined behavior. Examples will be more meaningful than giving advice or warnings. Examples that have been set by parents, lecturers or campus heads will indirectly affect the attitude or behavior of students.

Thus, the example given in front of students can affect the discipline of these students. In addition to being influenced by examples or role models, the environment also influences students' behavior. It does so because it is where students hang out and interact. When the students' environment is undisciplined, students will be influenced to behave undisciplined. Similarly, a disciplined environment will influence students to behave in a disciplined manner. After students have self-awareness that discipline is important, students will behave in a way that obeys the rules.

Behavior in learning is also seen from the enthusiasm of students in responding to each teaching and learning activity. This behavior shows that students understand the learning delivered by the lecturer. Students who understand the learning delivered will give a good response, while students who do not understand will give bad responses such as being indifferent and not listening to the explanation of the lecturer and thus being unable to answer questions given by the lecturer. A habit is an aspect of human behavior that persists and takes place automatically and unconsciously. Learning habits are not natural talents. Learning habits are not just to hear and record lectures from lecturers, but rather to hear, understand and consider selectively what has been presented by lecturers when the teaching and learning process takes place.

The habit of following learning is the behavior of students in following the learning process quickly, regularly, and continuously from time to time so that in the end it creates many characteristics for someone who carries out the process. When these habits are followed, the lecturer's explanation is received well by the learner and the learner remembers the learning. However, sometimes the learning is still vague in the memory of the learner, thus it is necessary to repeat the material to stabilize the learning and to clarify the impressions that are still vague so that they will be remembered.

Learning by repeating the learning that has been received during class, can be made easier by repeating the learning with the help of comparing the learning material with something in everyday life. This helps to facilitate the learning and remembering process.

Students also have skills, which are activities related to motor traits. Those skills require coordination of movements that are scrutinized, about which the student has high awareness. According to Rebber quoted

by Tohirin, a skill is the ability to perform complex and neatly arranged patterns of behavior seamlessly and in accordance with circumstances to achieve certain results. Skills do not only include motor movements, but also the movement of mental functions that are cognitive in nature.

The Effect of Lecturer Learning Leadership on Student Learning Behavior

Lecturer leadership is the ability to influence, manage and guide students in the learning process in order to achieve predetermined learning goals. Lecturers who have leadership traits are able to lead learning well and manage learning resources in the learning process effectively and efficiently. According to Anwar (1990: 4) in the learning process, lecturers as class leaders are responsible for guiding and influencing students to carry out relevant and efficient activities in order to create a conducive learning situation. Lecturer leadership in the learning process in the classroom is very important.

With good leadership skills, lecturers are not only able to influence students to learn the material well, but they are also able to influence student attitudes and behaviors. In the learning process, lecturers and students must interact well in order to create a conducive classroom atmosphere that motivates students to participate in the learning process. Thus, student learning behavior during the learning process cannot be separated from the role of a lecturer in guiding, encouraging, directing students to have the motivation to participate in the learning process.

In addition to providing motivation or support and innovation to students, lecturers also have a responsibility to provide good role models in the classroom and campus environment. One of them is in terms of discipline. The issue of discipline is important for a lecturer. Obedience and compliance of a lecturer with conscious awareness is essential in carrying out all the rules or regulations that have been set by the campus. The reason for this is because lecturers are one of the keys to success in the learning process.

Lecturers have a considerable influence on the learning process and student behavior. If lecturers can provide a disciplined attitude towards the rules on campus, then students will tend to imitate the disciplined attitude of the lecturer. By getting used to being disciplined, it is hoped that it will foster a sense of responsibility in carrying out tasks and can create a good learning atmosphere. In addition, the personality, character, and behavior of the lecturer will be a concrete example for students.

Lecturers who have a way of delivering material with different methods can also make students enthusiastic in responding to each teaching and learning activity. This behavior shows that students understand the learning delivered by the lecturer. Students who understand the learning delivered will give a good response, while students who do not understand will not give a good response. For example, students who do not understand might appear indifferent by not listening to the explanation of the lecturer and thus be unable to answer questions given by the lecturer.

When the lecturer's explanation is well received by students, the learning is remembered. When the learning is still vague in the memory of the learner, it is necessary to repeat the lesson to stabilize the students' learning, thus helping to clarify that which is still vague. In doing so the students will remember the learning in the classroom through the learning process. Indirectly, lecturer learning leadership affects student learning behavior. Thus, the results of this study are in line with the theory put forward by Kunandar (2011) which states that lecturer leadership has a great influence on student learning behavior through the process of guidance and exemple which is qualified with positive values.

Selain itu penjelasan dosen yang diterima oleh mahasiswa dengan baik dan masih terkesan dengan pembelajaran tersebut atau masih samar- samar dalam ingatan akan pembelajaran atau materi yang didapat pada proses belajar mengajar, perlu dilakukannya pengulangan atau pemantapam dari mahasiswa untuk membantu memperjelas semua kesan yang masih samar-samar tersebut, supaya tetap akan diingat mengenai pembelajaran pada proses belajar dikelas. Secara tidak langsung kepemimpinan pembelajaran dosen berpengaruh terhadap perilaku belajar mahasiswa. Dengan demikian hasil penelitian ini selaras dengan teori yang dikemukakan oleh Kunandar (2011) menyatakan bahwa kepemimpinan dosen memiliki pengaruh yang

besar terhadap perilaku belajar mahasiswa melalui proses bimbingan dan keteladanan yang syarat dengan nilai-nilai positif.

Conclusion

Based on the research findings, data processing and analysis carried out statistically, it can generally be concluded that there is a significant influence between lecturers' learning leadership and student learning behavior in private universities. In general, learning leadership is included in the very good category. This can be seen from several indicators, namely discipline, skills in teaching, mastering material, as a motivator and innovator, and personality.

From the results of research conducted in the field, the five indicators can be implemented very well in world-class universities, while the description of Learning Behavior is included in the good category. This is based on several aspects that become the benchmark for assessing learning behavior, including students who are fast in lessons, students who have learning habits and abilities, and students who develop various skills. Thus, the learning behaviors that students have engaged in are good. Furthermore, the results of the calculation of the correlation coefficient between the learner leadership variable and learning behavior show a strong influence between lecturer learning leadership on student learning behavior. Consequently, based on the research hypothesis that has been proposed by researchers in this study, it has been proven and can be accepted from the results of the hypothesis testing that has been carried out by researchers, that "There is a significant influence of lecturer learning leadership on student learning behavior in world-class universities. And, based on the significant test results, Ho is rejected and Ha is accepted. Therefore, it means that lecturer learning leadership has a significant influence on student learning behavior in world-class universities."

Magazine Gratuity

References

Dewi Kusuma, (2015), Campus Head Learning Leadership to Improve Lecturer Professionalism Facing the Asean Economic Community, Journal of Education Management, Volume 03. Number 02.

Ansyarto, Surjana. (2002). Effectiveness of Classroom Management.Penabur Education Journal, 01 (1), 77.

A.Z, Mulyana. 2010. The Secret to Becoming a Great Lecturer Self Motivation to Become an Extraordinary Lecturer. Grasindo: Surabaya.

Azamul Fadhly Noor Muhammad. "Lecturer Leadership Model in the Classroom Learning Process at the Elementary / MI Level", (Majenang: Al Ibtida), Vol.04, No.1, June 2017.

Dewi, Susi Ftiria. 2017. Political Sociology, Yogyakarta: Gre Publishing.

Hidayat, Amin. 2012. Student Behavior in Learning.

Iqbal, Baleh. (2013). The Role of Lecturers in the Learning Process.Taken on September 25, 2021 from http://panduandosen.com/peran-dosen-dalamproses-pembelajaran-dosen-sebagai-pendidik-dan-pengajar/.

Jennings, Eugene E. 1926. An Anatony Of Leadership: Princes, Heroes, and Supermen. New York, Harper Inc. Retrieved on December 24, 2021 from http://onlinebooks.library.upenn.edu/webbing/book/lookupname?key=Jenn ings

Khalilah Nasution, "Lecturer Leadership in Improving the Effectiveness of PAI Learning", (Darul "Ilmi Journal), Vol.04, No.01 January 2016.

Moch., Uzer Usman. (2011). Becoming a Professional Lecturer. Bandung: Teenage Workshop.

Muslich, Masnur. 2007. KTSP, A Guide for Lecturers, Campus Heads, and Campus Supervisors. Jakarta: Bumi Aksara.

Ngalim, Purwanto. 2002. Educational Psychology. Bandung: Teenage Workshop.

Setiawan, Dimas. 2012. Definition of Lecturer.

Sondang, P. Siagian. 2010. Theory & Practice of Leadership. Jakarta: Rineka Cipta. Sugiyono. 2009. Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta.

Sugiyono. 2015. Statistics for Research. Bandung: Alfabeta.

Suparlan. 2005. Becoming an Effective Lecturer. Yogyakarta: Hikayat Publishing.