



Analysis of Campus Leadership and Lecturer Competencies in Enhancing the Quality of Education through the Activator Program

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ABSTRACT

This study explores the pivotal roles of campus leadership and lecturer competencies in elevating educational quality through the implementation of the Activator Program. Employing a mixed-methods approach, it delves into both quantitative and qualitative analyses to comprehensively examine the program's effectiveness. Through surveys, interviews, and statistical assessments, the study investigates the influence of leadership dynamics and lecturer capabilities on program outcomes. Additionally, it explores the correlation between these factors and their impact on educational quality enhancement. The findings aim to provide valuable insights for educational institutions seeking to optimize their resources and strategies to foster a conducive learning environment and improve overall educational standards.

1. INTRODUCTION

The quality of education plays a crucial role in shaping the future of individuals and society as a whole. One strategy to improve the quality of education is through the implementation of the activator university program, which focuses on analyzing and enhancing campus leadership and lecture competence to create a positive and effective learning environment (Meyers & Johnson, 2018). By investing in the development of campus leaders and ensuring they possess strong leadership skills and competencies, campus s can effectively manage and guide their staff towards achieving educational excellence (Dian et al., 2021).

This strategy also emphasizes the importance of lecture competence in delivering high-quality education (Rahmawati et al., 2021). Teachers are the key drivers of student learning and their competence directly impacts the quality of education provided (Jaya Putra et al., 2021). through the activator university program, teachers will be provided with opportunities for professional development, including participation in teachers' work group programs and support to further their education to obtain a minimum bachelor's degree (Nurlatifah et al., 2019). Moreover, the program recognizes the crucial role of campus principals in improving the overall quality of education (Juharni et al., 2023). Campus principals are responsible for creating a conducive and supportive learning environment, as well as implementing effective strategies to enhance lecture competence (Yusuf et al., 2019).

By investing in the growth and development of campus leaders, the activator university program aims to empower them with the necessary skills to lead effectively (Sumiran et al., 2022). This involves providing training and resources that enable principals to adopt strategies geared towards uplifting the performance of educators and the campus as a whole (Tang, 2020). Principals are entrusted with the task of identifying and leveraging the existing potential within the campus, including the quality of teachers, educational staff qualifications, and the availability of facilities and infrastructure conducive to the learning process (Puspitaningyas, 2019).

Furthermore, the program acknowledges the pivotal role of principals in fostering a culture of collaboration and teamwork among educators (Khumalo, 2019). Principals are encouraged to instill a sense of shared responsibility and professional growth among the teaching staff (Herawati et al., 2021). Additionally, they are expected to provide opportunities for educators to enhance their professional skills and expertise. This may involve supporting educators in pursuing additional qualifications and advancing their professional development through continued education and collaborative initiatives (Fitriani & Viktor, 2019).

In line with the program's emphasis on leadership, the principal's role in enhancing the quality of teaching performance is highlighted as a critical factor in achieving educational excellence (Starr et al., 2016). The program aligns with research indicating that effective learning leadership significantly influences the performance of teachers. Principals are positioned as key figures in promoting professional development and providing the necessary support for educators to excel in their roles (Nurlina et al., 2022).

The activator university program contributes to the overarching goal of improving education quality by recognizing the interconnected relationship between educators, the curriculum, and the leadership within the campus (Aemsri et al., 2020). It underlines the essential role of principals in fostering an environment that supports high-quality education, thereby contributing to the realization of national education standards (Sutarjo et al., 2022). Through targeted initiatives, such as the teachers' work group programs and educational advancement requirements, the program seeks to enhance the professionalism and competence of teachers, ultimately elevating the overall quality of education (Nurlatifah et al., 2019).

2. LITERATURE REVIEW

Campus Leadership and The Activator University Program

Based on the results of the study, principals' leadership and teachers' work motivation have a significant influence on the implementation of the driving university program. Principals and teachers are considered the spearhead in the implementation of the program (Mbua, 2023). Good principal leadership and high teacher motivation are needed to ensure the smooth implementation of the driving university program (Krauss & Hamid, 2015; Ramdani et al., 2023). In addition, the program also aims to develop teachers' ability to innovate and inspire students, so campus leadership based on learning principles and ethics can help in the implementation of the program (Kurniawaty & Faiz, 2022). Thus, it can be concluded that effective campus leadership plays an important role in supporting the implementation of the

mobilizing university program by involving and motivating teachers. Base on the researches above, the hypothesis will be:

H¹: The Campus Leadership contribute positively on the activator university program.

Lecture Competence and The Activator University Program

Research has explored the impact of principal leadership and teacher motivation on the execution of the driving university program (Mulyani et al., 2022). Furthermore, studies have examined the effectiveness of IT-based learning management training for university teachers (Samari et al., 2023). These findings suggest that strong lecturers who are proficient in learning management and technology can facilitate the driving university program's success. Additionally, teachers' motivation is crucial for program implementation. Consequently, it can be inferred that competent lecturers and high motivation levels among teachers are beneficial for implementing the activator university program (Retnawati et al., 2018).

H₂: Lecture Competence contribute positively on the activator University Program.

The Activator University Program and The Quality of Education

The initiative known as the activator program, or alternatively the driving university program, seeks to enhance the standard of education. Studies indicate that this program has the potential to elevate educational quality by addressing the comprehensive development of student learning outcomes, encompassing both competence and character (Rusdiman et al., 2022). It is structured to accelerate progress in both public and private campuses, aiming to realize the ethical and enchacing knowledge which encompasses various attributes such as faith, moral integrity, global awareness, collaboration, independence, critical thinking, and creativity (Agdila et al., 2023). Moreover, the program underscores the significance of lecturer competence and leadership in driving its efficacy. Lecturer proficiency has been identified as a critical factor in the success of the activator program, particularly within campus contexts (Afrina et al., 2022). Furthermore, the preparedness of educators, including their pedagogical skills, is essential for the effective execution of the program (Putra et al., 2023). The hypothesis propose will be:

H₃: The Activator University Program has improved positively on The Quality of Education.

CONCEPTUAL FRAMEWORK

The conceptual framework of this research as follow:

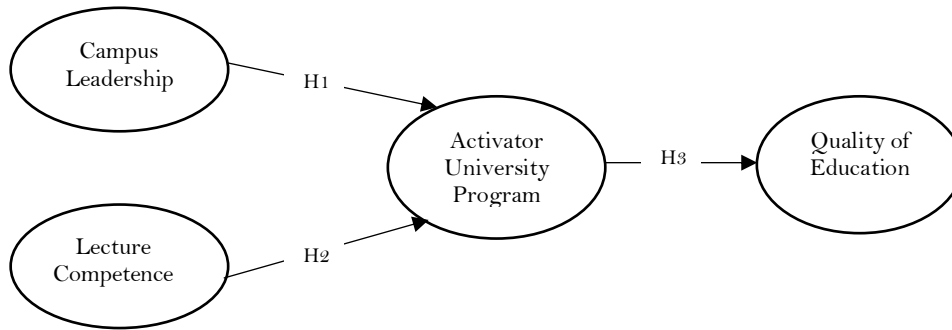


Figure 1 Conceptual Framework

3. RESEARCH METHODS

This research uses a quantitative approach with a survey study design. Data will be collected through questionnaires distributed to students, lecturers, and campus staff involved in the drive program. The population of this study is students, lecturers, and campus staff involved in the mobilization program in several universities. The sample will be randomly selected from the relevant population. The variables in this study include aspects of campus leadership (such as vision, strategy, participation, and partnership) and lecturer competence (such as mastery of material, teaching skills, and research contributions). The results of the analysis will be interpreted to determine the extent to which campus leadership and lecturer competence contribute to improving the quality of education through the drive program.

5. ANALYSIS AND DISCUSSION

Assessing the credibility and consistency of an instrument is crucial, as it heavily influences the quality of the collected data. Validity of each variable's indicators is established when the loading factor for each indicator is notable, while a research instrument is considered unidimensionally valid if the GFI value exceeds 0.90. Conversely, reliability is confirmed when the construct reliability value surpasses $\rho\pi > 0.70$. A synthesis of the validity and reliability examinations of the research instruments is outlined in the ensuing table.

Table 1
Instrument Test For Campus Leadership

Indicator	Estimate	Validity Test		GFI	Reliability
		P-Value	Validity		
X1.1	1	0	Valid	0,972 (Valid Unidimensional)	0,726 (Reliable)
X1.2	1,282	0,635	Valid		
X1.3	1,260	0,592	Valid		
X1.4	7,158	0,435	Valid		

Based on the findings in Table 1, all dimensions demonstrate favorable and statistically significant outcomes, with a GFI value exceeding 0.90 and construct reliability of all indicators surpassing 0.70. Consequently, the campus leadership factor is affirmed to possess a constructive impact, contributing positively to the development of driving program factors and the enhancement of educational quality.

Table 2
Instrument Test for Lecture Competence

Indicator	Estimate	Validity Test		GFI	Reliability
		P-Value	Validity		
X2.1	1	0	Valid	0,953 (Valid Unidimensional)	0,807 (Reliable)
X2.2	3,538	0,614	Valid		
X2.3	5,632	0,187	Valid		
X2.4	2,430	0,372	Valid		

The data presented prior to Table 2 indicates the reliability of testing all dimensions, with a score of 0.807, and validates the five indicators. Consequently, it reflects a positive value and substantial contribution to the campus mobilizer program, thus potentially enhancing educational quality. It underscores the importance of lecturers possessing proficient qualifications in fostering student skills, which is pivotal for advancing active learning and curriculum delivery.

Table 3
Instrument Test For Activator Program

Indicator	Estimate	Validity Test		GFI	Reliability
		P-Value	Validity		
Z1.1	0,615	0,507	Valid	0,939 (Valid Unidimensional)	0,790 (Reliable)
Z1.2	1	0	Valid		
Z1.3	0,430	0,614	Valid		

Table 3 illustrates that the assessment of the activator program variable yields a GFI of 0.939 and a reliability of 0.790. These results signify dependable and credible data for subsequent measurement phases. In general, the indicators suggest that the correlation between campus leadership and lecturer competence plays a beneficial role in enhancing educational quality, while also serving as a significant motivator for improving academic performance.

Table 4
Instrument Test For Quality of Education

Indicator	Estimate	Validity Test		GFI	Reliability
		P-Value	Validity		
Y1.1	1	0	Valid	0,964 (Valid Unidimensional)	0,773 (Reliable)
Y1.2	0,608	0,782	Valid		
Y1.3	0,470	0,614	Valid		

The examination of the Education Quality Improvement variable in Table 4 offers insights into the validity of its various dimensions. From the analysis, it becomes evident that value-based leadership evaluation tends to emerge as a key factor in fostering active learning initiatives, thereby contributing substantially to driving programs and enhancing the overall educational standard within the campus environment.

DISCUSSION

The impact of Campus Leadership on The Activator University Program

The impact of campus leadership on the activator university program is crucial to its success and effectiveness. Without strong and supportive leadership, the implementation of The Activator University Program may face challenges and struggles to achieve its intended goals (Hitt & Tucker, 2016). Strong and visionary campus leaders play a vital role in implementing and sustaining the activator university program, ensuring that its goals align with the overall mission and vision of the campus. Their ability to motivate and engage teachers, allocate resources effectively, and create a positive campus climate can greatly enhance the effectiveness and impact of the activator university program (Gunawan et al., 2020). They are instrumental in fostering a culture of innovation, collaboration, and continuous improvement, which are essential elements for the successful implementation of the activator university program (Sirisookslip et al., 2015).

Furthermore, campus leaders play a key role in establishing clear communication channels and fostering strong partnerships with parents, the community, and other stakeholders. Their involvement and support are critical for creating a shared understanding and commitment to the activator university program (Yulindasari et al., 2020). Overall, the impact of campus leadership on the activator university program cannot be underestimated, as it sets the tone for successful implementation, sustainability, and achieving desired outcomes. Effective campus leadership not only sets the tone for the successful implementation of the activator university program, but it also influences the overall Campus culture and environment (Scaletta & Tejero Hughes, 2021). Leaders who prioritize the program demonstrate a commitment to fostering an atmosphere of continuous improvement and innovation. They actively engage with teachers, staff, and students, encouraging them to embrace the program's principles and ideals. In addition to motivation and engagement, campus leaders are also responsible for effectively managing resources to support the activator university program (Cross et al., 2010). They must ensure that the necessary funding, staffing, and facilities are allocated appropriately to enable the program to function at its full capacity. Moreover, strong leadership can create a positive campus climate where teachers feel empowered and supported to implement the program effectively in their classrooms (Valli et al., 2014).

The impact of Lecture Competence and The Activator University Program

The activator university program is a comprehensive educational model aimed at promoting student engagement, academic growth, and overall campus improvement (Hidayat et al., 2023). Research has shown that one of the key factors influencing the success of the activator university program is lecture competence. Teachers who possess a high level of competence are better equipped to effectively implement the strategies and techniques outlined in the activator program (Blömeke et al., 2022). These competent teachers are able to create an engaging and supportive classroom environment, effectively manage student behavior, differentiate instruction to meet the diverse needs of their students, and provide timely and constructive feedback (Sultan & Shafi, 2016). Their competence also allows them to establish positive relationships with

students, foster a sense of belonging and motivation, and effectively collaborate with colleagues in implementing the activator university program (Fauth et al., 2019).

As a result, lecture competence plays a critical role in the success of the activator university program by ensuring that the program's goals and objectives are effectively achieved, leading to improved student outcomes and overall campus improvement. This highlights the importance of investing in and supporting teacher training and professional development to enhance their competence, as it directly impacts the effectiveness of the activator university program and its ability to positively influence student outcomes (Kariuki & Mbugua, 2018). Teachers should have the necessary skills and knowledge to effectively teach and guide students in the program (Samari et al., 2023). This includes understanding of teaching strategies, assessment techniques, and how to support students' learning.

Teachers involved in the activator university program should possess a range of competencies, including pedagogical, content, human resources, ICT, collaboration, communication, leadership, and management skills, as well as an understanding of the program's goals and objectives (Agdila et al., 2023). On the other hand, teachers should be able to take initiative and lead in various aspects of Campus life (Nurwiatin, 2022). This includes planning, organizing, implementing, and supervising the driving university program, as well as addressing any challenges that may arise.

The impact of The Activator University Program on The Quality of Education

The activator university program is a relatively new and innovative approach to education that aims to enhance the quality of education provided to students. This program focuses on incorporating personalizing features and ambitious instruction, creating student-centered learning environments, and setting high expectations for students (Beckman & Long, 2018). This program recognizes the importance of experiential learning and community engagement as instructional strategies. By partnering with community organizations and utilizing real-world experiences, the activator University Program provides students with opportunities to apply what they are learning in the classroom to solve practical problems in the community (Sarah et al., 2023).

By combining these aspects, the activator university program has the potential to significantly impact the quality of education for students. The activator university program has the potential to significantly improve educational outcomes and empower students with valuable skills for success in today's rapidly changing world (Marmoah et al., 2023). In today's rapidly changing world, the significance of accurate data cannot be overstated. Accurate data serves as the foundation for informed decision-making, effective problem-solving, and successful planning across various fields and industries (Agdila et al., 2023).

The impact of the activator university program on education quality is multifaceted and far-reaching. Through its emphasis on personalizing features and ambitious instruction, the program creates an environment where students are not just passive recipients of information but active participants in their own learning journey (Rusdiman et al., 2022). This approach has the potential to ignite a passion for learning and a sense of ownership over one's education, leading to improved academic outcomes and a deeper understanding of the material.

6. CONCLUSION AND SUGGESTION

In conclusion, the analysis of campus leadership and lecturer competencies in enhancing education quality through the Activator Program underscores the pivotal role of strong leadership and skilled educators in fostering a conducive learning environment. Effective campus leadership sets the tone for innovation and collaboration, while lecturer competencies in pedagogy and subject matter expertise directly impact student engagement and academic outcomes. The Activator Program serves as a valuable framework for cultivating these essential qualities, emphasizing continuous professional development and the integration of innovative teaching methodologies. By investing in leadership development and lecturer training, educational institutions can drive meaningful improvements in the quality of education, ultimately empowering students to succeed in an ever-evolving global landscape.

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