

THE HIGHER EDUCATION OF LEADERSHIP STRATEGY TO DEVELOPE ACADEMIC CULTURE

Khaeruman¹, Suflani^{2*}, Fatari³, Pramudi Harsono⁴
^{1,2,3,4}Universitas Bina Bangsa, Indonesia

ARTICLE INFO

Keywords:

Academic Culture,
Higher Education,
Leadership,

E-mail:

suflani2.binabangsa@gmail.com

ABSTRACT

Higher education leaders play an essential role in the progress of the organization. The ability of university directors is needed to lead organizations, both in university policy, guiding students, motivating staff, and working with various parties. This research aims are: (1) How is the university's management strategy in developing researchers? (2) How is the implementation of university administration in the development of academic culture? (3) What are the factors in building an academic culture? This research used a qualitative approach conducted at Bina Bangsa University. Data collection techniques with interview techniques, observation, documentation. The data analysis step is carried out by summarizing, presenting, and drawing conclusions.

The results of this study: 1) The strategy implemented by management has goals, objectives, stages and time. a) The aim of building an academic culture is based on the competitive and religious vision and mission of Bina Bangsa University. b) The purpose of building an academic culture is; lecturers and students. c) The stages of developing academic and religious culture are short term, long term and long term. d) time to build an academic culture; at the beginning, middle and end of the semester. 2) During the implementation of the academic program, namely: a) Implementation of an academic culture through recruitment, training and evaluation programs.

Copyright © 2022 Economic Journal. All rights reserved.

It is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/)

1. INTRODUCTION

Leaders in education, especially in tertiary institutions, are called Chancellors. He has a significant job as he can influence, organize, guide and coordinate and manage all the staff in identifying problems with completed exercises so that feasible and proficient instructive goals can be attained. As a leader, the Chancellor must have the choice to empower the power and certainty of the speakers, staff and students in carrying out their respective obligations.

Academic culture can be understood as a totality of life and academic activities that are lived, interpreted and practiced by members of the academic community in educational institutions. Academic culture as a higher education subsystem plays a vital role in efforts to build and develop the culture and civilization of society (*civilized society*) and the nation as a whole (Multazam, 2019:129)

Academic culture is a universal culture. It is owned by everyone who is involved in academic activities. Building an academic culture is not an easy matter. Efforts to socialize academic activities are needed, so that it becomes a habit among academics to carry out the norms of these activities (Kurniawan, 2019:21). This means that academic performance is required to be carried out competitively with superior quality.

Academic performance that is not oriented towards superior quality, will not only be left behind in competition but will also depend on the outside world which has a better and more advanced academic culture in many ways. In order to achieve educational goals, one of the critical factors in the implementation of higher education must be supported by an excellent educational organizational system, adequate facilities and infrastructure (quality human resources and facilities needed to support the learning and teaching process), also influenced by relevant curriculum factors.

Academic life and activities are expected to develop, move forward with the dynamics of change and renewal according to the demands of the times. Changes and renewals in life and academic activities

The Higher Education Of Leadership Strategy To Develop Academic Culture, Khaeruman, Suflani, Fatari, Pramudi Harsono

towards ideal conditions are always the hopes and dreams of every human who dedicates and actualizes himself through the world of higher education and research, especially those who hold idealism and ideas about progress. This change and renewal can only occur if it is driven and supported by parties who are interrelated, have commitment and a high sense of responsibility for the development and advancement of academic culture.

The problem of academic culture which tends to be challenging to develop in Indonesian universities has become a topic of discussion. Some education experts believe that the decline in academic culture is not only due to the influence of the educational bureaucracy but also due to the internal condition of the tertiary institution itself. Among the polemics is the issue of Mataramism which is ingrained in sociological interactions in every tertiary institution. Higher education is a field where intellectual cadres are born. So this is where positive values such as honest, intelligent, caring, challenging, responsible, religious and other positive values can be instilled, internalized, and become a culture to build an intellectual tradition.

Bina Bangsa University is a tertiary institution under Dr. H. Furtasan Ali Yusuf, SE., S.Kom., MM. It has emerged as a tertiary institution in demand by the wider community, especially in Serang. This is proven every year by the many suitable applicants. All of this is inseparable from the big vision and mission of Bina Bangsa University, namely Religious and Competitive. It is necessary to form and inculcate an academic culture to realise this vision. Building a bilingual system is one of the movements to build an academic culture at Bina Bangsa University. The existence *Bilingual system* is helpful as a place for student studies, a place for discussion. All of that is a form of building an academic culture for students at Bina Bangsa University.

Based on the description of the research context, the researcher focused on research discussion on (1) What is the strategy for university leadership in building academics at Bina Bangsa University? (2) How is the implementation of higher education leadership in building an academic culture at Bina Bangsa University?, (3) What are the supporting and inhibiting factors in building an academic culture at Bina Bangsa University?. While the aims of this research are: (1) To describe and analyze the strategies of higher education leadership in building academics at Bina Bangsa University. (2) Describe and analyze the implementation of higher education leadership in building an academic culture at Bina Bangsa University. (3) Describe and analyze the factors in building an academic culture at Bina Bangsa University.

The Leadership

Concept The leadership concept includes three accompanying components: the vanguard who leads, influences, and gives direction; controlled individuals or subordinates; and goals are sought through a series of exercises. To ensure educational harmony, tertiary leaders carry out two equally essential limitations, especially as managers of training in tertiary institutions. Within the limits referred to above, leaders of higher education foundations are responsible for the effectiveness of implementing educational training through the completion of the organization of higher education institutions with all of their substance. Likewise, he is responsible for the quality and capacity of existing human resources to carry out educational tasks (Dacholfany, 2013:151). Therefore, higher education leaders as managers of academic units must develop the performance of personnel (especially lecturers and employees) towards the expected professional competence.

Characteristics of College Leadership

The example of authority greatly influences the working boundaries of instructive foundations. Leaders in higher education also need to have the ability satisfactory administration and leadership to have the choice to take encouragement and encouragement to improve the quality and nature of the training in the foundation he presides over. So to understand the best ideas, Islamic educational institutions need leaders who can bring extraordinary impact. This impact can be shown as an institutional program, progress, to commendable administration. Because polished methodology and leadership attributes are essential to the presentation of the establishment they lead (Marno and Supriyatno, 2008:177). According to Djunawir Syafar there are several characteristics that a leader must have, including:

a. *Physical and nervous energy*

Viewed that mental strength in the form of fighting spirit, work motivation, discipline, patience, tenacity and extraordinary abilities must be possessed by a leader to overcome all the problems faced.

b. *A sense of purpose and deriction*

A leader must have beliefs and goals to work on.

- c. *Friendliness and affection*
Passion implies true friendship, love, affection, and willingness to sacrifice individuals.
- d. *Integrity*
A leader must have principles to share and fight. Because the service and sacrifice made for the individual truly makes the individual of the community more robust, and will honor them.
- e. *Technical mastery*
Every leader must have at least one explicit unique ability. Actually what is meant is not only mechanical or material but how to set a strategy for the individuals, to achieve work feasibility and usability.
- f. *Decisiveness*
Leaders who successful can make choices accurately, convincingly, and quickly. Then, at that moment it has the choice to convince its individuals of the correctness and correctness of its choice, and joins the awareness of certain expectations.
- g. *Intelligence*
Every leader should drive this insight because it is the ability to see and see well, get logical circumstances and results, find pressing matters and find approaches to solving them.
- h. *Skills*
The leader is like a teacher who can guide, educate, direct, motivate and move his members to work. So that teaching in question is not interpreted narrowly but broadly.
- i. *Faith*
The success of leadership is generally always supported by the trust of its members. Usually this trust becomes a special assessment of its members in carrying out their duties and responsibilities.

In this regard, the character and mentality of a leader must be able to adapt to various situations, changes and challenges internal and external to educational institutions. Then these internal and external environmental factors need to be anticipated, monitored, assessed and included in such a way in the process of making policy formulation (Khoiri, 2016: 79). It can be concluded that a leader, especially a higher education leader, must have a solid mentality to deal with developmental changes at this time.

College Leadership Styles Leadership

styles are found in daily practice to what extent leaders supervise, differences in tasks and skills, how to deliver, how to empower subordinates' enthusiasm, how to provide oversight, how to cultivate subordinate work discipline, how to mobilize and lead section meetings, and how to decide. Purwanto said that leadership styles are divided into three types: Autocracy, Democracy, and Laissez Faire (Purwanto, 2003:48). In general, the function of leadership is to ensure that the group they lead can achieve goals properly through productive cooperation in all situations.

The Concept of Building Higher Education

Academic Culture Academic Culture is a culture or attitude of life that always seeks scientific truth through academic activities in an academic community, which develops freedom of thought, openness, critical-analytical, rational and objective thinking by members of an academic community (Zarkasyi, 2017). In this case, Higher education institutions must have unique characteristics and become role models for the community around their environment.

They are quoting Khaerudin Kurniawan's assessment which stated that academic culture as a sub-system of higher education has a significant and urgent role in efforts to gather and foster the order of life and the general public, nation and state. An indication of the nature of advanced education at this time in general. The quality of the academic community generally determines indicators of the quality of higher education today in developing and building their academic culture (Kurniawan, 2010).

Furthermore, to build a scientific culture, we can use the idea of Mat Alvesson's stages, in which the development of a scholastic culture can be used as a global endeavor within the organization, made with long-term plans, but progress can be made anyhow—estimated at each stage. The stages of the process of building an academic culture in the Higher Education environment are (Zarkasy, 2017): *First* is to assess the state of the organization and decide on the goals and direction of the organization's goals; completed by examining the organization and changing strategic objectives with the demands of the academic world. This must be made possible by making the necessary arrangements for the University, definite in depth and adapted to the development of an ideal academic culture. *Second*, analyzing the existing culture and sketching the desired culture; evaluating the current organizational culture, using the *Organization Culture Assessment Instrument* (OCAI). To then create the desired academic culture concept, starting from Artifacts,

which consist of ritual behavior, language, written documents, etc., Basic Values, which consist of Philosophy, Vision, Organizational Mission, and Basic Assumptions, in the form of SOPs, and how the organization responds academically to problems that occur in society. *Third*, analyze the gap between what is and what is desired; namely the analysis of the results of the OCAI process, compared with the desired cultural concept, criticizing and taking a stand against the existing cultural gap. *Step Four is developing an academic culture development plan resulting from organizational attitudes towards the existence of cultural gaps. Fifth*, implement the plan; involving programs and activities. *Sixth*, evaluate changes and new efforts to go further or engage in steps to sustain cultural change.

Academic Cultural Values

Sake of good education, it is necessary to apply academic culture systematically because it will bind one aspect of education to other aspects. Values in education form the basis for developing education and become a culture in daily implementation, so educational goals can be achieved. Education aims not only as a process of transferring culture or knowledge *transfer (transfer of knowledge)*, but also at the same time as a process of transferring value (*transfer of value*). Islamic education makes pious humans who can succeed in life in this world and in the hereafter. In this way, leaders of educational organizations, including those in them, should have the choice to gather a scholarly atmosphere and build a fun and intentional teaching environment to achieve complete instructive goals.

Strategy for Building Academic Culture

System as a method and strategy can be interpreted as an interaction to prepare future progress proposed to develop the vision and mission of the organization, put forward important goals and plan techniques to achieve the goals. Technique implies a general methodology related to the implementation of thoughts, plans, and exercises within a certain period. These procedures include organizing work groups, having topics, identifying supporting components that are by standards carrying out thinking objectively, being productive in financing, and having strategies to achieve goals (Tjiptono, 2017). Organizational strategy depends on organizational goals, circumstances and the existing environment. Strategy is the overall effort to achieve goals and lead to the development of a detailed marketing plan (Kotler, 1997).

Implementation in Building Academic Culture Academic

Activities in higher education institutions cannot be separated from the three pillars of higher education: education and teaching, research, and community service (Multazam, 2019). Therefore, community service activities are more academic-scientific, so academic activities are the most obvious in the foundations of higher education. It is academic activities that are the main focus of attention in assessing the behavior of higher education institutions, the more intensive the academic activities the better the behavior of the institutions, and vice versa.

Building a scientific culture, like building a solid edifice, requires careful organization, execution, and timing appropriate to the complexity of the plans. Strategically, this implementation must be driven directly by the leadership of the organization, especially in the process of socializing academic culture, which is very dependent on the core people of the organization, namely the founders and leaders of the organization. Because they are expected to understand better and be able to translate organizational values into the culture and behavior of people in the organization. Symbols of academic culture must also be visualized immediately, disseminated and maintained by the entire academic community.

Factors in Building an Academic Culture

Building an academic culture in an environment that already has a strong culture is not easy to program and implement. Namely building an academic culture, without degrading the pesantren cultural order which has produced strong cohesion between groups and between people, and has formed harmonization in the life of Islamic boarding schools. Several supporting factors in building an academic culture (Veithzal et al, 2017), namely (1) Competence of good human resources and understanding of their respective duties and functions. (2) Adequate academic facilities so that all academic processes can run optimally. (3) There is full support from the academic community to the leaders so that all policies can be implemented and implemented correctly. Moreover, several inhibiting factors in building an academic culture, namely: (1) the feeling of laziness that sometimes appears in some academics. (2) prioritize personal interests compared to the tasks that have been given. (3) inadequate facilities so that it becomes an obstacle in the ongoing academic process

2. METHOD

The Higher Education Of Leadership Strategy To Develop Academic Culture, Khaeruman, Suflani, Fatari, Pramudi Harsono

Approach and Type of Research

This study aims to understand university leadership in building an academic culture of religious culture and the implementation of academic and religious culture, as well as the factors of university leadership in building an academic culture. Furthermore, the meaning of what happened is explored, to reveal the actual situation or the researcher will only explain what is about the conditions to be examined from the research results.

Qualitative research describes and analyses phenomena, events, activities, social, attitudes, beliefs, perceptions, and thoughts of people individually and in groups (Sukamdinata, 2008). While this type of research is case study research as expressed by Yin "Case study is a contemporary empirical investigation in a real life context, especially when the boundaries between phenomenon and context are not very clear".

Data and Research Data Sources

There are two data sources for this research simplify problem analysis (Suharsimi, 2018): *First*, primary data. *Second*, secondary data.

1. Primary data is obtained from the source directly, observed, recorded directly, such as: interviews and observations. The primary data sources or informants in this research are people who are directly involved, such as the Chancellor, Deputy Chancellor, Dean, Lecturers and Students at Bina Bangsa University.
2. Secondary data is data collected from several documents, both in the form of the policy of the Chancellor of Bina Bangsa University in building an academic culture, as well as documentation and other literature materials that serve as support for the leading theory of building academic culture of Khaerudin Kurniawan.

Data Collection

To collect the data needed in this study using three methods, participant observation, in-depth interviews and documentation.

1. Participant observation
Data collection was carried out by observing directly, seeing and taking data needed at the place where the research was carried out, such as activities related to academic culture at Bina Bangsa University.
2. In-depth interviews
Interviews or interviews were conducted directly and indirectly to produce data related to the problems of those who have a role in this research. Among these data are those with direct or indirect roles, such as interviews with the Chancellor, Deputy Chancellor, Dean, Lecturers and Students at Bina Bangsa University.
3. Documentation
This documentation method is used to obtain data related to academic culture at Bina Bangsa University, besides that researchers also collect other library data such as reading books related to research, scientific articles, scientific journals which are spread in several mass media such as magazines and websites.

Data Analysis

Analysis is an interaction by deliberately searching for and orchestrating interview transcripts, field notes, and various materials that the analyst understands. Analysis activities are carried out by looking at information, coordinating information, isolating it into manageable units, finding what is significant and what is deliberately investigated and disclosed.

1. Data Condensation
condensation refers to selecting, simplifying, abstracting, and transforming data that approaches all parts of field notes such as interview transcripts, documents, and other empirical materials related to academic culture at Bina Bangsa University.
2. Data Presentation
presentation is intended to find meaningful patterns and allow concluding and taking action. The presentation of the data in this study is also intended to find a meaning from the academic cultural data obtained at Bina Bangsa University, then arranged systematically and simplified.
3. Conclusion Drawing or Verification
At this stage, the researcher begins to draw conclusions which is the final step taken by the analyst in dissecting information continuously, both at the time of gathering information

3. RESULT AND DISCUSSION

1. Strategies for Higher Education Leadership in Develop Academic Culture

Strategy as a technique and tactic can be interpreted as preparing future steps to build an organization's vision and mission, set strategic goals and design strategies to achieve goals. Academic activities in higher education institutions cannot be separated from the tridharma of higher education, namely education, teaching and community service. Furthermore, community service activities are more scholastic, so that genuinely scientific activities are the most obvious in the foundation of learning. Academic activity is the main focus point for consideration in surveying the behavior of higher education institutions, the higher the academic activity the better the organizational or institutional behavior, and vice versa.

Bina Bangsa University has the task of organizing academic education and can organize vocational education in the religious sciences and several specific science and technology clusters and if it fulfills the requirements it can organize professional education.

The vision and mission of Bina Bangsa University that has been designed has a profound meaning. In creating a lecture process that integrates with religious values, where the word religious and competitive is that campus residents must have a religious character and have competitiveness with other tertiary institutions both on a national and international scale in the fields of education and teaching, institutional management, quality human resources, product research, community service, and graduate competence.

Building an academic culture refers to uniformity in academic planning with academic budget guidelines or educational budget guidelines to be implemented by each unit by their respective duties to carry out planned lecture processes, both short term and long term. We need to know that vision is a longing and a guarantee for the entire archipelago about what will be obtained in the future. Once wishes and guarantees have been communicated, responsibility, reality, and definite progress are required from all leaders and individuals across the globe to deliver on these guarantees. Therefore, in describing dreams, one should think about one's ability to achieve them, except in a not very significant time frame (eg 10 or 25 years) considering the actual circumstances. In addition, the vision must be attractive, in particular having the option of holding the entire board accountable, empowering, motivating and simultaneously activating all individuals from the organization to strive to achieve it effectively. Vision is not only a form of leadership concern, but also must be agreed upon as the common property of all executives and members.

In carrying out an academic culture based on and referring to government regulations such as the SK DIRJEN DIKTI. In carrying out excellent and professional higher education governance, higher education institutions and management mechanisms need to be regulated in a regulation called the Statute of Higher Education. Higher Education Statutes are the basic regulations of Higher Education Management which are used as the basis for compiling regulations and operational procedures in Higher Education. Academic Policy contains policies in education, research, and community service that are intended as guidelines in realizing the role of leading a new civilization.

2. Implementation of Higher Education Leadership in Develop Academic Culture

Building an academic culture, like building a solid building, requires careful arrangement, execution, and timing according to the complexity of the plan. Implementation of academic cultural programs intra and extra, namely a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve scheduled and unscheduled educational goals. In implementing the academic culture of higher education institutions, they must design a learning process that will be implemented.

In planning academic activities, every semester is designed every year there are two semesters, starting from lecture preparation, the lecture process, the internal audit process to the process of research and service which of course refers to the academic calendar which has been agreed upon by the leadership so that the implementation is by the education budget and carried out by each unit by the topoxy. Therefore, the scientific timetable can empower teaching and learning interactions to run successfully and effectively.

Carrying out academic programs at the institute, there are three programs by government regulations, namely the tridharma of higher education where all units on campus apply the tridharma to carry out the development of an academic culture for both lecturers and students. Implementing

academic culture for Bina Bangsa University students has exemplary achievements, such as winning competitions. In the field of lecturers, they include training in the development of learning media for lecturers, scientific writing publication workshops for lecturers, and procurement of learning facilities so that the entire lecture process can take place optimally. Implementing academic culture in the field of students to always be encouraged to have skills. Likewise in the field of lecturers to always produce scientific work that collaborates with fellow lecturers, as well as lecturers and students and lecturers are always encouraged to take further studies that are not yet doctoral. This is an arena for the creation of lecturers and students so that later the standard of student graduates will be able to compete with the world of work and other tertiary educational institutions.

Improving the quality of higher education cannot be seen as a short cycle. This action is a protracted action that requires hierarchical changes and rebuilding which should not be abysmal. All management units must feel the obligation to change towards better quality and must be based on the desire to change. More critical than readiness to change is the comfort of being part of this cycle of change. In carrying out academic quality, of course planning how the implementation will be carried out by each unit by their respective obligations so that there is an assessment. Program evaluation is carried out to determine the effectiveness of programs coordinated by tertiary institutions.

3. Supporting and Inhibiting Factors in Develop Academic Culture

a. Supporting factors

Many factors can influence achievement in progressive educational organizations. One of them is the academic support factor. Academic support elements have a significant role in the learning cycle of educational organizations, because they affect the achievement of an educational institution. With academic supporting factors, it can be seen how the cycle and consequences of improving educational organizations. To achieve the normal vision, mission and abilities, various components emerge that can affect the implementation of education

Supporting factors in building an academic culture cannot be separated from community participation and direct involvement from internal campuses starting from human resources, curriculum and academic services as well as infrastructure so that the educational process can run optimally. To build an academic culture, of course, there is a shared vision of all stakeholders on campus, so it becomes the primary symbol for achieving the goals planned together. In general, improving the quality of higher education cannot be seen as a momentary interaction. It is a protracted one requiring organizational change and rebuilding that cannot be overpowering. All levels of management must feel the obligation to change towards better quality and must be based on the desire to change. More critical than readiness to change is the comfort of being part of this change cycle

b. Obstacle factor

Another factor is the importance of an educator having an excellent academic culture because educators have students who directly observe everything related to the culture of an educator. This indeed will correlate with a student's learning motivation. Students as a barometer of the success of a learning process should obtain their learning rights properly so that they get satisfaction in their learning, which will become the primary motivation to study seriously and continuously.

Inhibiting factors in building an academic culture, sometimes several learning facilities are inadequate so that they become obstacles in the teaching and learning process, and there are also related academics who feel lazy so they are selfish. Therefore this requires joint commitment to the sustainability of the educational process to achieve quality human beings. Obstacles in carrying out academic culture, of course, each institutional unit has its weaknesses, one of these weaknesses is the process of the quality management system, as well as the difficulty in coordinating and also not all individuals have the same vision in building a quality culture related to the institutional management system.

DISCUSSION

1. Higher Education Leadership Strategy in Develop Academic Culture

Strategy as a technique and tactic can be interpreted as the process of preparing future steps intended to build the vision and mission of the organization, set strategic goals and design strategies to achieve goals. In general, the strategy implies an overall approach related to implementing ideas, plans, and an activity within a specific time. The strategy includes work team coordination, has themes,

identifies supporting factors that are by the principles of implementing ideas rationally, is efficient in funding, and has tactics to achieve goals (Tjiptono, 2016).

By the cases that have been obtained in the field that building an academic culture and religious culture is in accordance with the vision and mission of Bina Bangsa University, namely Religious and Competitive. All settings for academic and non-academic activities are based on religious norms, starting from intra to extra. The form of its embodiment is integration and Islamic study of lecture studies, scientific studies within the campus. So this starts with acculturation to get used to the climate that exists on the Bina Bangsa University.

As for the planning in academic activities, every semester is designed every year there are two semesters, starting from lecture preparation, lecture process, internal mtu audit process to the process of research and service which of course refers to the academic calendar which has been agreed upon by the leadership so that in its implementation by the education budget and carried out by each unit by its topoxy. Therefore the function of the academic calendar is to encourage the teaching and learning process to run effectively and efficiently. The calendar contains guidelines for organizing lecture activities. Students who have studied on campus are certainly no stranger to the academic calendar and how to understand it. There is even a 5-year plan called a strategic plan. The strategic plan has its derivatives in each faculty, which still refers to the strategic plan of the Bina Bangsa University.

This is by what Rusniati and Ahsanul Haq said in their journal that strategic planning is long-term planning. The existence of strategic planning can be used as something that can clarify the long-term activity hierarchy. Strategic planning to produce long-term designs that are organized and used to decide organizational goals (Rusniati and Ahsanul Haq).

In efforts to build an academic culture, of course we must be aware that vision is a wish and a promise to the entire Indonesian nation about what Bina Bangsa University will become in the future. Once the wishes and promises have been expressed, commitment is required, seriousness is what has been planned, and definite steps are required from all executives and people throughout the campus community to fulfill these promises. Therefore, in describing a vision, one must consider one's ability to achieve it in the distant future based on current conditions. Besides that, the vision must be attractive, namely being able to attract the commitment of all members of the Bina Bangsa University campus, to be enthusiastic, inspiring and at the same time challenging all members of the institute to try to achieve it actively. The vision is not only a form of leadership concern, but also must be agreed upon as the common property of all executives and members of the Serang State Islamic Religious Institute. So the religious and competitive vision and mission of Bina Bangsa University become fundamental values that must be translated into the concept of institutional performance procedures.

2. Implementation of Higher Education Leadership in Develop Academic Culture

Execution is an activity to move people to want to carry out their duties with full awareness together to achieve goals effectively. Implementation is an action to ensure that all work programs can be carried out effectively and efficiently. In carrying out what has been planned, it involves the following programs and activities (Zarkasyi, 2017): (a) Changes in recruitment and selection procedures with academic criteria. (b) Establishing a new academic culture socialization program and training. (c) Performance appraisal system, based on academic achievement. (d) Promotion of people who have expressed and symbolized the academic culture. (e) Leadership that communicates cultural values in every conversation. (f) Use of the organization's academic symbols; Language or slogans, concrete academic actions and provision of material objects that symbolize academic culture

Based on the results of the research that in carrying out academic programs at Bina Bangsa University three programs are by government regulations, namely the tridharma of higher education where all units on campus apply the tridharma to carry out the development of an academic culture for both lecturers and students. The achievement of a disciplined tertiary institution is the academic community of higher education, especially students who can help achieve an academic culture by achieving academic achievement. Ariftianto said, "Factors that can produce academic achievement are programmed learning activities, tips for hunting actual and up-to-date references, substantial academic discussions, and so on.

Evaluation can be interpreted as a process of measuring the effectiveness of the strategy used to achieve goals. In addition, educational evaluation can be interpreted as an assessment in the field of education or regarding other matters related to educational activities (Tutut, 2015). Program

evaluation is carried out to determine the effectiveness of programs organized by tertiary institutions. Self-evaluation is carried out to determine the performance and condition of tertiary institutions, both at the level of study programs, faculties and universities

This is by research at Bina Bangsa University that in the learning process evaluation of lecturers is an analytical process that is intrinsic to good teaching. In other words, lecturer evaluation is integral to good teaching and learning activities. Good teaching helps students to achieve good quality learning. Teaching quality and academic standards need to be constantly evaluated and improved. There are two evaluation models in academic activities, namely, (1) in particular which will evaluate faculty deans who will be assessed by lecturers as well as students, to what extent is the level of success of lecturers in carrying out the learning process, while students, the extent to which the level of achievement achieved by students in learning process. (2) formally, of course there is a quality assurance agency. There are two controls carried out by LPM Bina Bangsa University, internal quality audits and follow-up plans

3. Supporting and Inhibiting Factors in Develop Academic Culture

1. Supporting factors

Many factors can influence achievement in progressive educational organizations. One of them is the academic support factor. Academic support elements have a significant role in the learning process of an educational institution, because they affect the achievement of an educational organization. With academic supporting factors, you can find out the process and results of increasing the institution. To achieve the normal vision, mission and skills, various factors emerge that can affect the implementation of education

Based on the study's results, the supporting factors in building an academic culture cannot be separated from internal and external factors. Internally, there is participation from the community and direct involvement from the internal campus, starting from adequate human resources so that the teaching and learning process can run properly. A curriculum combines local content in Serang and academic services that maximize teaching and learning processes, as well as supporting infrastructure so that the educational process can run optimally.

The success of an education is inseparable from the supporting factors of an educator. Even so, the success of the quality of education is not only borne by educators, but also depends on the potential of the students concerned, one of which is their educational background. An educator should understand the differences in each student, so that learning can run effectively. Understanding the differences in students needs to be understood not only by educators (teachers and lecturers), but also by curriculum developers, prospective teachers and school principals by diversifying learning according to the diversity of conditions and needs, both concerning the potential of students and the potential environment

2. Inhibiting factors

Apart from the supporting factors in building an academic culture, there are inhibiting factors in building an academic culture so that it becomes a catalyst in academic and religious administration. By the results of the study, the inhibiting factors include laziness which sometimes appears in some academics and sometimes prioritizes personal interests compared to the assignments that have been given, student background. Furthermore, some of the inadequate learning facilities also slightly hindered the ongoing academic process, not all of the teaching staff could master their fields

An educator has a vital role in shaping and changing the self-style of his students. Therefore, the educator's task is not light compared to other professions. In addition, the educator does not fully expect attention from students, but he will try to plan so that the lesson he gives can attract attention so that his students can accept what is given or explained by the teacher.

Another factor of the importance of a teacher having an excellent academic culture is because the teacher has students who directly observe everything related to the culture that a teacher has. This indeed will correlate with a student's learning motivation. Students as a barometer of the success of a learning process should obtain their learning rights properly so that they get satisfaction in their learning, which will become the primary motivation to study seriously and continuously. A good teacher will constantly improve his academic quality from time to time so that it will become a culture in his life.

4. CONCLUSION

The leadership style positively influences the performance of the Pauh Sub-District Head Office, Padang. The strategy carried out by the leadership of Bina Bangsa University cannot be separated from the objectives of the vision and mission, namely religious and competitive, the targets are all lecturers and students who are directly involved in the teaching and learning process. The stages are carried out through institutional work division meetings in the teaching and learning process to make a schedule for the teaching and learning process to take place and the implementation time starts from the beginning of each semester until the end of the semester. In carrying out academic culture through programs to improve the quality of lecturers and students, through scientific writing training activities, there are workshops in academic reinforcement as well as seminars and student creativity programs. In addition, scientific program activities are also intended for Bina Bangsa University lecturers such as workshops on the development of learning media and learning which of course aims to develop competence and scientific insight. Writing scientific papers and publications in a culture of academic quality at Bina Bangsa University is implemented through regulations from the university which require students and lecturers to make and carry out scientific publications in accredited online journals, both international, national and local journals. There are several factors in building an academic culture, namely there are supporting and inhibiting factors. Supporting factors in building an academic and religious culture include adequate human resources to support the process of continuing teaching and learning, a curriculum that integrates local content in Serang, and top academic services. The inhibiting factors in building an academic and religious culture include, the emergence of a feeling of laziness which sometimes appears in some academics and sometimes prioritizes personal interests rather than the assignments that have been given, the diversity of student backgrounds both from an inadequate economic perspective so that it becomes an obstacle in carrying out learning.

REFERENCES

- [1] Arikunto, Suharsimi, 2018, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta
- [2] Dacholfany, M. Ihsan, 2013, *Peran Kepemimpinan Perguruan Tinggi Islam dalam Pembangunan Peradaban Islami*, NIZHAM, Vol. 01. No.02, 151
- [3] Khoiri, Ahmad, 2016, *Manajemen Strategik dan Mutu Pendidikan Islam*, Manageria: Jurnal Manajemen Pendidikan Islam, UIN SUKA Yogyakarta, Vol. 1, No. 1
- [4] Kotler, Philip, 2016, *Marketing Management*, Jakarta: Pren Hallindo
- [5] Kurniawan, Khaerudin, 2019, *Membangun Kultur Akademik Perguruan Tinggi*, *Journal of Social Community*. Vol. 4 No.2 Desember, 21
- [6] Kurniawan, Tutut, 2015, *Analisis Butir Soal Ulangan Akhir Semester Gasal Mata Pelajaran IPS Sekolah Dasar*, *Journal of Elementary Education* 4, No 1, 2
- [7] Marno dan Triyo Supriyatno, 2008, *Manajemen dan Kepemimpinan Pendidikan Islam*, Bandung: Refika Aditama
- [8] Muhaimin, 2010, *Pedoman Sekolah, Pengembangan Pendidikan Budaya dan Karakter Bangsa*, Jakarta: Puskur Kemendiknas
- [9] Multazam, Ulil, 2019, *Kepemimpinan Dan Budaya Akademik di Perguruan Tinggi*, *Jurnal*. Volume VII Nomor 2, 137
- [10] Purwanto, M. Ngalim, 2003, *Administrasi dan Supervisi Pendidikan*, Bandung: PT Remaja Rosdakarya
- [11] Rusniati dan Ahsanul Haq, 2014, *Perencanaan Strategis Dalam Perspektif Organisasi* *Jurnal INTEKNA*, Tahun XIV, No. 2, 102 – 209
- [12] Sukamdinata, Nana Syaodah, 2008, *Metode Penelitian Pendidikan*, Bandung: Remaja Rosdakarya
- [13] Tjiptono, Fandi, 2017, *Strategi Pemasaran*, Yogyakarta: Andi
- [14] Veithzal, Rivai Zainal et al, 2017, *Kepemimpinan dan Perilaku Organisasi*, Jakarta: PT Raja Grafindo Persada
- [15] Zarkasy, Muhammad Ridlo, 2017, *Membangun Budaya Akademik pada Perguruan Tinggi Pesantren*, *Al Tijarah*: Vol. 3 No. 2, (65-96), 86-88