DETERMINANTS OF DEMOCRATIC LEADERSHIP, COMPETENCE AND MOTIVATION TOWARDS THE ACHIEVEMENT OF THE VISION OF XYZ UNIVERSITY

Didi Rochyadi Mangkupradja[1], Rachmat Pramukty[2]*, Emmy Junianti[3], Bambang Karsono[4], Tri Widyastuti[5]
[1.2.3.4.5]Universitas Bhayangkara Jakarta Raya, Indonesia
*Corresponding Author:
rachmat.pramukty@dsn.ubharajaya.ac.id

Abstract
This study aims to analyze the factors that influence the achievement of the vision of XYZ University. The factors studied are democratic leadership, competence, and motivation. This research is important to understand how these factors contribute to the success of educational institutions in achieving the set vision. The research method used was survey research using a questionnaire as a data collection instrument. Respondents in this study were staff and lecturers at XYZ University. The collected data were analyzed using regression techniques to identify the relationship between the variables studied. The results of this study indicate that democratic leadership, competence, and motivation have a positive and significant influence on the attainment of the vision of XYZ University. Democratic leadership that involves the active participation of all members of the university, strong competence of staff and lecturers, as well as high motivation to achieve a shared vision, are important factors in achieving the university's strategic goals. The implications of this research are the importance of building democratic leadership, increasing individual competency through training and development, and fostering high motivation among staff and lecturers. In the university context, these factors can become the basis for achieving the set vision, enhancing the university's reputation, and creating a quality academic environment.

Keywords: Democratic Leadership, Competence, Motivation, Vision Achievement, XYZ University

1. Introduction

XYZ University has an ambitious vision and wants to achieve a position of excellence in the world of higher education. However, achieving this vision is not an easy task. To achieve its strategic goals, universities need to pay attention to factors that can affect the achievement of this vision. One important factor that can influence achieving the vision is democratic leadership. Democratic leadership involves active participation of all members of the university, where decisions are made collectively and involve diverse stakeholders. In the university context, leadership democracy can encourage collaboration, creativity, and innovation, which in turn can strengthen the achievement of the university's vision, according to Thoha (2013:49) that leadership style is the norm of behavior used by someone when the person tries influence the behavior of others as he sees it. In a sense, the leadership style used by the leader is used to influence subordinates in order to achieve organizational goals achieved. It can also be said that leadership style is a pattern of behavior and strategy preferred and often applied in leading an

organization. XYZ University has a clear and ambitious vision to become a leading center of education and research in the region. However, to achieve this vision, there needs to be strong leadership and appropriate skills that can motivate and direct university faculty, staff, and students. Democratic leadership is a leadership style that has the following characteristics following, regard subordinates as the noblest beings in the world, always trying synchronize the interests and goals of the organization in the personal interests and goals of on his subordinates; happy to receive suggestions, opinions and even criticism from subordinates; always trying make his subordinates successful and try to develop personal self-capacity as leader. Indicators of a democratic leadership style: (1) Good relations between leaders with employees (2) Respect for employees (3) Management who listens aspirations of his subordinates Franklyn (1951) in Onong Effendy (1993: 200).

In addition to democratic leadership, competence is also a key factor in achieving university vision. Strong competence of staff, lecturers and other academic personnel in XYZ University is an important foundation for providing high quality education, produce innovative research, and have a positive impact on society. Good competence in the relevant area of expertise enables the university to presents a curriculum that is in accordance with the demands of industry and scientific developments knowledge, as well as providing adequate learning experiences to students. According to Pandaleke (2016) defines competence as things that a person is capable of doing in this sense includes three things, namely the positive attributes of the position holder, the position carried out with effective or superior results and the behavior of the incumbent. Competence is basic characteristics of a person (individual) that influence the way of thinking and acting, make generalizations to all situations encountered and survive long enough within oneself human, so competence is the ability to carry out work based on human skills and knowledge. Competence is determined by two main streams namely organizational or personal, the Human Resource Management (HRM) literature focuses on individual competence, competence is a characteristic of a person related to performance excellence and demonstration of particular aptitude in practice and application of that knowledge needed to do a job (Zaim et al., 2013). Competence as the underlying characteristics of a person which can be motives, traits, skills, image aspects a person's self, social role, or the body of knowledge he uses. these characteristics revealed in observable and identifiable, and related patterns of behavior job performance and usually includes knowledge, skills and abilities (Zaim et al., 2013). Competence is a combination of knowledge, skills, and awareness. In this definition, knowledge refers to understanding basic principles required to complete the task, skills refer to the application of understanding and this awareness refers to the application of proper skills. Competence is a set specific attributes used in doing a job, thus, competence Job oriented characteristics are associated with high performing employees such as traits, motives and social skills that can be learned through education, experience or job training. Thus, competence consists of experience and personality a person combined with work-related factors derived from formal and informal organizations (Zaim et al., 2013).

On the other hand, motivation is one of the factors that drives employees to achieve optimal work performance, employees with high motivation will be active at work (Supriyanto & Mukzam, 2018). Motivation is the driving force that causes a person to

Organizational members are willing and willing to exert abilities in the form of expertise or skills, energy and time to carry out various activities that become responsibilities and fulfill their obligations, in order to achieve goals and various organizational goals that have been previously set (Siagian, 2012). Whereas according to Robbins & Judge (2017) motivation is the willingness to issue a level of effort high towards organizational goals conditioned by its ability to meet an individual need. In order to achieve the goals of employees need motivation to work harder. The importance of employees in the organization for the achievement of goals organization is achieved through the focus and concentration of employees in carrying out tasks. With high work motivation, employees will work harder in implementing his job. Conversely, with low work motivation, employees do not have enthusiasm for work, giving up easily, and difficulty in completing work (Supriyanto & Mukzam, 2018). Every job in any field other than requires personal abilities and skills also require sufficient motivation in a person, so that the work done can be successful as well as possible. No motivation, people will not be able to do something (Prihartanta, 2015). Providing motivation is intended so that Employees get job satisfaction which can lead to more performance improvements Good. In other words, the problem of work motivation has a close relationship with the problem human resources in an effort to integrate company goals with employees in the form of increasing profits through good employee performance (Ainanur & Tirtayasa, 2018).

2. Theoretical Background
Vision of xyz university

The vision of the xyz university is that vision is a statement about organizational goals that are displayed in the services and products offered and campaigned which are usually in the form of future aspirations, inspire and provide clear direction about the desired future (John P. Kotter, 1996). Dimensions or indicators of the vision of the xyz university are the level of participation and success of the university in multidisciplinary or collaborative research projects (Indicators of University Vision and Their Impact on Organizational Performance" - M. Pecuric, D. Jaksic, & A. Matic (2016). The vision of xyz university is a strong vision that must begin with a "why" or a larger goal that inspires and motivates people (Simon Sinek, 2009). The dimension or indicator of the Vision of xyz university is the percentage of graduates who successfully enter the workforce or continue their studies to a higher level (Visionary Leadership in Higher Education: The Indicators of Leadership Effectiveness" - M. Al-Sharafi &; A. Al-Alwan (2018).

The vision of xyz university is a strong and enduring vision that must transcend material goals and include core values that do not change over time (James C. Collins and Jerry I. Porras, 1994). Dimensions or indicators of the xyz university vision are the level of success in producing graduates with skills relevant to industry needs (Indicators of Institutional Transformation in Higher Education: A Systematic Review" - S. Reif, C. Tscherning, & S. Pischke (2019).

The vision of the xyz university has been examined by many previous researchers including (Richard Anthony-Lenhardt, 2017), (Muhammad Ridwan, Supardi, Siti Niswah, Sri Wahyuni, 2018), and (S. Chandra, M. A. Rais, 2020)

Democratic Leadership

Democratic Leadership is a leadership style in which decisions are made participatively by involving members of the team or group being led (Y. Chen, J. Zhang,

& F. Zhang (2019). Dimensions or indicators of Democratic Leadership are Democratic leadership styles can increase the participation of team members, involvement, motivation, and a sense of ownership of work results. This can also encourage creativity, joint problem solving, and better decision-making from various perspectives (A. Sultana, M. B. Abdullah, & M. N. Uddin, 2018).

Democratic Leadership Leaders act as facilitators and liaisons between team members, promoting collaboration, participation and fairness (Z. Liu, J. Li, Y. Shi, & C. Hu (2021)). The dimension or indicator of Democratic Leadership is Open and transparent communication between leaders and team members becomes important in democratic leadership, enabling mutual understanding and effective exchange of information (C. H. Avery, P. M. Zarkada-Fraser, & D. R. Thomas (2018).

Democratic Leadership is Leaders who implement democratic leadership to provide space for team members to express their opinions, ideas, and input (A. Harjoto, E. Jo, & T. Kim (2015)). The dimension or indicator of Democratic Leadership is In a democratic environment, team members feel they have a responsibility and have a more active role in achieving common goals (A. Salehzadeh Niksirat, R. Ghahramani, & R. Jamshidinavid (2019).

Democratic Leadership has been studied by many previous researchers including (W. Wu, F. C. Liu, & X. H. Hu (2016)), (Y. Liu, C. Wang, & L. Huang (2017), and (H. F. Hsiao & C. H. Huang (2018).

Competence

Competence is a combination of knowledge, expertise, technology, processes and organizational systems that enable companies to provide added value to customers" (David McClelland, 2018). Competency dimensions or indicators are individual motivation to achieve challenging goals and achieve the desired results, integrity personal and individual work ethics, individual ability to understand and respond to the needs and feelings of others (David McClelland, 2018).

Competence are the abilities needed to achieve superior performance in a particular job or role (Richard Boyatzis, 2019). Competency dimensions or indicators are competency models that focus on identifying, measuring, and developing individual and organizational competencies (Spencer and Spencer, 2020).

Competence is a characteristic that causes a person to be successful in a particular role or job (Spencer and Spencer, 2020). Competency dimensions or indicators are emotional intelligence and effective leadership. (Daniel Goleman, Richard E. Boyatzis, and Annie McKee, 2020).

Many competencies have been studied by previous researchers, including (Gary Hamel and C.K. Prahalad, 2017), (Martha Russell and Joycelyn Streitfeld-Hall, 2020).

Motivation

Motivation is motivation that arises from inner needs and personal satisfaction, to achieve personal growth and well-being (Edwin A. Locke, 2018). Dimensions or indicators of motivation refers to the extent to which a person has a strong drive or desire to achieve goals or perform certain actions (Locke, 1968).

Motivation is human needs that influence behavior and act as encouragement to fulfill these needs in the hierarchy of needs (Abraham Maslow, 2019). The dimension or indicator of Motivation refers to the level of individual desire to achieve success and perform well in competitive tasks or situations. (McClelland, 1961).

Motivation is motivation consisting of factors that influence satisfaction and factors that influence dissatisfaction in the work environment (Frederick Herzberg, 2020). and Vohs, 2004).

Motivation has been studied by many previous researchers including (Clayton Alderfer (2016)), (Vroom's Expectancy Theory (2017).

3. Methods

The method of writing scientific articles is a qualitative method and literature review (library research). Examine the theory and the relationship or influence between variables from books and journals both offline in the library and online sourced from Mendeley, Scholar Google and other online media. In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory in nature, (Ali & Limakrisna, 2013).

4. Results and Discussion

Table 1. Relevant Previous Research

No	Author (tahun)	Previous Research Results	Similarities with this article	Differences with this article
1	Martono, 2013	X1, X2 and X3 have a positive and significant effect on Y1	X1, X2 &; X3 affect Y1	
2	Fajar Apriani, 2009	X1 &; X3 have a positive and significant effect on Y1 and Y2	x1 & x3 affect y1	
3	Nofrizal, dkk, 2013	X2, X3, and X4 have a positive and significant effect on Y1	X2 &; X3 Affect Y1	x4 affects y1
4	Hadi Mulyono, dkk, 2013	X1, X2 and X3 have a positive and significant effect on Y1	X1 &; X2 Affect Y1	X3 affects y1
5	Yayuk Marliza (2021)	X1, x2 &; x3 have a positive and significant effect on y1		X1, x2 &; x3 affect y1
6	Dodi (2020)	X1 and x2 have a positive and significant effect on y1	X1 affects y1	X2 affects y1

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework of thinking in this article is as below:
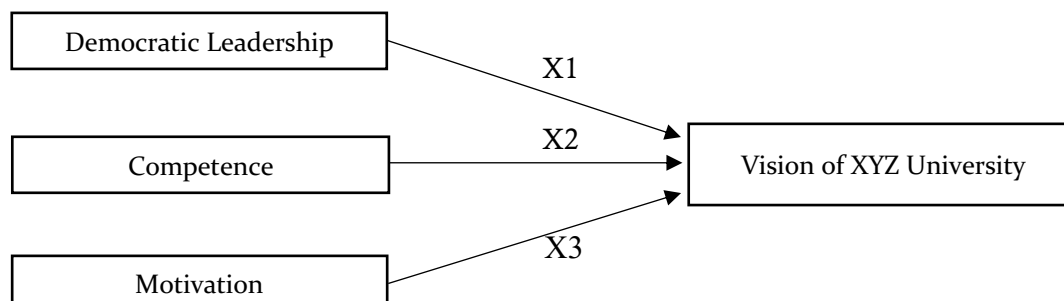
Figure 1. Conceptual Framework

Based on the conceptual framework image above, Democratic Leadership, Competence and Motivation affect the Vision of XYZ University Apart from these three exogenous variables that affect the Vision of XYZ University, there are many other variables that influence it including:
a) Changes in market demands: (Peter Drucker, 2010), (Michael Porter, 2011), and (Clayton Christensen, 2019).
b) Resources and capabilities: (Richard Rumelt, 2015), (Gary Hamel and C.K. Prahalad, (2016), and (Jay Barney, 2017).
c) Environmental analysis: (PESTEL, 1995), (Peter Drucker, 1999), and (John Kotter, 2000).
d) Values and identity: (Milton Rokeach, 2002), (Charles Taylor, 2010), and (Henri Tajfel, 2005).
e) Development and Change: (Jean Piaget, 1998), (Erik Erikson, 2008), and (Kurt Lewin, 2010)

1. The Influence of Democratic Leadership on University Vision

Democratic Leadership influences the Vision of the University, where dimensions or indicators develop a Managerial Leadership Grid which includes five leadership styles, one of which is a democratic leadership style. According to them, indicators of democratic leadership are group participation in decision-making, open and two-way communication between leaders and group members, and the use of authority that is evenly distributed (Blake and Mouton, 2015). -elements that must be present in a strong vision, such as clarity, ambition, focus on core values, and the appeal and inspiration that the vision has, Collins, J. C., & Porras, J. I. (1996)

To improve the Vision of the University by paying attention to Democratic Leadership, what management must do is 1) Reflection and introspection: Management needs to do self-reflection and introspection to understand the values, beliefs, and expectations that shape their leadership vision. By understanding themselves, management can clarify and articulate their vision more clearly and consistently, 2) Improve understanding of trends and changes: Management needs to continuously update their knowledge about industry trends, business environment, and social changes taking place. This helps them to look further ahead and develop a vision that is relevant and adaptive to upcoming changes. 3)

Involve and inspire team members: Management must involve team members in the formation and development of the vision. By encouraging participation and collective influence, management can create a more inclusive vision and motivate team members to actively contribute to achieving that vision, which states that management must develop the ability to see the big picture and understand trends and changes affecting the organization. This allows them to develop a vision that is relevant and adaptive to environmental changes. (Warren Bennis, 2009).

Democratic Leadership affects the vision of the university, if Democratic Leadership is well perceived by customers/consumers then this will improve the quality of the university's vision, where management needs to encourage continuous organizational learning. This involves encouraging systemic and collaborative thinking among team members, so that a vision can be collectively developed and understood by everyone according to (Peter Senge, 1990).

Democratic Leadership influences the vision of the university, this is in line with research conducted by: (Michael Hyatt, 1991), (Jim Collins, 1998) and (Bill George, 1996)

2. The influence of competence on the vision of the university

Competence influences the vision of the university, where competency dimensions or indicators are 1) technical knowledge: The level of understanding and knowledge of theories, principles, and concepts that are relevant to a particular field or job, 2) Technical skills: Practical ability to apply the knowledge and concepts learned in real work situations, 3) Effective communication: Ability to convey information clearly and effectively to others, both orally and in writing, 4) Teamwork: Ability to work together and collaborate with other team members, and contribute to achieving common goals influencing the dimensions or indicators of the university's vision in ethics and social responsibility can have an impact on the dimensions of the university's vision which emphasizes integrity, sustainability and positive contribution to society. Universities run by individuals with high ethical competence can reflect strong values and act as agents of social change, (Daniel Goleman, Richard E. Boyatzis, and Annie McKee, 2020).

To improve the university's vision by taking into account competence, what management must do is 1) Articulate and communicate the vision: Management needs to clearly articulate the university's vision and communicate it effectively to all members of the university. This involves developing strong and inspiring messages, and using various relevant communication channels. 2) Involving all stakeholders: Management needs to involve all university stakeholders, including faculty, staff, students, and alumni, in the process of developing and understanding the vision. This can be done through open discussions, meetings or participatory forums to ensure that the vision of the university reflects the needs and aspirations of all parties involved, 3) Develop a strategic plan: Management must develop a clear and directed strategic plan to achieve the vision of the university. This strategic plan should identify long-term goals, specific goals, and the tactical steps needed to realize the vision. The plan should involve stakeholders and involve regular monitoring and evaluation processes, 4) Allocate adequate resources: Management needs to ensure that adequate resources are allocated to support the vision of the university. This includes financial, human, infrastructure and technological resources. Management must prioritize the use of resources to support initiatives and programs that are in line with the university's vision which involves monitoring performance indicators, data collection, and analysis to measure the extent to which the

vision is achieved. Based on the results of the evaluation, management must be prepared to make the necessary improvements and adjustments to continuously improve the achievement of the vision. (Martha Russell and Joycelyn Streitfeld-Hall, 2020).

Competence affects the vision of the university, if competence is perceived well by customers/consumers then this will be able to improve the quality of university content, the quality of all stakeholders, and direct the university's efforts towards achieving the desired vision of the university's vision, (Gary Hamel and C.K. Prahalad, 2017).

Competence influences the vision of the university, this is in line with research conducted by: (Tse, H. M., Tan, H. H., & Lai, P. Y. (2016), (Mahmood, R., Shah, S. S., & Mubeen, S. (2018), and (Singh, S., & Mathur, S. (2019).

3. The influence of motivation on the vision of the university

Motivation influences the vision of the university, where the dimensions or indicators of Motivation 1) Physiological Needs: Includes basic needs such as food, water, shelter, sleep, and other biological needs, 2) Security Needs: Includes needs for physical security, financial security, stability, protection, and a sense of security, 3) Social/Belongingness Needs: Includes the need for social relations, friendship, love, affiliation, and a sense of belonging in a group or community, 4) Appreciation Needs: Includes the need for recognition, appreciation, prestige, appreciation social, and a sense of achievement influence the dimensions or indicators of the university's vision that leaders who are able to motivate others and create an inspiring climate can help drive an interesting and motivating vision within the university, (Kouzes, J. M., & Posner, B. Z. (2017).

To improve the university's vision by paying attention to motivation, what management must do is 1) Involve university members in the process of formulating the vision: Management can involve university members in formulating and developing the vision. By involving them in the decision-making process, it will increase the sense of belonging and motivation to realize the vision, 2) Building a culture that supports motivation: Management needs to create an organizational culture that pays attention to and encourages individual motivation. This can be done through recognizing individual contributions, providing career development opportunities and facilitating a positive work environment, 3) Providing the necessary resources and support: Management should ensure that university members are sufficiently resourced and receive the necessary support to achieve vision. This includes support in skills development, adequate facilities, and attention to individual welfare, where By paying attention to motivation in creating the university's vision and through these steps, management can create an environment that supports and motivates university members in realizing the vision that has been set (Bolman, L. G., & Deal, T. E. (2017).

Motivation affects the vision of the university, if motivation is perceived well by customers/consumers then this will be able to improve the quality of leaders who are able to generate motivation among staff and students can help shape and realize a strong vision for the university (Boyatzis, R. E., & McKee, A. (2005).

Motivation influences the vision of the university, this is in line with research conducted by: (Deci, E. L., & Ryan, R. M. (2000), (Locke, E. A., & Latham, G. P. (2002), and (Gagné, M., & Deci, E.L. (2005).

5. Conclusion

Based on theory, relevant articles and discussions can then be formulated Hypotheses for future research:
1. Democratic Leadership influences the Vision of XYZ University
2. Competence influences the Vision of XYZ University
3. Motivation influences the Vision of XYZ University

Based on the conclusions above, the suggestion in this article is that there are many other factors that influence the Vision of XYZ University, apart from Democratic Leadership, Competence and Motivation at all types and levels of organizations or companies, therefore further studies are still needed to look for other factors that can affect the Vision of XYZ University besides the variables examined in this article. These other factors include Changes in market demands, Resources and capabilities, Environmental analysis, Values and identity, and Development and Change.

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