

The Changing Paradigm In Leadership For Self Efficacy And Lecturer Performance

Yudhi Dien¹, Joeliaty², Hilmiana³, Yunizar⁴

¹Padjadjaran University, yudhidien@gmail.com

²Padjadjaran University, joeliaty@fe.unpad.ac.id

³Padjadjaran University, hilmiana@fe.unpad.ac.id

⁴Padjadjaran University, yunizar@fe.unpad.ac.id

Abstract:

Purpose of this research to analyze the shifting leadership paradigm in higher education and its impact on self-efficacy and performance. Use method an explanatory survey of 300 randomly selected private university lecturers with criteria as a foundation permanent lecturer, who has a minimum working life of 1 year. Data collection using questionnaires and processed using SEM Covariants analysis. The results show that leaders in higher education as role models and an important part of observational learning. Growth of confidence in lecturers as a cognitive process derived from attributes inherent in the leader. Important leadership attributes make lecturers have higher self-efficacy that is able to listen, empathize, encourage healing and show awareness about power and the meaning of equality in leadership. High efficacy has an impact on changes in lecturer behavior in carrying out their roles in higher education. The conclusion is servant leadership influences performance through self-efficacy. Theoretical implications are the development of the concept of servant leadership as a source of learning for subordinates in higher education to increase self-efficacy in order to face the the three pillars of higher education challenges: education, research, and community services. Practical implications are encouraging a paradigm shift in leadership and expanding social interactions that lead to learning for self-efficacy.

Keywords: higher education, performance, servant leadership, self efficacy, social learning.

1. Introduction

The challenges to universities in the face of the industrial revolution 4.0 are very high. In order to realize these challenges, improvements to the education service system as a priority continue to be made. Jamaludin et al (2019) expressed the importance of reform in the body of higher education to face the challenges of the industrial revolution 4.0. The focus of the universities is to realize educational services in accordance with community expectations. Yoshino et al (2021) said the need for changes in teaching methodology, betterment of learning and teaching quality. Retnowati et al (2021) and

Nyame et al (2019) promote higher education is required to improve the quality (infrastructure, lecturers, education personnel, students) continuously so as to respond to the needs of the community for change, improved quality of learning and teaching Wei et al. (2021), knowledge production Jung (2019), productivity, learning outcomes, and well-being in these uncertain situations are the focus of education in the face of the industrial revolution (Abdulrahim & Mabrouk, 2019).

One of the main components in the implementation of higher education is the lecturers. Success to realize an adequate higher education service system cannot be separated

from the availability of adequate human resources, namely lecturers to realize quality universities. Handayani et al (2020) said the performance of lecturers determines the quality of educational services in universities. Therefore, lecturers as an important asset as an element of service providers are spearheading for universities in providing excellent service. In carrying out these tasks and responsibilities, every lecturer is required to show maximum performance through success in completing tasks and responsibilities given. Luhglatno and Dwiatmadja (2020) affirmed the superiority of lecturer performance is very important for higher education institutions.

The achievement of both education and teaching, research and community service are far below the quality target set by each study program. The achievement of all three indicators is still below expectations. The performance itself is shown by the results of research that shows the function of universities even though the lecturer performance is still rated less especially in research (Winarno & Hermana, 2019). Agbionu et al (2018) said the performance of lecturers became the main problem due to inadequate systems and structures.

The success of the lecturers reaches the performance cannot be separated from the role of the institution's leadership. Leadership is still a very important issue in relation to performance in college as stated by Bryman (2007). But leadership styles aren't always effective at driving performance. In a system of improved governance, performance is not influenced by leaders as stated Fenwick and Gayle (2008), Obiwuru et al (2011), Brown and Arendt (2010), Salanova et al (2011) in different contexts. Alrowwad et al (2016) say leadership needs mediation in order to encourage performance. This indicates a change in interactive functions between leaders and employee performance. This condition shows that the response to the presence of the leader is changing.

A paradigm shift is needed in leadership both theoretically and practically. One concept of leadership that challenges the dominant assumption in leadership is servant. Greenleaf (1998) proposed the concept of servant leadership, namely leadership with a different paradigm, namely serving and inspiring.

Strategic and operational leadership flows from the "heart" dimension of a leader who serves based on individual leadership intentions (Coetzer, 2018). A more positive value-based leadership style to address a dynamic environment and changing demographics in the workplace (Davis, 2017). Latief and Marimon (2019) suggest a conformity between the role of college and servant leadership. Colleges are established to serve the community and as do leaders. Leadership in higher education is different compared to other organizations such as the creation and distribution of knowledge or capacity building requires specialized skills and leadership abilities. The idea of servant leadership introduced by Greenleaf (1977) gained a variety of attention from both academics and practitioners.

Apart from the position of servant leadership, practically proven to encourage the performance of subordinates. Servant leadership faces paradigmatic challenges especially in context, different cultures and characteristics of subordinates. Aboramadan et al (2020) presents challenges for universities and the need for understanding and actualization of servant leadership concepts in universities. Serving leadership receives critical reviews that focus on overlapping with transformational, authentic, and ethical leadership (Chughtai, 2016). Parris and Peachey (2013) previously explored leadership that serves to develop theoretical frameworks and build measurement tools with the intention that future experts can apply these tools to explore leadership that serves both in practice and as a theory that can be maintained. Latief and Marimon (2019) servant leadership research in certain organizational settings such as higher education is still rare. Gandolfi et al (2017) suggest that leadership that serves is elusive due to a dichotomy that causes misinterpretation of leadership that serves

Therefore, in the context of the college, servant leadership position needs further proof. Institutions of higher education are increasingly complex, with scarcity of resources, and intense competition for rank and prestige require the presence of effective leaders based on a number of empirical evidences. On the other hand, interaction between leaders and subordinates is not only seen as a process of social exchange. The

interaction is a process of social learning both for the lecturers themselves and for the leadership. Subordinates can make the leader as a role model and for the leader of the interaction as a process of evaluating the effectiveness of his leadership. Leadership remains a challenge in higher education governance. Leadership attributes are an important aspect that demonstrates the effectiveness of leadership functions (Fiedler, 1964). Explanation of interactions between leaders and subordinates in the context of higher education as a process of social learning needs further study. Van Dierendonck (2011) states servant leadership is increasingly relevant in higher education to change the focus of leadership by emphasizing ideal service based on leader-follower relationships.

Explanations of changes and mental processes that occur in subordinates need to be explained as a foundation for the development of more effective interaction design. Research results can be used as a strategic framework to drive a paradigm shift in leadership in college, providing an operational framework for developing the design of social interactions between leaders and subordinates as a social learning process. The results of the study describe the interaction of leaders and subordinates in the context of higher education as a process related to performance through the output of social learners, namely self efficacy (Bandura, 1977). The purpose of the study is to analyze the performance of lecturers based on the position of the leadership as a servant that encourages self efficacy of lecturers?

2. Literature review

2.1 Social learning

Social learning can be used as one of the social cognitive processes to understand the behavior changes in individuals. Individual behavior is derived from the discipline of social psychology (Bandura & Walters 1978). Even long before, Sims and Manz (1982) explain the leadership process was formed through social learning. Kauppila et al (2017) propose a new perspective that is social learning in understanding the influence of servant leadership on individuals / subordinates. Madison and Eva (2019) add that individuals often see leaders to provide

behavioral models and help as certain what good and bad behavior is in organizations.

Interaction with the environment as a space for individuals to reflect on themselves and the external environment, assess what, how, and when certain behaviors are shown. Behavioral changes are the result of a process of imitation and habituation responding (modeling). Changes in individual behavior as a result of the learning process through selective observation and remembering the behavior of others (Kauppila et al., 2017). As for cognitive psychology, the basic assumption used to understand cognitive factors is that any conscious behavior (volitional behavior) is functioned to avoid dissonance or inconsistencies that can cause imbalances. Social learning as a process that demonstrates human cognition and information processing assumes that motivation, emotion, and other attributes of individual cognition and then how individuals interpret the social world (Treffer et al., 2017). The formation of behavior in the group of sugar-owning entrepreneurs is influenced by the social processes that occur. Modeling effects, inhibition and removing barriers (disinhibition), ease effects (facilitation effect) are important things put forward in the theory.

2.2 Servant leadership

Introduced by Greenleaf (1978), servant leadership is a leader who guides, motivates, offers hope, and provides a more caring experience through quality relationships. Focuses on humility, authenticity, and interpersonal acceptance (Anderson, 2018). Marimon (2019) suggests as a leader who works through the satisfaction that followers need including his need for well-being. Coetzer (2018) adds that serving leadership illustrates courage and altruism. Altruism is described as a desire to help others (Van Dierendonck & Patterson, 2014). Anderson (2018) expressing trust, vision and empowerment as serving leadership attributes. Servant leadership has the motivation to be authentic can come from altruistic or spiritual motives to serve others (Eva et al., 2019).

According to Latief and Marimon (2019), Eva et al (2018), the leadership that serves is multidimensional, unidimensional, but mostly multidimensional. Abbas et al (2020) added concern for others, recognizing the needs of

others as a feature of leadership that has the desire to serve the community such as serving leadership.

2.3 Self efficacy

The theory of self-efficacy was first brought by Albert Bandura (1977). Self-efficacy is the most important psychological mechanism of self-influence, beliefs demonstrate their ability to organize and execute actions necessary to achieve a goal. The concept of self-efficacy is the lecturer's belief in his ability and success in performing the main task, namely three pillars of higher education as an educator and teacher, researcher and in community service activities. Bandura (1977), Mc Shane and Von Glinow (2010), Fred Luthans (2006), Robert Kreitner and Angelo Kinicki (2008), Frank Pajares (2002) confirmed the dimension of self-efficacy is used as a reference for research: (1) magnitude (difficulty level of task) with indicators: Confidence in self-potential, striving to achieve the best results; (2) generality (area of behavior) with indicators: Pride in the completion of work, carrying out work according to planning; (3) strength (stability of confidence) with indicators: The ability completing various tasks, able to overcome the difficulty of the task. Related to the self efficacy of lecturers Matos et al (2021) suggest high efficacy sourced in mastery experiences, vicarious experiences, verbal persuasions, and physiological and affective states.

2.4 Performance

The meaning of work itself is a container for the formation of human self in building his world (Sihotang, 2016). Performance is the result of the work of behavior (Armstrong, 2009). Retnowati et al (2016) said the performance of lecturers is the achievement of tasks according to their responsibilities based on competence, experience, and seriousness at a certain period of time. Lecturer's attributes are reviewed from professional characteristics Slabert (2019) that determine performance achievements such as knowledge and credibility related to teaching, research and his ability to integrate explanations of practice and theory. Luhglatno and Dwiatmadja (2020) explain about the performance of lecturers, namely: teaching

performance, research performance, publication performance, service performance. In accordance with the guidelines of the Lecturer Certification book of 2010, that indicators of lecturer performance such as teaching, research and community service. Hagen (2020) strongly emphasizes teaching performance to bring about change in learning.

3. Hypothesis development

3.1 Leadership and self efficacy

Servant leadership as holistic leadership that focuses on developing followers on ethical, rational, emotional, relational and spiritual dimensions (Eva et al., 2018). Self-efficacy gradually arises from the complexity of cognitive acquisition, social, linguistic, and/or physical abilities through experience. This process can be realized based on individual interaction with the leader. The growth of confidence stems from role models and verbal persuasions that help lecturers become more confident in achieving and realizing their roles. Matos et al (2021) confirmed through modeling and social comparison a person can improve their self-efficacy. Behavior is formed from a process of social interaction. Social processes as well as cognitive processes are central to the understanding of human actions. Some of the principles in the theory are: human nature and ability, the process of interaction between humans and their environment, the way humans learn behavior (observational learning and enactive learning), the function of incentives as a regulatory system of human behavior, goals. Bandura (1977) outlines four cognitive mechanisms underlying theoretical social learning: attention, retention, reproduction, and motivation.

3.2 Leadership and lecturer performance

The concept of serving leadership is leadership that helps others. Serving leadership puts the needs and interests of others above their own. Leaders make deliberate choices for others. A strong self-image, moral conviction, and emotional stability are factors that drive leaders to make those choices. Serving leaders strive to ensure that the highest priority is to serve the

needs of their followers. The fulfillment of the needs of employees will encourage increased performance as a form of moral obligation of subordinates. A serving leader seeks to change his followers to develop better, wiser, freer, more autonomous, and more likely to become servants. The key words of leadership that serve focus on humility and empowerment. Relational exchanges between leaders and followers play an important role in shaping followers' attitudes and behaviors including the self-efficacy of followers.

Serving leaders can influence cognitive processes that encourage or hinder individuals from carrying out certain tasks including promoting optimal work behavior as an ethical responsibility. The leader provides motivation and views on the role and function of lecturers for the community. Handayani et al (2020) affirmed that altruistic leadership can create conditions conducive to the teaching performance of lecturers. Empirical support for the relationship of leadership that serves with self-efficacy Walumbwa, Hartnell, Oke (2010) and Nwogu (2010) that successfully proves the relationship between leadership that serves with self-efficacy.

3.3 Self efficacy and performance

Successfully carrying out a task is a process that is derived from social cognitive processes. Self-efficacy has a significant impact on goals and achievements by influencing, motivating and emotional reactions. Perceived self-efficacy can also affect the success of goals achieved with one's effort and perseverance in facing problems. Matos et al (2021) explain that the success of the lecturers carrying out his role that is the existence of high self efficiency. Consideration, evaluation, and integration of information about perceived capabilities and beliefs using their abilities and resources to complete a given task and the results of the evaluation/ perception of expectations for personal efficacy determine: the decision to display a particular task in a particular context, the effort to be made to complete the task. The level of endurance that will arise (other than the problem), does not match the evidence and difficulties faced. A person with a strong confidence in self-efficacy has the capacity to carry out a behavior (Bandura, 1977). A high level of confidence will mobilize, optimize

cognitive resources, and the actions necessary to successfully carry out a particular task in a particular context. People have high efficacy focusing on opportunities worth pursuing and seeing obstacles as overcome.

3.4 Leadership, lecturer self efficacy and performance

Serving leaders can influence self-efficacy and commitment to maintaining those behaviors. Individu identifies themselves to fit the expectations of the leadership. A person can also be motivated by the expectations he or she wants. In addition, a person's ability to influence oneself by evaluating his personal appearance is a major source of motivation and self-regulation. Serving leaders can help to control threats/ problems, controlling the thought process as a key factor in regulating thoughts due to stress and depression. Leaders who serve to help the development of self-efficacy in the form of cognitive, motivational and affective processes and form an environment that helps and maintains individual self-efficacy in the achievement of goals. Sudarmo et al (2021) expressing the role of leadership can encourage self efficacy and employee productivity. Leadership that serves as a source of learning for subordinates.

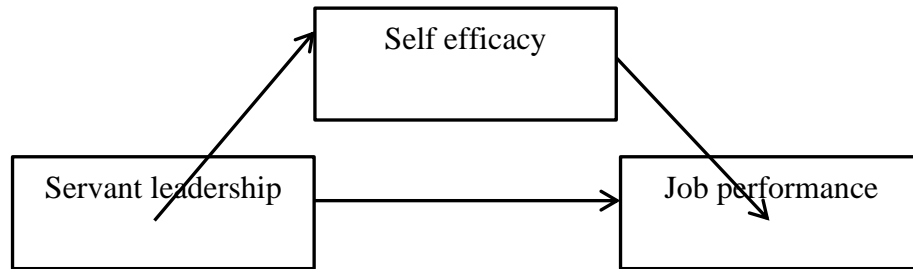
According to Bandura (1997) there are four sources of self-efficacy beliefs: experience of mastery, experience of others, verbal persuasion, and physiological and affective states. The experience of others involves the process of observing the behavior patterns of the leader on the task to be imitated. The lecturers do model and social comparison to improve self-efficacy. The source is very strong if the role model as a role model for lecturers. The source of verbal persuasion refers to the feedback received regarding the achievement of certain tasks. Leaders who provide positive feedback, contribute to the perception of being able to perform well. Leaders who serve help the realization of successful experience for lecturers through continuous verbal persuasive efforts. The successful existence of the model as a source of belief and form a strong and flexible efficacy. Leadership is also a model of success. If subordinates see the success of the leadership because of hard effort, then the efficacy of the subordinates will increase to succeed.

Leadership as a role model that strengthens the self-efficacy of subordinates. A person's belief in efficacy is strengthened through the influence of impersonation of a competent and respected model so that they get what is needed and provide positive feedback on developments that occur in the task.

3.5 Proposed model

The proposed model in this study is shown in Figure 1 below.

Figure 1. Proposed model



Hypotheses proposed are:

- Ha1: servant leadership has a positive influence on self efficacy;
- Ha2: servant leadership has a positive influence on job performance;
- Ha3: Self efficacy has a positive influence on job performance;
- Ha4: Self efficacy mediates the influence of servant leadership on job performance.

4. Method

Explanatory survey as a research design used to test hypotheses. The survey was conducted by prioritizing the comfort of the sample, with the time adjusted to the willingness of respondents, researchers did not display data on research results that could disturb work (conflict).

Servant leadership measurement refers to Latief and Marimon (2019), with seven-dimensional construction namely: behaving ethically, emotional healing, empowerment, pioneering, relationship building, and wisdom. Self efficacy measurement refers to Bandura (1997) that self-efficacy a person one's self-efficacy it is located in three components: magnitude, strength and generality. Measurement of lecturer performance in accordance with

Luhglatno and Dwiatmadja (2020) and the Indonesian context of Lecturer Certification year 2010, that is: learning and teaching service; research and publication; and dedication for community. Respondents' answers used differential rating scale 1 to 5 ranging from never to always. Data analysis using SEM Co variant procedure.

Sample are private college lecturers who have worked for at least 1 year with the status of permanent employees. Data dissemination is both offline for regions that face communication constraints and using online media. The number of questionnaires distributed is 500 questionnaires to avoid the occurrence of data shortage due to outlier and incomplete data. Based on the initial examination results obtained the picture that the data of 300 in accordance with the specified sample can be obtained that is complete and free from outliers. The answer from a scale of 1 to 5 with a very low to very high category.

5. Results

5.1 Descriptive analysis

In Table 1 is shown demographics of respondents as follows.

Table 1. Demographics of respondents

Classification		Sum	%
Gender	Male	182	60.7%
	Female	128	42.7%
Education	Continuing Postgraduate	53	17.7%
	Postgraduate	154	51.3%
	Continuing Doctoral	45	15.0%
	Doctoral	48	16.0%
Age	Under 30 Years	36	12%
	30 - 35 Years Old	84	28%
	36 - 40 Years Old	102	34%
	Over 40 Years	78	26%
Work Experience	Before 2000	69	23%
	2001-2010	171	57%
	2011-2018	60	20%
Functional Position	Do not have an academic position	123	41%
	Instructor	81	27%
	Assistant Professor	66	22%
	Associate Professor	30	10%
	Professor	0	0%

Almost half of respondents were between the ages of 39 up to 40 and the remaining 26 percent of respondents were over the age of 40. There are even some lecturers who are over 65 years old but remain active to teach and perform community service. On average, the lecturer is experienced enough to be a teacher. The background of lecturers is quite diverse as coming from practitioners, academics and pension of state employees who want to devote themselves in the world of education. Descriptive analysis results showed that 41% of respondents did not yet have a functional position. This becomes one of the obstacles to the certification of lecturers. Lecturers who do not have certification as much as 77%, and 27% have functional positions instructor, 22% assistant professor, 10% associate professor. For the position of instructor at least 1 year carrying out the main task (teaching task) as a permanent lecturer of college, having master degree in accordance with the assignment, has fulfilled at least 10 credit beyond credit calculated since the concerned carry out teaching duties as a permanent lecturer of the foundation.

In accordance with the National Education System Law No. 20 of 2003 article 20 requires that the main task of a lecturer is to conduct three pillars of higher education, namely conducting education and teaching, research and community service. Education and teaching demonstrate the function and role of lecturers as educators in the broadest sense. The general dimensions of education and teaching into the category of quite meaningful service to students. The scientific papers presented in seminars and published in journals are not only as a condition for promotion or functional position as lecturers. The results illustrate the responsibility of lecturers to research is still lacking. The percentage of research indicators is in the category less while for community service is sufficient.

Leaders in universities represent social entities that provide services to lecturers in carrying out their duties. Leaders solve problems, expand access to information and demonstrate integrity. Interaction between leaders and lecturers is an interaction based on trust. Leaders have the responsibility of managing the role of lecturers in college. Serving leadership refers to

the position to prioritize lecturers based on the idea of leaders as trustees who are trusted for values. Leaders are quite able to prepare organizations, facilities and indicators to share control with lecturers who are in a fairly good category. The leadership supports the self-development of lecturers through college facilities.

In general, self-efficacy of lecturers is limited to tasks that are easy, medium, but not infrequently able to face the most difficult tasks, according to the limits of ability in accordance with the demands of behavior. Lecturers will choose behaviors that will be tried or avoided based on perceptions about their ability to deal with problems and solve them. In general, lecturers have high confidence in being able to complete tasks in accordance with certain areas that have become their expertise. It's different

from the broader task. The results showed that the level of confidence to complete tasks for a wider field was decreasing. Lecturers have more confidence to complete tasks with increasing difficulty. This condition is illustrated by the ability to carry out various tasks given by the college. The average lecturer focuses on one task and switches to another. High self-efficacy describes the ability to organize and act at a certain level determined by the institution as standard.

5.2 Inferential analysis

In accordance with the selected SEM procedure, the first step is to estimate the unidimensionality examiner of the latent variable construct. Table 2 shows the results of convergent validity tests.

Table 2. Convergent validity				
Variable	Indicators	Loading factor	CR	Conclusion
Servant Leadership	Behaving ethically	0.894	22.213	Valid
	Development	0.877	24.932	Valid
	Emotional healing	0.945	27.213	Valid
	Empowerment	0.933	26.051	Valid
	Pioneering	0.918	25.755	Valid
	Relationship building	0.929	26.573	Valid
	Wisdom	0.953	28.729	Valid
Self efficacy	Magnitude	0.969	0.969	Valid
	Strength	0.790	0.790	Valid
	Generality	0.792	0.792	Valid
Job performance	Learning and teaching service	0.792	16.230	Valid
	Research and publication	0.744	14.713	Valid
	Dedication for community	0.762	15.088	Valid

Source: Primary data processing results 2020 with Amos23

Based on the test results obtained an overview of the validation and reliability of each observed variable. Each indicator has a loading factor weight of more than 0.50. The observed variable for the latent variable of leadership that serves the highest weight factor is wisdom in reflecting the latent variable of leadership that serves with a factor weight value of 0.953. Development as the lowest indicator reflects leadership with a factor weight value of 0.877. The results showed that the construction was in accordance with the concept put forward by

Greenleaf (1977) that a leader provides service. A leader who serves is the behavior of prioritizing the needs and well-being of his supporters more than his own interests, helping in finding spirit, being able to gain the trust of lecturers, and a commitment to be a good listener.

The construction of self-efficacy in this study corresponds to empirical references. Indicators that explain self-efficacy are accepted. The results of research in accordance with the concept put forward by Bandura (1977), self-efficacy is defined as a person's beliefs about their

ability to organize and execute actions necessary to achieve goals. Lecturers with a strong level of self-confidence will be more confident in the capacity to perform a behavior. Evident in research the highest indicator reflecting self-efficacy is confidence in self-potential. The construction of self-efficacy is accepted as a

concept that can interpret empirical phenomena in private universities. The results of the study reinforce the concept of self-efficacy put forward by Bandura (1977) namely the dimensions of magnitude (difficulty level of the task), generality (broad field of behavior), strength (firmness of belief).

The results of the Average Variance Extracted (AVE) test are as follows.

Table 3. Average variance extracted (AVE) and output measurement model

Variable	AVE	Servant Leadership	Self-Efficacy	Performance
Servant leadership	0.879	1		
Self-efficacy	0.789	0.57	1	
Lecturer performance	0.633	0.32	0.64	1

Source: Primary data processing results 2020 with Amos23

The test results showed an Average Variance Extracted value for a serving leadership indicator of 0.879 meaning that on average 86.9% of the information contained in each variable could reflect the latent variables of the serving leadership. The average variance extracted indicator value for self-efficacy is 0.789, meaning that an average of 78.9% of the information contained in each indicator can reflect the latent variable of self-efficacy. Average variance

extracted the five indicators lecturer performance is 0.633, meaning that on average 63.3% of the information contained in each indicator reflects the latent variables of lecturer performance. Test results showed that the relationship/correlation between exogenous and endogenous variables was evident in this study. The results of the cross-loading value test showed that each indicator had the highest correlation value with its latent variables as can be seen in the table as follows.

Table 4. Cross loading

Indicator	Servant Leadership	Self-efficacy	Lecturer performance
SL1	0.894	0.554	0.442
SL2	0.877	0.466	0.453
SL3	0.945	0.480	0.467
SL4	0.933	0.474	0.461
SL5	0.918	0.466	0.454
SL6	0.929	0.472	0.459
SL7	0.953	0.485	0.471
SE1	0.423	0.969	0.472
SE2	0.441	0.790	0.477
SE3	0.325	0.792	0.384
JP1	0.298	0.350	0.792
JP2	0.381	0.447	0.744
JP3	0.298	0.372	0.762

Source: Primary data processing results 2020 with Amos23

In accordance with the data in Table 4, cross loading values indicate that each variable

observed in this research can be used to confirm latent variables. The value of each observed

variable for each latent variable of both serving leadership, self-efficacy, and lecturer performance had the highest correlation. The correlation coefficient of each variable is

observed with a higher latent variable compared to other variables. The construction of variables observed with latent variables can be concluded discriminant validity is good.

Table 5 is shown the results of goodness of fit test

Table 5. Goodness of fit model				
Goodness	Cut of value	The 1 st parameter estimate	The 2 nd parameter estimate	Conclusion
Absolute Fit Test				
RMSEA	≤ 0.08	0.099	0.0329	Fit
GFI	≥ 0.90	0.762	0.9462	Fit
RMR	$\leq 0,05$	0.062	0.032	Fit
CMIN/DF	≤ 2 atau ≤ 3	3.240	2.23	Fit
Incremental Fit Measures				
AGFI	≥ 0.90	0.817	0.925	Fit
CFI	≥ 0.95	0.823	0.928	Moderate
IFI	> 0.90	0.847	0.932	Fit
TLI	≥ 0.95	0.935	0.995	Fit
Parsimonius Fit Measures				
PNFI	> 0.6	0.675	0.725	Fit
AIC	< 462.000	684	235	Fit
PGFI	> 0.90	0.826	0.937	Fit

Source: Primary data processing results 2020 with Amos23

Based on the results of the improvement of the 2nd parameter estimate of RMSEA value (index to compensate for Chi-Square in a large sample) after the improvement was 0.0329, GFI amounted to 0.946, CMIN/DF 2.23. Incremental fit measure values represented by AGFI (0.925), IFI (0.932) and TLI (0.995) are in the fit category while for cut off values such as CFI (0.928) are in the moderate category. Parsimonius Fit Measures PNFI criteria value of 0.725. Akaike Information

Criterion (AIC) of 235 and PGFI (Parsimonious GFI) of 0.937 are in the fit category. Improvements need to be made based on the modification indices value that indicates MI and Par change. Researchers attributed the errors on indicators 56 and 57 based on par change's positive value of 0.110. Based on the Par change value, modifications are made by linking errors in indicator 52 with leadership variables that serve directly.

5.3 Causality test (regression weight)

Regression weight testing results can be seen in the following Tabel 6.

Table 6. Regression wight unstandardized							
Variable relationship			Estimate	S.E.	C.R.	P	Conclusion
Self-efficacy	←	Servant leadership	0.57	.052	11.186	0.000	supported
Job performance	←	Servant leadership	0.32	.066	4.161	0.000	supported
Job performance	←	Self-efficacy	0.64	0.07	12.234	0.003	supported

Source: Primary data processing results 2020 with Amos23

Causality test results showed that the relationship between variables was a significant positive CR value > table CR value (2.004) with a confidence rate of 95%. Based on the unstandardized regression weight test table it is known that serving leadership has a positive and significant influence on self-efficacy (p value 0.00), self-efficacy has a positive and significant influence on performance. Directly, the servant leadership has a positive and significant influence on job performance (p value 0.00).

Mediation variable testing uses a sobel test based on the results of the unstandardized regression weight test. The test results showed the value of the mediation test result was 4.218 meaning > Z table. The role of self efficacy is accepted in mediating some of the influence of servant leadership on job performance. The test value Z calculates greater than Z table which is 4.285.

Hypotheses test results showed servant leadership had a positive and significant effect on self efficacy with a value of CR = 11.186. Servant leadership has a direct effect on performance with a CR value of 4.161 and self efficacy has a positive and significant effect on performance indicated by a CR= 12.234. The CR value is in the Ha acceptance area. Self efficacy mediates some of the influence of servant leadership on job performance.

6. Discussion

The results showed that the influence of leadership on performance both directly and through self-efficiency. Serving leaders not only have formal power based on the position of individuals in an organization to force or formally reward or authorize subordinates. Serving leadership has legitimate power that represents formal authority to control and use organizational resources based on structural positions in the organization for the benefit of lecturers. Serving leaders have ethical moral forces that drive changes in the behavior of their members. Serving leaders have personal strengths derived from unique individual characteristics such as humility, the ability to find passion, integrity that fosters trust, facilitation ability and being a good listener. Both formal power sources and power personnel determine the position and influence of

the leadership over subordinates including resource management and control. Both forces are used to encourage the performance of lecturers in a way that focuses on service.

The need for colleges to be a leadership model that serves is quite high. Serving leadership has important implications for individuals, colleges, and the field of Human Resource Development (HRD). The existence of a serving leader is necessary as a guidance in directing beliefs and motivations essential to follower development as well as forming a clear pattern for subordinates to face high performance demands. The process of social learning produces behaviors that are in accordance with the demands of the role as agents of knowledge. Modeling effects, inhibition and removing barriers (disinhibition), ease effects (facilitation effect) performed by lecturers direct at one particular behavior that is in accordance with the demands of the role. Lecturers reflects his social experience and analyzes his various experiences and evaluates whether his thought process is adequate for dealing with and solving problems in his highly complex work.

Paradigm change in leadership in higher education will bring pros and cons and requires the orientation and seriousness of institutions starting from the process of forming leaders who serve at each level. The goal is to form a leadership pattern that serves to form the self-efficacy of lecturers as subordinates. In serving leadership, altruism encourages organizational leaders to do what is best for their followers as fellow human beings demonstrated through the three pillar of college. Serving leaders don't just shape an environment that can drive performance growth. Leaders who serve create social learning spaces for lecturers to improve self-efficacy and performance.

Leaders form self-efficacy and the behavior of lecturers in carrying out their roles through social cognitive processes. Servant leadership demonstrates human nature and ability through interaction, experience and role models, showing the process of interaction between lecturers and leaders as well as their environment as a way for students to learn to perform their roles. Leaders create space for lecturers to do (observational learning and enactive learning). Leaders provide incentives as a regulatory system of human

behavior, and direct the objectives of the implementation of the role of lecturers for the community.

Interaction between lecturers and leaders allows the leadership to influence subordinates directly. Both leaders and lecturers are functional employees with the same functional tasks. The similarity of roles makes social interaction between the two can take place in a sustainable manner and produce performance output. From a social learning perspective, social interaction between leaders and subordinates is a process that produces performance based on cognitive processes.

Inline with Madison and Eva (2019) that leaders are seen as role models. In higher education institutions, leaders have positions and become role models of various aspects based on the power that has been given by the organization. Servant leadership is seen as a credible role model because it puts employees first, acts altruistic, and is motivated to serve others without expecting anything in return. Interaction with servant leadership behavior allows lecturers to learn from and then imitate the behavior of leaders they believe have positive characteristics. Greenleaf (1977) states that serving leaders create more leaders who serve through the process of improving self-efficacy and performance. Leaders in higher education institutions are lecturers with additional duties as leaders.

Self-efficacy of lecturers as a mediation variable that is important for servant leadership and performance relationships. This condition can be seen from the dimensions of generality magnitude and strengths are quite good. Referring to the conception proposed by Bandura and Walters (1963) that self-efficacy as a social process of learning, some aspects that are considered to inhibit the process of self-efficacy of lecturers according to Bandura and Walters (1963) is the lack of modeling effectiveness means imitation of the behavior of imitated models that copycats do through the process of associations are still weak. The inhibition and removal of disinhibition are less proportional. Behavior that is not in accordance with the behavior of the model imitated has not been much inhibited by its appearance. Obstacles that can block the impersonation process are less removed so that there has not been an increasingly real

behavior from copycats according to the imitated model. Lecturers have not given rise to the ease effect (Facilitation effect) of the social learning process for self-efficacy. The behavior that lecturers have learned is more difficult to show up. Lecturers are considered still less able to direct their own behavior with a choice of models that show high self-efficacy.

Basically self-efficacy is related to leaders who are able to create an environment involving generative abilities where the cognitive, social, and behavioral skills components of lecturers are organized integrated in action to carry out the tridarma of the college. Lecturers who have high self-efficacy have ability and execution. The lecturers have operative competencies that require continuous orchestration and improvisation from several subskills to managing ever-changing circumstances such as lecturer tasks in structural parts in addition to other tasks such as teaching and research. Lecturers who have high efficacy can carry out their role effectively.

Basically self-efficacy involves individual beliefs about leadership abilities, leadership altruism and their own abilities that are derived from the process of lecturer interaction with leaders and verbal persuasive to achieve success in carrying out increasingly complex and broad tasks. Lecturers can encourage cognition control to manage these challenging goals with serving leaders. Self-confidence is concerned with the ability to judge one's ability in more complex situations. Lecturers who are able to organize and carry out the necessary actions generally have a higher confidence in varied and broader tasks. The arrangement shows the degree of ability perceived by lecturers not only on tasks with low and moderate difficulties but how lecturers understand the position of servant leadership in the context of social learning experienced.

7. Conclusion

Self-efficacy mediates the influence of serving leadership on job performance. Leaders who serve as role models for subordinates to build higher self-efficacy including the role of leaders who lead positive verbal persuasive to the efficacy of lecturers to perform optimally.

7.1 Limitations

Research is only conducted on lecturers in private universities without regard to working period with data collection using one shoot studies and does not pay attention to restrictions due to pandemic between leaders and lecturers as subordinates. Interaction is considered normal along with the use of massive information technology during the COVID-19 pandemic. More research is needed in the context of different non-profit organizations to meet paradigmatic challenges in servant leadership.

7.2 Theoretical implications

Social interaction between leaders and subordinates is a social learning process to improve the self-efficacy of lecturers. These interactions can be explained based on the cognitive mental processes that take place within the lecturer. The process determines the various behavioral choices of lecturers in carrying out their duties and roles. The development of the concept of servant leadership as a source of learning for subordinates in college to increase self efficacy in order to face three pillars of higher education challenges: education, research, and community services.

7.3 Practical implications

Private universities need to develop a paradigm in leadership in accordance with servant leadership. Focus on bringing in leaders who serve as drivers for culture, self-efficacy and spirituality in the workplace, through a system of recruitment, coaching and placement of leaders who serve in each work unit or study program including non-academic sections. Serving leadership spreads at every level and forms a new culture: a culture of serving leaders. Encourage changes to the paradigm of leadership as well as expanding social interactions that lead to learning to self-efficacy as a demand.

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