

Lecturers' Learning Leadership Style towards Students, in the Digital ERA at Universities

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Abstract

UIN Walisongo Semarang as one of the Islamic universities strives to be a pioneer in developing excellent human resources. UIN Walisongo Semarang as an educational unit as well as an educational organization must move forward in order to build the quality of education nationally and internationally in the 4.0 era. The current digital era requires leadership capacity that is able to anticipate the changes that occur. The power of leadership will successfully face the challenges of the times by encouraging lecturers, staff or students to be able to develop all their potential through motivation, inspiration, cooperation, all human resources in achieving goals. Conditions in accordance with the demographic bonus of Indonesia today, where the excellence of human resource competitiveness will be the key to the progress and competitiveness of the nation. The lecturer's learning leadership style is one of the important factors in the success of the learning process and improving student interpersonal communication.

Keyword: Leadership Style, Learning, Digital Era, College

Introduction

The digital age is characterized by the state of widespread adoption of technological innovations that are currently progressing at a rapid pace. The industrialization era 4.0, often known as the digital revolution is an era of extensive use of computers and automation of recording in various sectors, including education. In Indonesia, the industrial revolution 4.0 is being pushed not only from the industrial side, but also from the educational side. As part of the effort to align industry 4.0 in the field of education, there has been a growth in human resources thanks to the relationship and program between education and industry (Satya,

2018). The influence of technological development on education can be seen from the many digital teaching resources that help learning both online and offline. This shows how the traditional period is ending and being replaced by the digital era. This situation has a significant impact on educational actors, including practitioners and educators. If changes in the education system occur, but are not well prepared, they create difficulties that affect all levels of education.

The world of learning is currently facing a collective problem, namely that there are still many educators who are stuttering technology because they come from generation X (born under 2000) and even baby boomers where both generations are less identical to the presence of technology. On the other hand, the students faced are 21st century people who are technically characterized by the world of technology. This can be reflected that many students today are smarter in the world of technology than educators, which causes a gap that cannot be left unchecked so as not to have fatal consequences in the learning process (Nurhayati and Fitriyah, 2021). Research with a similar statement by Septianingrum et al. (2022) stated that as many as 60% of educators in Indonesia have not been able to apply information and communication technology optimally. The main problem is that educators are reluctant to try to learn to understand technology in the 21st century.

Educators are one of the elements that must prepare 21st century learning to provide teaching to students in facing the digital era by exploring positive attitudes. Therefore, educators need to understand and prepare learning strategies that support in today's digital age (Rahayu, 2022). Educators in the 21st century must use teaching with varied technological media, not just the lecture method. In the end, students will more often search for all information via the internet rather than asking directly to educators, resulting in a degradation of two-way interaction between educators and students (Septianingrum et al., 2022).

In the world of 21st century education, students are encouraged to have the ability or master the positive values of 21st century culture so that they are expected to develop according to the needs of the times. However, the positive culture of the embodiment of universal paradigm values contained in the needs of the 21st century, namely 4C (critical thinking, communication, collaboration, and creative) has experienced illusions and errors in application. So far, the application of this culture with social control and agents of challenge has been carried out in the form of enforcing the code of ethics through punishment and reward instruments for students. This is not necessarily able to realize a positive culture in University (Majuarsa and Kasna, 2023). To create a positive culture in University, lecturers should change the paradigm of thinking.

Learning leadership style is a key for lecturers to maximize student learning. Learning leadership is very suitable to be applied in University because the main mission of University is to educate all students to be ready to face an unknown future, which is full of challenges. Learning leadership is very important to implement because it is able to: 1) significantly improve student learning achievement; 2) encourage and direct University residents to improve student learning achievement; 3) focus the activities of University residents towards achieving the vision, mission, and goals of the University and 4) build a learning community of University residents and even be able to make the University a learning college. The success

of the learning process and results carried out by lecturers to students is strongly influenced by the leadership of the head of the University in learning (Iriyanti, 2015). To have a thorough awareness of what is happening in the classroom, University principals need to supervise the teaching and learning process (Kusumaningrum et al., 2020). Rapid adaptation to change is necessary for University principals by using learning leadership as well as making changes or new policies. This is because science, technology, and life challenges are always evolving. University principals can support and guide lecturers as they make the right steps of change by acting as learning leaders (Bafadal, 2017).

Method

The type of research used is mixed method which is carried out by conducting qualitative research first and then continuing with quantitative research (Sugiyono, 2014). The research was conducted at UIN Walisongo Semarang. The data sources of this research are students and lecturers who are actively involved in conducting learning at UIN Walisongo Semarang as well as educators and campus leaders. Respondents are students who are the benchmark for research implementation. Data collection techniques using questionnaires, observations, interviews, and documentation studies. Data processing and analysis in this study are descriptive qualitative and quantitative. Processing is carried out in line with the ongoing data collection process. Data processing was carried out when researchers conducted interviews, analyzed from information or respondents of management, lecturers and students at UIN Walisongo Semarang as well as the results of treatment by giving pretest and posttest.

Result and Discussion

Lecturer Leadership Styles/Types at the University

Lecturer leadership in the digital era is very important to lead students in responding to the challenges of the times. Daresh & Playco (1995: 86) define learning leadership as an effort to lead educators to teach better, which in turn can improve student learning achievement. The following types of leadership are required: 1. Transformational, 2. Innovative, 3. Teacher, 4. Servant leader. These four types of leadership must be applied in a balanced and flexible manner according to the existing situation and conditions. Hopefully this information is useful for the development of lecturer leadership in the digital era.

ased on the analysis, transformational leadership style is the dominant leadership style used by lecturers at universities in Indonesia in the digital era. This leadership style focuses on improving individual and team performance, and motivating them to achieve set goals. This was conveyed by Muhammad Izzatul Faqih / Secretary of Physics: Transformational leadership inspires and motivates team members to achieve greater goals by encouraging innovation and positive change in the organization or team they lead (W.D.FST.GKPD.22/08/23).

The advantage of transformational leadership style is that it can increase individual motivation and performance and have a positive impact on career development and individual improvement. This leadership style also allows lecturers to innovate and create new concepts that can improve the quality of learning and research in University .

In addition, some lecturers also use a democratic leadership style. This leadership style provides opportunities for all team members to be involved in the decision-making process. Lecturers who use a democratic leadership style tend to be more open to input and ideas from team members, so as to create a more collaborative and creative work environment. This was conveyed by several lecturers such as, Julia Mardhiya / Lecturer of Chemistry Education, Muhammad Zammi, Bunga Ihda Norra, Mustopa / MPI S2 Study Program, Ismail SM (Dean of FST): Democratic Leadership, the leader involves team members in decision making and considers members' input. (W.D.UIN.GKPD.22/08/23).

However, authoritarian leadership style is still found in some universities in Indonesia. This leadership style gives full power to lecturers as leaders without involving team members in the decision-making process. This leadership style tends to produce a less conducive and creative work environment.

It is important for lecturers in Indonesian universities to adopt leadership styles that can motivate and improve individual and team performance. Transformational and democratic leadership styles are the right choice because they can create a more creative, collaborative and innovative work environment. Khoerotun Nisa, majoring in Biology Education, conveyed her experience: during the first meeting, some lecturers usually give students the freedom to make rules along with details of what tasks must be done during the next semester. (W.M.FST.27/09/2023).

The right leadership style can have a positive impact on the learning environment, and conversely, an inappropriate leadership style can have a negative impact. The right leadership style for the learning environment in the digital era is transformational leadership style. This leadership style focuses on developing and empowering employees or students as well as providing clear motivation and direction in achieving common goals. Leaders who apply this leadership style will create a conducive, creative and innovative learning environment.

By applying transformational leadership style, the learning environment in Indonesian universities can experience the following positive impacts: a) Increased student involvement in academic and non-academic activities, b) Increased creativity and innovation in curriculum development and learning methods, c) Improved quality of research and scientific publications, d) Improved quality of university graduates who are ready to compete in the digital era.

Regulations for Discipline of Lecturers and Employees

In today's digital era, discipline is becoming increasingly important to implement in a university work environment. Here are some rules to improve the discipline of lecturers and employees: 1) Conduct online attendance, 2) Implement a strict work schedule, 3) Avoid excessive use of smartphones, 4) Apply strict sanctions.

By implementing these regulations, it is hoped that discipline can be improved even better in the university work environment in this digital era. Mr. Sofa Muthohar/Lector also gave his opinion: Formulation of a code of ethics for lecturers and students, implementation of strict attendance, monitoring of BKD reporting, evaluation schedules and IT-based grade input. (W.D.FDK.GKPD.18/08/23). Observation results: Lecturers always set steps to direct

students to follow campus rules because it is to maintain and uphold the alma mater of their college. (O.D.FST.KPD.20/08/2023)

The types of regulations that can be applied to form student discipline are as follows:

- 1) Regulations regarding the use of technology in the teaching and learning process.
- 2) Regulations regarding the protection of personal data of students and University staff.
- 3) Regulations regarding intellectual property rights in the digital world.
- 4) Regulations on ethics in the use of technology, especially in the context of using social media.
- 5) Regulations on cybersecurity and cybercrime prevention in University.
- 6) Regulations on the development and use of online learning platforms.
- 7) Regulations on the availability and accessibility of information in the digital era.

Mr. Sofa Muthohar/Lector gave his opinion: Formulation of a code of ethics for lecturers and students, implementation of strict attendance, monitoring of BKD reporting, evaluation schedules and IT-based grade input. (W.D.FITK.GKPD.2/08/23)

Implementation of appropriate regulations can shape student discipline in University. The forms of implementation include:

- a) Forming quality and responsible student characters,
- b) Increasing the effectiveness of academic activities in University,
- c) Maintaining order and security on campus,
- 4) Reducing acts of violation and fraud in academics.

The following are regulations that can be implemented to establish discipline at universities in Indonesia in the digital era:

- 1) Require students to attend scheduled learning activities and provide sanctions for those who are late or absent without clear reasons.
- 2) Enforcing regulations regarding the misuse of information and communication technology (ICT), including cheating on online exams and committing plagiarism in academic assignments.
- 3) Enforcing campus regulations and imposing penalties on students who breach them, such as the restriction on leaving campus without authorization.

Therefore, implementing appropriate and effective regulations can shape discipline in students at universities in Indonesia in the digital era. In addition, cooperation between universities and students is needed in implementing these regulations so that the objectives of implementing the regulations can be achieved.

Mr. Muhammad Izzatul Faqih / Secretary of Physics said that: The university applies regulations such as codes of ethics, working time provisions, performance appraisals, and security rules to form the discipline of educators and education personnel and maintain academic integrity (W.D.FST.GKPD.20/08/23). Aisyah Shafa, majoring in Sociology, conveyed her experience: By providing opportunities for research and trying new things such as targeting to publish journals as much as possible. (W.M.FISIP.2/08/23)

Awards for Outstanding Lecturers and Employees

University in today's digital era plays an important role in producing reliable and good quality human resources. Therefore, awards for outstanding lecturers and employees are very important. Through this award, it is expected to increase the motivation of lecturers and employees in improving the quality of education provided in University. Awards can be given regularly every year for outstanding categories, such as research, publications, community service, innovation in teaching, campus services, and so on.

Assessments can be conducted through a rigorous and objective selection process, using clear criteria. In this case, universities can work with lecturer associations and experts in the field of education to ensure that the assessment is truly accurate and fair. Awards can be in the form of certificates, plaques, or other prizes appropriate to the level of achievement. However, more important than the prize itself is the sense of appreciation and respect given to outstanding performance.

The advancement of technology in the digital age has prompted many universities in Indonesia to offer awards that acknowledge the accomplishments of students, faculty, and others who contribute to the fields of technology and information. Below are some examples of the awards presented by Indonesian universities in this digital era : 1. Innovative Work Competition, 2. Research Award, 3. Competition Award, 4. Achievement Award. With these awards, it is hoped that they can provide motivation for students, lecturers, and other parties to continue developing technology and information in Indonesia.

One of the factors that greatly affects the motivation and performance of lecturers in University is the award. Giving awards can increase the motivation and performance of lecturers so that they can make a positive contribution to the progress of the college. Awards can be given in various forms, such as bonuses, recognition of achievements, and opportunities to attend training or seminars. With awards, lecturers will feel cared for by the University and appreciated for the performance that has been done, so that it can increase motivation and enthusiasm at work.

In addition, giving awards can also improve the performance of lecturers in providing better quality education to students. Lecturers who feel cared for and appreciated will be more motivated to give their best in educating students, so as to improve the quality of education in the college. Overall, rewards play an important role in improving the motivation and performance of lecturers in Indonesian universities in the digital era. Therefore, universities need to provide appropriate and timely rewards to increase the enthusiasm and motivation of lecturers to work and improve the quality of education provided. This was conveyed by Mrs. Widiastuti/WD 2 FPK: The reward is simple in terms of nominal, but because it is given during a certain event, it becomes special. (W.WD.FPK.GKPD.21/08/23)

Sanctions for Violations of the Code of Conduct

Along with technological advances, universities in Indonesia have established new rules in student discipline. However, there are still some students who violate these rules. The following is a list of fines for some violations of the rules in Indonesian universities in the digital era: 1) Late submission of online assignments: a fine is given. 2) Submitting assignments that are not in accordance with the specified format is given a fine according to mutual agreement. 3) Violating network security rules is given a fine in accordance with the mutually agreed upon fine. 4) Leaking confidential University information or documents: In accordance with applicable criminal sanctions.

Students are expected to comply with the rules that have been set in order to create a healthy and productive academic environment. For those who violate these rules, it is expected to immediately apologize and pay the fines that have been set.

Types of Sanctions Applied

Universities in Indonesia in the digital era face various complex problems. One problem that often occurs is violations of academic ethics and cheating when performing tasks. To reduce the number of such violations, universities in Indonesia impose several types of sanctions as disciplinary measures.

1) Administrative Sanctions

Administrative sanctions are light sanctions given to students who are proven to have committed minor offences. These sanctions include warnings, verbal warnings, and written warnings. The purpose of administrative sanctions is to warn students not to repeat the same mistakes.

2) Disciplinary Sanctions

Disciplinary sanctions are stricter sanctions than administrative sanctions. These sanctions are given to students who are found to have committed more serious offences, such as cheating on exams or plagiarism. Disciplinary sanctions include penalties in the form of grade reductions, suspensions, or even dismissal decisions.

3) Criminal Sanctions

If the offence committed by the student is classified as a criminal offence, the university will impose criminal sanctions. This sanction includes legal action taken by the authorities. For example, if a student commits fraud or embezzlement, then the University can report the incident to the police.

Effectiveness of Sanctions in Maintaining Discipline

Maintaining discipline in University in the digital era is not easy. However, sanctions can still be an effective way to maintain student discipline. Appropriate and firmly implemented sanctions can reduce discipline violations in University. One of the sanctions that can be given is the prohibition of participating in certain academic activities, such as exams or lectures. In addition, social sanctions such as reprimands or punishments such as grade reductions can also be applied.

However, sanctions should not simply be prepared without a solid basis. It is important to clearly explain the rules and their consequences to students from the start. In addition, sanctions must be applied fairly and consistently to all students who violate disciplinary rules. So, sanctions are still effective for maintaining discipline in University in the digital era. However, it is important to ensure that sanctions are administered appropriately and fairly with the aim of improving student discipline and achieving the desired academic goals.

Development of Cooperation with External Parties

In this digital era, Indonesian universities need to develop cooperation with external parties such as industries, companies, and state institutions in order to improve the quality of human resources produced. Collaboration with external parties is expected to support University programmes in producing graduates who have skills and competencies that are in line with current labour market needs.

To develop cooperation with external parties, universities need to do several things such as: 1) Build networks with external parties through discussion forums or direct meetings. 2) Organising internships for students in companies related to their majors. 3) Organise training and seminars by external experts to improve the competence of students and

lecturers. 4) Organising joint research projects to develop technologies and innovations that can provide benefits to society.

By developing cooperation with external parties, universities can improve the connection between academic institutions and the industrial world. This is expected to produce graduates who are better prepared and able to compete in the current job market, as well as provide benefits for the development of industry and society as customers of University .

University Strategies for Collaboration

In the digital age, universities should adopt effective strategies to collaborate with other institutions in Indonesia. Potential strategies include: a) Creating networks with other universities via social media and online platforms to enhance communication and collaboration. b) Hosting online events and seminars to foster discussions and broaden cooperation networks. c) Implementing internship and student exchange programs with other Indonesian universities to strengthen partnerships and elevate educational quality. d) Partnering with technology and industry companies to increase employment opportunities and develop a robust alumni network.

Finally, it is important for universities to strengthen their digital infrastructure such as online learning platforms, campus management systems, and digital resource centres. This will facilitate collaboration and strengthen co-operation with other universities in Indonesia. Mr Nanang Qosim also argued that: Universities/faculties can develop collaborations with entrepreneurs, community leaders, and experts through internship programmes, joint research projects, guest seminars, or funding. (W.DL.FST.GKPD.22/09/23)

Contribution of Cooperation to Education Quality Improvement

In today's digital era, education has a very important role in preparing the younger generation to face global competition. One of the efforts to improve the quality of University in Indonesia is through cooperation between universities, both domestically and abroad.

Cooperation between universities can provide great benefits in improving the quality of education. With cooperation, universities can share their experiences, knowledge and resources. This will help universities develop quality education programmes that are relevant to the needs of the current labour market.

Concretely, cooperation can be carried out in various forms including: 1) Exchange of lecturers and students between universities; 2) Joint curriculum development; 3) Joint research in certain fields; 4) Training and development of academic staff; 5) Provision of scholarships for students; 6) Development of joint study programmes with other institutions.

In today's global environment, Indonesian universities must also pay attention to the development of technology and information to meet the demands of the labour market. Universities must be able to provide quality education that is in line with current digital needs. With cooperation between universities at home and abroad, universities can learn from the experience and understanding of more advanced technology and information.

Mr Muhammad Izzatul Faqih/Secretary of Physics said: Universities or faculties can develop cooperation with employers, community leaders and experts through the establishment of partnership programmes, joint research projects, regular meetings, seminars and workshops. This helps to improve the quality of education and the relevance of the curriculum. (W.D.FST.GKPD.20/08/23).

The same thing was also conveyed by Mrs Julia Mardhiya / Lecturer in Chemistry Education: The faculty can organise meetings, seminars or conferences to open up opportunities to interact with stakeholders. In addition, the faculty can create internship or work practice programmes for students to open doors for cooperation with industry. (W.D.FST.GKPD.22/08/23).

In conclusion, cooperation between universities in Indonesia is needed to improve the quality of education in the current digital era. With this cooperation, universities can create a more innovative, creative and competitive learning atmosphere so as to produce qualified graduates who are ready to compete in the global labour market.

Implementation of the Learning Procedure Steps

In the digital age, Indonesian universities need to focus on adhering to learning regulations to ensure an effective educational process. To achieve this, several measures can be implemented: 1) Utilize appropriate technology. 2) Ensure a high-quality internet connection. 3) Foster effective communication between students and lecturers. 4) Create a flexible learning schedule. By taking these steps, the goal is to facilitate a successful learning experience in the digital era, benefiting both students and lecturers at Indonesian universities.

In today's digital era, university discipline needs to be regulated with the right approach to fit the times. Some of the approaches that can be used in establishing rules at universities in Indonesia in the digital era include: 1) Using information technology as a medium for regulating discipline, such as the implementation of online learning management systems and student attendance management applications. 2) Encouraging student participation in setting rules, for example by forming student organisations that function as institutions that regulate rules. 3) Applying clear and transparent sanctions and rewards for students who violate or comply with the rules.

In establishing rules of discipline at universities in Indonesia in the digital era, it is necessary to involve all parties involved, such as lecturers, employees, and students. The approach used must be in line with the principles of justice and democracy, to create a conducive and competitive academic environment.

Arifah Riana from Physics Education gave her views: Making a lecture contract based on the agreement of lecturers and students, reminding and reprimanding students if anyone violates the rules in the lecture contract that has been determined. (W.M.FST.21/08/23). Observation results: lecturers when making a decision will certainly think systematically about the problem at hand. this will be related to problem analysis using facts and data, so that the most rational alternative is found. (O.D.FST.KPD.20/08/2023)

In the digital era, classrooms in Indonesian universities are undergoing significant changes. Steps are needed to improve the classroom environment to support better learning. Some steps that can be taken to improve the classroom environment are: 1) Improve the quality of facilities, such as air conditioning, projectors, and sound systems to support better learning. 2) Increase online and digital resources that can be accessed by students in order to enrich references and insights in learning. 3) Encourage students to actively ask questions and discuss during learning to increase interaction and engagement in class. 4) Provide learning spaces or studios that can be used by students to develop their creativity and skills in their fields of interest. 4) Creating a flexible schedule to make it easier for students to choose a course schedule that suits their needs and interests.

By taking these steps, it is expected to improve the classroom environment in Indonesian universities in the digital era and help students in obtaining better learning. Mr Muhammad Izzatul Faqih/Secretary of Physics said that: Establishing classroom measures or rules to help students follow the learning rules, ensure an orderly environment, and support the learning process. (W.D.FST.GKPD.22/08/23).

Steps for the Lecture Code of Conduct

Many universities in Indonesia are now using digital technology in the learning process. However, the use of this technology must also be accompanied by classroom discipline so that the learning process remains conducive and effective. Here are the steps that can be taken:

Preparation Before Entering Class

- a. Ensure that electronic devices are ready and properly charged.
- b. Activate silent mode on mobile phones and other electronic devices.
- c. Preparing the necessary learning materials.

When Entering Class

- a. Maintain punctuality and respect others' time.
- b. Saying greetings when entering the class.
- c. Use electronic devices in accordance with the lecturer's instructions.
- d. Listening carefully to the lecturer's explanation.

When using electronic devices

- a. Use electronic devices only for academic purposes.
- b. Not opening sites or applications that are not related to learning.
- c. Not spreading inappropriate or negative content.

During Class

- a. Maintain the peace and tidiness of the class.
- b. Not disturbing the concentration of lecturers or other students.
- c. Asking questions or giving responses in accordance with the time provided.

Conclusion In the digital age, it is essential to uphold university regulations to ensure a smooth learning process. Students must comprehend and adhere to these rules to achieve educational goals effectively. This approach will foster a conducive and efficient academic environment..

Initiatives Taken by Lecturers to create a Code of Conduct

Rules are crucial for maintaining discipline and order at universities. In the digital age, with advancing technology, it is essential to enforce discipline more stringently to prevent

violations that could negatively impact individuals involved. To foster discipline in Indonesian universities in the digital era, several initiatives have been introduced by lecturers, including: 1) Establishing clear regulations on technology use on campus, such as laptop use in classrooms and gadget usage during lectures. 2) Developing internet ethics guidelines for both on-campus and off-campus settings to ensure students are aware of and responsible for their online behavior. 3) Installing CCTV cameras in lecture halls and libraries to monitor compliance with campus rules. 4) Imposing strict sanctions or penalties on rule violations, which may include restrictions on participating in campus activities, suspension, or even expulsion for severe infractions.

By rigorously enforcing discipline at the university, the aim is to establish a conducive learning environment and uphold standards that will support high-quality academic activities and enhance the overall quality of the institution.

Relationship between Code of Conduct and Learning Effectiveness

In Indonesian universities during the digital era, the link between discipline and learning effectiveness is crucial. Universities today are tasked not only with delivering education but also with fostering strong discipline to enhance the learning process. Effective discipline helps students concentrate better and remain focused on their studies. Given the increased potential for distractions like social media and online games in the digital age, maintaining good discipline is essential for minimizing these interruptions and ensuring that students stay engaged with their education.

In addition, good discipline can also help improve the effectiveness of learning time. In University, learning time is precious and expensive. Therefore, by developing good discipline such as a well-structured schedule, universities can minimise time leakage and maximise learning.

In conclusion, discipline and learning effectiveness in Indonesian universities in the digital era are closely related and very important. By developing good discipline, universities can ensure the effectiveness of the learning process and improve student outcomes. This was conveyed by Ndzani Latifatur Rofi'ah: By setting a lecture contract at the beginning of learning, reminding at each meeting for example if someone violates the rules, giving sanctions / point deductions for example if there are students who are late in submitting assignments. (W.D.FST.GKPD.12/08/23).

Along with the development of technology, the digital era has become a phenomenon that affects various sectors, one of which is the world of education. Universities in Indonesia are also inseparable from the influence of this digital era. This can be seen from the adoption of technology in the learning process that is increasingly being carried out. Not only technology is changing, the style of lecturer learning is also changing. In the digital era, lecturers are required to be more creative in teaching and guiding students. In this case, the learning leadership style of lecturers in University greatly influences students in responding to these changes.

In the relationship between lecturers and students, a climate conducive to learning must be created. Lecturers must be able to lead learning in a fun, creative and inspiring way.

In addition, lecturers are also expected to be a facilitator and mediator who acts as a guide for students.

There are several lecturer learning leadership styles that can be applied in the digital era, including: 1) Democratic Style: Lecturers give students the opportunity to have a voice in the learning process. In this style, lecturers invite students to be actively involved in decision-making related to learning. 2) Autocratic Style: Lecturers have full control in the learning process. The lecturer will determine and execute every decision to achieve learning objectives. 3) Laissez-faire style: Lecturers give freedom to students to take initiative in the learning process. Lecturers become supporters of students' creative ideas.

Along with the times, lecturers' learning styles must continue to evolve. However, without being accompanied by creativity and a high spirit of learning, technological change itself will not have any impact on learning. Therefore, cooperation between lecturers and students is needed in responding to this digital era.

The Effect of Lecturer Learning Leadership Style on Student Interpersonal Communication

The last hypothesis testing is to determine whether there is an effect of lecturer learning leadership style on student Interpersonal Communication. This test is carried out with the multivariate of variance formula by following the Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root procedures. Of the four procedures, the sig value was obtained. 0.000, if the sig. = 0.05, it can be seen that the sig value. $0.000 < 0.05$. The interpretation of the analysis test results is to reject H_0 and accept H_1 , meaning that there are differences in collaboration skills and self-efficacy between students who are given learning through the lecturer's learning leadership style and those who follow the conventional learning model. So it can be concluded that the lecturer's learning leadership style affects student Interpersonal Communication. Educators are required to strive to provide subject matter that is more applicable and in accordance with environmental issues. As explained by Sukmadinata (2003) the mastery of student learning outcomes can be seen from their behaviour, both behaviour in the form of mastery of knowledge, thinking skills and motor skills.

Conclusions

The learning leadership style implemented by lecturers to students in the digital era in University, especially at the State Islamic University (UIN) Walisongo Semarang. In the relationship between lecturers and students, a conducive climate for learning must be created. Lecturers must be able to lead learning in a fun, creative, and inspiring way. In addition, lecturers are also expected to be a facilitator and mediator who acts as a guide for students. There are several lecturer learning leadership styles that can be applied in the digital era, including: Democratic Style: Lecturers give students the opportunity to have a voice in the learning process. In this style, lecturers invite students to be actively involved in making decisions related to learning. Autocratic Style: Lecturers have full control in the learning process. The lecturer will determine and execute every decision to achieve the learning objectives. Laissez-faire style: Lecturer gives freedom to students to take initiative in the learning process. Lecturers become supporters of students' creative ideas.

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