

## PERFORMANCE DEVELOPMENT MODELS BASED ON THE CONCEPT OF COERSIVE DIGITAL LEADERSHIP: THE ROLE OF CURIOSITY AS A MANIFESTATION OF INTRINSIC MOTIVATION

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**Abstract:** The goal of this study was to examine the performance development model used by lecturers at private Islamic universities in Central Java, which was based on the idea of coercive digital leadership supported by a trait of intrinsic motivation called curiosity. The population in this study was the head of the undergraduate study program of Private Islamic Universities in Central Java in the form of a university institution. The sampling method using purposive sampling technique was 80 Head of Undergraduate Study Programs at Private Islamic Universities in Central Java who hold the position of Head of Study Programs at Islamic University in Central Java. Data analysis in this study used Partial Least Square (PLS). According to study utilizing PLS analysis, curiosity significantly improves performance and had a good impact on coercive digital leadership. The performance of lecturers was significantly improved through coercive digital leadership. So that the model for improving Lecturer performance can be carried out by implementing Coercive digital leadership which was triggered by increasing Lecturer curiosity.

**Keywords:** curiosity, leadership, lecturer, performance, universities

**Abstrak:** Penelitian bertujuan untuk menganalisis model pengembangan kinerja dosen pada Perguruan Tinggi Islam Swasta di Jawa Tengah berpusat pada konsep coercive digilectual leadership yang didukung dengan curiosity yang merupakan manifestasi dari motivasi intrinsik. Populasi dalam penelitian ini adalah ketua program studi strata satu Perguruan Tinggi Islam Swasta di Jawa Tengah dengan bentuk lembaga universitas. Metode pengambilan sampel dengan teknik purposive sampling sebanyak 80 Kaprodi Strata 1 di Universitas Islam Swasta di Jawa Tengah yang menduduki jabatan Kaprodi di Universitas Islam di Jawa Tengah. Analisis data dalam penelitian ini menggunakan Partial Least Square (PLS). Hasil penelitian dengan menggunakan analisis PLS menunjukkan hasil bahwa Curiosity memiliki pengaruh yang positif signifikan terhadap coercive digilectual leadership; Curiosity memiliki pengaruh yang positif signifikan terhadap kinerja. Coercive digilectual leadership memiliki pengaruh yang positif signifikan terhadap kinerja Dosen. Sehingga model peningkatan kinerja Dosen dapat dilakukan dengan implementasi Coercive digilectual leadership yang dipicu dengan peningkatan rasa ingin tahu Dosen.

**Kata kunci:** curiosity, leadership, kinerja, dosen, universitas

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## INTRODUCTION

Universities in Indonesia are increasingly showing an increase in quality. The PTS are competing to appear the most qualified, professional and modern. Now, there is no need for a stigma about PTS as a second-class university, after State Universities (PTN). DIKTI has ranked 3,320 PTN and non-Polytechnic PTS, based on the criteria of human resources, quality of management, quality of student activities, and quality of research and scientific publications. From the results of an analysis of the available data, both data from the Higher Education Database (PDDIKTI) of the Ministry of Research, Technology and Higher Education, data issued by the main unit of the Ministry of Research, Technology and Higher Education, as well as other relevant sources, five clusters of Indonesian higher education institutions were obtained with the composition: Cluster 1 totaling 14 universities; Cluster 2 has 72 universities; Cluster 3 has 299 universities, Cluster 4 has 1,470 universities, and Cluster 5 has 155 universities (<https://ristekdikti.go.id/2019>).

In this regard, lecturers as human resources in tertiary institutions are encouraged to continue to improve their quality and innovation, so that they can benefit society. In order to produce graduates who have high competitiveness and are ready to compete in the 4.0 industrial revolution era, lecturers with strong, innovative, creative and communicative core skills are needed. So that lecturers are an important factor that has a strategic role for a tertiary institution in preparing human resources, especially in the current digitalization era. In facing the current industrial revolution, lecturers must also take part in core competency programs that are in accordance with the needs of the industrial revolution 4.0. Likewise, the learning pattern can no longer use the old pattern. Lecturers must be able to keep up with technological developments.

There are several things that might cause a decrease in lecturer performance, for example, lecturers cannot fully pay one hundred percent attention to their duties and responsibilities as lecturers for various reasons so that service to students is not optimal. According to the researcher, this was due to the inability of the Head of Study Program to lead the Study Program in dealing with change. The performance of lecturers, especially

the Tri Dharma of Higher Education is manifested in the form of research and community service in 2017-2019 at universities in LLDIKTI VI (Institute for Higher Education Services) Central Java Region.

Research from 2017-2019 would in general be something very similar, yet the quantity of dharma for the two examinations experienced fluctuating accomplishments, the biggest number in 2018 arrived at 1,111 exploration titles and diminished in 2019 which was minimal measure of examination, to be specific 827 exploration titles. Similarly, the highest number of community service activities was 230 in 2018, which fell to 194 in 2019. The lowest number of activities was 176 in 2017, with varying funding amounts ranging from 11 billion to 13 billion rupiahs. In light of this portrayal, there are signs that the exploration culture among teachers is as yet powerless. Even though the lecturer has guided students, there are still many lecturers who do not carry out research in a routine and planned manner. In fact, there are lecturers who have never carried out research on their own. In the mean time, there are likewise numerous teachers who will generally do inside explore, to be specific exploration led in their own foundations.

This condition cannot be considered as a common phenomenon, because the relatively low quantity and quality of lecturers in research directly or indirectly creates problems in advancing educational institutions in the midst of an increasingly competitive climate. One indicator of the small amount of research, both in terms of quality and quantity, is the academic atmosphere through research and community service in tertiary institutions, because research and service activities are very important elements for lecturers, which distinguish them from a teacher. Realizing that competition is getting tougher in this era of globalization, it is necessary to change the paradigm of higher education which is based on the willingness to learn. The leader role in the middle of higher education management becomes very important. Lecturers are required to be able to show good performance. A combination of high levels of creativity, learning models, adequate competence, and effective leadership that encourages lecturers to perform at their best are necessary for this lecturer to succeed.

The latest leadership model as organizational leadership transformation, will play an important role for every organization. Bass in his Transformational leadership theory said that in transformational theory states that this theory aims to motivate a subordinate to work in order to achieve organizational goals and satisfy their desires at a higher level, including increasing encouragement and awareness to achieve targets, and prioritizing group interests (Bass, 1996; Burns & Bass, Bernard M, 2008). According to Ilies et al. (2007), "Leadership is a social influence technique wherein a leader can gain the cooperation of others (subordinates or followers) in reaching a common objective. Many personality and trait theories have been developed in the field of management research (Zaccaro, 2007; Zaccaro & other, 2020), influence and power (Salovaara & Bathurst, 2018), behavior (van Wart, 2003), transactional (Hoover, 1991), and transformational (Antonakis & Robert, 2013; Avolio, 2007), as well as holistic. When creating value to maintain the global competitiveness of an organization, managers must design strategies to achieve value creation in an analytical, structured and dynamic environment to manage change, manage organizational knowledge, manage the future and manage innovation and creativity. to many sides (Donate & Sánchez de Pablo, 2015).

According to Samimi et al. empirical studies of leadership are being criticized more and more for failing to take current leadership theory into account in relation to the actual leadership process. (2020). According to Antonakis & Robert (2013), a leadership style that is valued and effective in one workplace may be less desirable and less effective in another. The environment in which leadership is exercised influences how leaders act.

Particularly when operating in a global market, leadership is necessary for organizations to achieve sustainable change and ultimately higher levels of effectiveness (Garfield et al. 2019). According to Burns & Bass (2008), transformational leadership is the leadership's special attention to the needs of each individual in order to excel and develop by acting as a coach or advisor. It has a dimension of inspirational motivation.

A problematic period where receptivity and openness through the media often lead to high-pressure conditions where pioneers are expected to be able to control

events so as not to cause initiatory disappointment. (Lopez-Cabrales & Valle-Cabrera, 2020). In addition, a leadership style with "power" is required because transparency and openness lead to individual freedom that is almost excessive (Salovaara & Bathurst, 2018). French & Raven (1968), power theory is the capacity to influence. Haugaard (2020), power refers to the extent to which a company uses its power to change decisions related to economic benefits, value creation, communication, delivery procedures, market access, etc. Lunenburg (2010), coercive power is frequently used to control strategic or operational goals by influencing a specific event or decision.

Power is being able to get other people to do what you want them to do. A key component of leadership (Lunenburg, 2012) is the capacity to influence others. Essentially, a person's authority or position in a company determines his or her power. French & Raven (1959) defined reward power as "power that uses rewards or rewards to influence someone to be willing to do something according to their wishes." According to Crossman & Hardesty (2018), coercive power is more likely to involve the use of punishments or threats to persuade someone to do something in accordance with their wishes. Referent power is power that is obtained through admiration, exemplary behavior, charisma, and a leader's personality; then, legitimate power comes from a person's official position in a government, bureaucracy, or organization; while experienced power comes from one's expertise or skill (French & Raven, 1968).

The individuation of personal space is one aspect of coercive power. This practice aims to make it possible to effectively monitor each individual's behavior in order to evaluate, assess, and calculate its advantages and qualities (French & Raven, 1968). According to Bolkan et al. (2011) intellectual stimulation is defined as the capacity to stimulate thinking and imagination, problem awareness, and problem solving. It is thought to be a function of one's intellectual strength and technical expertise rather than interpersonal competence. Scholarly excitement in particular authority conduct that energizes finishing responsibilities, having imaginative plans to take care of issues, empowering subordinates to communicate groundbreaking thoughts and empowering upgrades in the association through inventiveness and information creation to foster a practical upper hand (Anjali and Anand, 2015).

The VUCA approach, which covers strategic, organizational, cultural, and technological aspects, is used by digital leadership styles in the digital era: Eberl & Drews (2021) volatility, ambiguity, complexity, and The computerized economy requires associations, information and machines, yet additionally information laborers, open correspondence and open admittance to data, participatory utilization of individual and aggregate insight, and lithe reasoning and conduct (Ann, 2018). To increase trust-based leadership, managers must trust coworkers and employees in an agile, participatory, networked, and open manner (Narbona, 2016). Will not give up if they lack motivation and confidence in their abilities. However, the conventional strategy of command and control has to be abandoned by digital leadership. A digital leadership model is made up of five characteristics: network, openness, participation, agility, and trust (Zupancic et al. 2020).

Based on the integration of leadership and motivational theory into the development of coercive digital leadership. Digital leadership that is reliable and coercive will result from intellectual leadership combined with extensive and well-targeted social power, which will improve HR performance. In conclusion, coercive digital leadership is a leader who restricts the invitation to good behavior, prevents bad behavior, and has digital-oriented multitasking skills in addition to a high intellectual capacity to quickly follow the development of information technology. A mandatory computer initiative is shown by the ability to collect and manage information, serve the company's and own well-being, have the option to set out and hold onto open doors, foster prescribed procedures and acceptable conduct constantly and have a carefully situated methodology.

Spencer & Spencer (1993), performance is defined as the outcomes of a person or group's work function or activities that are influenced by a variety of factors to achieve organizational goals within a predetermined time frame. According to Augustina (2019), performance is defined as the outcomes of a person's or group's work function or activities that are influenced by a variety of factors to achieve organizational goals within a predetermined time frame. The role that lecturers play in supporting the success of study programs is mentioned in the evaluation of the performance of higher education: 1) lecturers as educators (educators), 2) lecturers as researchers, 3) lecturers as community servants, and 4) lecturers as mentors for students

(guidance), 5) lecturers as leaders, 6) as innovators, and 7) as motivators.

Speaker execution is characterized as work show, work execution, work accomplishment, work results or execution in amount and quality accomplished by a teacher in completing undertakings as per the obligations of the tridharma Perguruan Tinggi. Teaching activity, research, publication activity, audience participation and support activity (seminars, awards, membership in professional organizations, organizational representation in any case, members of government/university projects, etc.) are the five indicators used to measure the lecturer performance construct.

It is necessary to implement the Lecturer Performance Development Model in order to boost productivity, which in turn will ultimately raise the standard of education. At tertiary institutions, lecturers are individuals whose primary responsibility is teaching due to their education and expertise.

One of a person's fundamental strengths and personality traits is curiosity, which is a powerful aspect of human motivation (Grigorescu, 2020a). Several other psychological constructs, including curiosity, all focus on how people organize and direct their attention in the presence of new or valuable environmental stimuli (Grigorescu, 2020a; Peter & Richard 2009). According to Oudeyer & Kaplan (2009), the qualities of curiosity and intrinsic motivation are similar. This includes being open-minded and receptive to whatever is being paid attention to as well as being interested in new things.

According to Mussel (2013a), curiosity is an open and receptive attitude as well as a willingness to investigate events that are ambiguous, odd, unusual, or uncertain. Exceptionally Inquisitive individuals speculate to all the more effectively endure nervousness and continue toward wanted investigation (Kashdan and Silvia, 2008). Diversity Curiosity is the desire to explore at some previously unknown level of insight in order to seek out new experiences and information (Grigorescu, 2020a). Curiosity inspires individuals to act and think in novel ways and to investigate, absorb, and learn about whatever the target piques their interest. According to Kashdan & Fincham (2002), curiosity drives exploratory behavior and arouses interest. Perceptual curiosity (the desire to acquire experiences through the senses), epistemic curiosity (the desire for

information or intellectual facts), and sensation seeking variants (the preference for thrilling, adventurous, and dangerous experiences) are all aspects of curiosity (Kashdan et al. 2018).

Because it leads you into the unknown, where you make discoveries, build relationships, discover opportunities, and experience growth, curiosity is so closely associated with success. In relationships, business, and life, curiosity is a good place to start, even though it does not always lead to success (Kashdan et al. 2009). According to Grigorescu (2020b), lecturers with a greater interest can improve efficiency and productivity, reduce group conflict and error in decision-making, and cultivate an atmosphere that is more receptive to new team members and their diversity. Your organization as a whole will benefit from your curiosity as well; Individual leadership also benefits from it (Szumowska & Kruglanski, 2020). Curious leaders are more coachable, more receptive to feedback, and better able to learn from their mistakes (Haron, 2021).

This study formulates the problem as “how is the model of lecturer performance development based on coercive digital leadership supported by curiosity (curious)” based on the context of the issue. The purpose of this study is to describe and examine the impact of curiosity on coercive digital leadership and private university lecturers’ performance in Central Java. In order to simplify data searching and limit the sample size, a private university in Central Java was chosen for the study.

## METHODS

“Explanatory Research” or research that is explanatory research refers to this kind of research. Description includes descriptions, but this study focuses on relationships between variables, which tests a hypothesis by finding and identifying relationships between variables. This means that this research places an emphasis on the relationship between research variables (causality). The interval measurements used to collect the data from the questionnaires were based on a scale of 1 to 5, with 1 representing Strongly Disagree and 5 representing Strongly Agree. In the form of a university, Private Islamic Universities in Central Java are the population of this study. They are in charge of

the undergraduate program. As many as 80 Head of Study Programs at the Private Islamic University in Central Java who held the position of Head of Study Program at the Islamic University in Central Java were sampled using the purposive sampling technique. In this study, partial least squares (PLS) were used for data analysis.

There are three types of curiosity: epistemic, perceptual, and sensation-seeking. Epistemic curiosity is the desire for intellectual information or facts, while perceptual curiosity is the desire to gain experience through the senses. Sensation-seeking is the preference for exciting, adventurous, and risky experiences (Kashdan et al. 2009). H1 : Increased coercive digital leadership will result from increased curiosity.

People who are curious are more likely to pay attention to an activity, process information more thoroughly, remember information better, and stick with a task until the goal is reached (Wagstaff et al. 2021). Learning, exploring, and immersing oneself in activities that initially stimulated a scattering of sources of attention is the immediate function of curiosity. Expanding worker execution is affected by interest in representative autonomous way of behaving (Suma and Budi, 2021). H2: The lecturer will perform better if they are more curious.

Performance is positively correlated with leadership style. Likewise, research directed by Khan et al. (2018) tracked down a positive connection among initiative and execution, albeit the impact sizes shift broadly. H3: The lecturer’s performance will improve the more effective the coercive academic leadership.

There are different types of curiosity, including perceptual curiosity and variants of sensation seeking (a preference for exciting, risky, and adventurous experiences). Coercive digital leadership is more effective when there is a high level of interest. Learning, exploring, and immersing oneself in activities that were originally intended to stimulate the spread of sources of attention is the direct function of curiosity. Lecturers’ performance will improve if they have more curiosity. Leadership style has a positive relationship with performance. Lecturers’ performance will improve if they have more coercive digital leadership. Figure 1 depicts the empirical model.

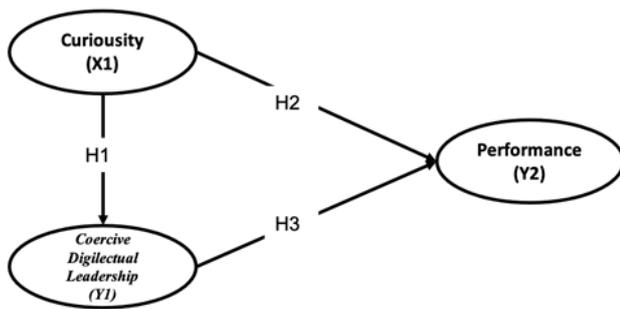


Figure 1. Research thinking framework

## RESULTS

Correlation between item and construct scores is used to test the validity of the reflective indicator. If other indicators in the same construct change (or are removed from the model), measurements with reflective indicators will show a change in one indicator in the construct. The following is the Table 1 showing the validity test's outcome. Load factor exceeds the recommended 0.5 as shown in the table above. This indicators used have convergent validity or validity.

The composite reliability value of the indicator block that measures the construct is examined during the reliability test. If the composite reliability value is greater than 0.7, the results will be acceptable. The composite reliability value in Table 2.

All of the constructs in the estimated model meet

the discriminant validity criteria, as evidenced by the composite reliability value above 0.7 in Table 2. A test using the Average Variance Extracted (AVE) value was performed to strengthen the reliability test; if the AVE value is greater than 0.5, the research indicators are reliable and can be used.

The test of the structural model (the Inner model) is the next step after the estimated model meets the Outer Model criteria. Table 3 gives a worth of 0.602 for the Teacher Execution develop which implies that Interest and Coersive Digilectual Authority can make sense of the difference of speaker execution at Private Islamic Colleges in Focal Java by 60.2%, the excess 39.8% is made sense of by different varieties that are excluded from the model. The Coersive Digilectual Leadership (Y1) construct also has an R value of 72.6 percent, which is influenced by curiosity.

Determine if the hypothesis is accepted by comparing tcount and ttable with the condition that the hypothesis is accepted if tcount is greater than ttable. The test uses a two-tailed test with a probability of 0.05 and degrees of freedom  $Df = (n-k) = (80-3) = 77$ , resulting in a coefficient of 1.99 for the t-table value df 77 in the t-table two-tailed test.

According to Table 4, the initial sample estimate of

Table 1. Result for outer loading

	Curiosity (X)	Coersive Digilectual Leadership (Y1)	Lecturer Performance (Y2)
X.1	0,730		
X.2	0,658		
X.3	0,783		
Y1.1		0,811	
Y1.2		0,842	
Y1.3		0,788	
Y1.4		0,694	
Y1.5		0,729	
Y2.1			0,782
Y2.2			0,779
Y2.3			0,821
Y2.4			0,791
Y2.5			0,823

curiosity regarding coercive digital leadership = 0.349, indicating a positive relationship. T-statistic = 3.549 > 1.99; P-value = 0.000 < 0.05, the impact curiosity to coercive digital leadership was significant. Therefore, the study's hypothesis H1, which states that more curiosity will lead to more coercive digital leadership, is accepted.

Table 4, the first example gauge among interest and teacher execution of 0.446 which demonstrates that the heading of the relationship is positive. It is said to have a significant relationship because the T-statistic = 3,491 > 1.99 and the P statistic = 0.000 - 0.05. Therefore, the study's hypothesis H2, which states that lecturers will perform better if they are more curious, is accepted.

As shown in Table 4, the positive direction of the relationship between coercive digital leadership and lecturer performance is represented by an initial sample estimate of 0.518. Coercive academic leadership has a T-statistic = 2.156 > 1.99, and the P-statistic = 0.000 < 0.05, indicating a significant relationship. Therefore, the study's hypothesis H3, which states that lecturers will perform better under coercive didactic leadership, is accepted.

### Managerial Implications

This study suggests that organizations need to keep their analytical thinking skills up to date in order to improve coercive intellectual leadership. The next step is to enhance services that assist, facilitate, mitigate, or facilitate the career interests of each lecturer in the hope that this will contribute to the achievement of organizational objectives. A digital leadership model must be able to support networking interaction,

encourage openness, increase employee participation in every faculty event, maintain lecturer agility, and build trust in order to improve lecturer performance.

The ability of a leader to collect information and follow up, to serve the organization's and their own best interests, to create and seize opportunities, to continuously develop best practices and good behavior, and to have a digitally oriented strategy will boost lecturers' performance.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The consequences of the review utilizing PLS investigation showed that all Speculation was upheld. The findings demonstrate that curiosity significantly improved coercive digital leadership performance. According to Kashdan and Silvia (2008), people who have a high level of curiosity will be more able to tolerate anxiety and proceed in the direction of the desired exploration. People who are curious will be able to figure out what needs to be changed, create a vision that will make it easier to make those changes, and put the plans in place to make them happen. Thus, the first hypothesis was proven correct: more coercive digital leadership will result from increased curiosity. This finding backs up previous research that looked at the role of curiosity in the connection between transformational leadership and employee creativity. It found that new ideas can help followers shift their focus from immediate self-interest to shared goals and visions, inspiring them to perform above and beyond their duties (Sanjeet et al. 2021).

Table 2. CR & AVE

	CR	AVE
Curiosity (X)	0,855	0,546
Coersive Digilectual Leadership (Y1)	0,867	0,509
Lecturer Performance (Y2)	0,781	0,555

Table 3. Adjusted R-Square

	Adjusted R-square
Lecturer Performance (Y2)	0,602
Coersive Digilectual Leadership (Y1)	0,726

Table 4. Hypothesis Test

	(O)	(M)	STDEV	T Statistik ( O/STDE )	P Values
Curiosity (X) → Coersive Digilectual Leadership (Y1)	0,349	0,397	0,101	2,909	0,000
Curiosity (X) → Lecturer Performance (Y2)	0,446	0,604	0,139	3,491	0,000
Coersive Digilectual Leadership (X) → Lecturer Performance (Y2)	0,518	0,817	0,182	2,156	0,000

The outcome demonstrates that when a lecturer is highly curious, they are more likely to be eager to learn the answer to their questions. Courageous people will work harder to complete the task in their own way and try something new to complete it. It was determined that curiosity is a significant factor in predicting and explaining behavior related to work. Furthermore, it is reasonable to anticipate an increase in the significance of demand as a relevant predictor of curiosity in light of the significant shifts in the workplace brought about by globalization, economic change, or technological advancements. In this way, the subsequent speculation was demonstrated, The more the interest, the more the speaker's presentation will be. According to previous research (Mussel, 2013b), the significance of curiosity depends on the particular requirements set by the task, team, or organization, and it's possible that many jobs actually have those requirements. This research adds to that evidence. According to previous research (Wagstaff et al. 2021), when people are curious, they pay more attention to an activity, process information more thoroughly, remember information better, and are more likely to stick with a task until the goal is met. Learning, exploring, and immersing oneself in activities that initially stimulate the spread of the source of attention is the immediate function of curiosity. This study's findings corroborate previous findings, namely that curiosity about employee independent behavior influences employee performance (Suma & Budi, 2021).

The third hypothesis, that lecturers will perform better under coercive academic leadership, was also demonstrated. Lecturer performance benefits significantly from coercive academic leadership. The quantity and quality of organizational performance will rise when leaders are able to solve problems by paying attention to regulatory policies and applicable sanctions (coercive) within the organization. According to Pratiwi and Widodo (2002), productive performance can result from coercive intellectual leadership's ability to translate digital-era shifts. Improvements in organizational performance are strongly influenced by leadership (Lai et al. 2020). Potential performance is supported by leadership (Torlak et al. 2022; Torlak and Kuzey, 2019). These results support the findings of earlier research (Masa'deh et al.) which found a positive correlation between leadership style and performance. Khan et al.'s research also found a positive correlation between leadership and performance, albeit with a wide range of effect sizes (Khan et al. 2018).

## Recommendations

With the support of curiosity, this study investigates the impact of coercive digital leadership on performance. Nonetheless, coercive digilectual initiative is another idea that should be broke down further for its estimations/pointers. This study used respondents from a single organization with similar characteristics. As a result, bias can occur and it is less generalizable. In order to provide a more precise measurement of coercive digilectual leadership, additional research is anticipated to be able to measure its dimensions.

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