THE ROLE OF LEADERS IN THE DEVELOPMENT OF LECTURERS' COMPETENCE AND THE FORMATION OF STUDENTS' CHARACTERISTICS OF HIGH SCHOOL OF SCIENCE ISLAM AND ARABIC LANGUAGE (STIBA) MAKASSAR

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ABSTRACT

Purpose: The purpose of this study is to investigate and analyze the problems that small business owners face when running their businesses through social media sites and emphasize the opportunity to do business through social media.

Theoretical framework: Small businesses are vital to the success of any economy by creating jobs, innovating, and giving many people the opportunity to achieve financial success and independence. In today's social media-driven environment, small business owners need to engage with social media networking sites and understand how social media can play an important role in the development of their business.

Design/methodology/approach: The study focuses on analyzing the day-to-day activities and practices of small businesses involved in social media networking sites. Two questionnaires were developed to effectively analyze and investigate these problems.

Findings: While the results reveal the importance of organizing the activities and practices of social networking companies, they also emphasize opportunities to conduct business through social networking sites.

Research, Practical and Social Implications: This research was taken to help business owners engage with social media sites and solve the problems they face when running their business online.

Originality/Value: The results of the first questionnaire indicate the questions from the customer's point of view, while the second questionnaire indicates the questions from the traders' point of view. While the results reveal the importance of organizing social media business activities and practices, they also emphasize opportunities to conduct business through social media sites.

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O PAPEL DOS LÍDERES NO DESENVOLVIMENTO DAS COMPETÊNCIAS DOS PROFESSORES E NA FORMAÇÃO DAS CARACTERÍSTICAS DOS ALUNOS DA ESCOLA DE ENSINO DE ENSINO DE SEGUNDO GRAU DE CIÊNCIAS LÍNGUA ISLÃ E ÁRABE (STIBA) MAKASSAR

RESUMO
Objetivo: O objetivo deste estudo é investigar e analisar os problemas que os proprietários de pequenas empresas enfrentam ao administrar seus negócios por meio de sites de mídia social e enfatizar a oportunidade de fazer negócios por meio das mídias sociais.
Referencial teórico: As pequenas empresas são vitais para o sucesso de qualquer economia, criando empregos, inovando e dando a muitas pessoas a oportunidade de alcançar sucesso financeiro e independência. No ambiente de mídia social de hoje, os proprietários de pequenas empresas precisam se envolver com sites de redes sociais e entender como a mídia social pode desempenhar um papel importante no desenvolvimento de seus negócios.
Design/metodologia/abordagem: O estudo se concentra na análise das atividades e práticas do dia-a-dia de pequenas empresas envolvidas em sites de redes sociais. Dois questionários foram desenvolvidos para analisar e investigar efetivamente esses problemas.
Resultados: Embora os resultados revelem a importância de organizar as atividades e práticas das empresas de redes sociais, eles também enfatizam as oportunidades de conduzir negócios por meio de sites de redes sociais.
Implicações de pesquisa, práticas e sociais: esta pesquisa foi realizada para ajudar os proprietários de empresas a se envolverem com sites de mídia social e resolverem os problemas que enfrentam ao administrar seus negócios on-line.
Originalidade/Valor: Os resultados do primeiro questionário indicam as questões do ponto de vista do cliente, enquanto o segundo questionário indica as questões do ponto de vista dos comerciantes. Embora os resultados revelem a importância de organizar atividades e práticas de negócios de mídia social, eles também enfatizam as oportunidades de conduzir negócios por meio de sites de mídia social.

Palavras-chave: Papel da Liderança, Competência Docente, Formação Moral.

EL PAPEL DE LOS LÍDERES EN EL DESARROLLO DE LAS COMPETENCIAS DE LOS PROFESORES Y LA FORMACIÓN DE LAS CARACTERÍSTICAS DE LOS ESTUDIANTES DE LA ESCUELA SECUNDARIA DE CIENCIAS ISLAM Y LENGUA ÁRABE (STIBA) MAKASSAR

RESUMEN
Propósito: El propósito de este estudio es investigar y analizar los problemas que enfrentan los propietarios de pequeñas empresas cuando administran sus negocios a través de sitios de redes sociales y enfatizar la oportunidad de hacer negocios a través de las redes sociales.
Marco teórico: Las pequeñas empresas son vitales para el éxito de cualquier economía al crear empleos, innovar y brindar a muchas personas la oportunidad de lograr el éxito financiero y la independencia. En el entorno actual impulsado por las redes sociales, los propietarios de pequeñas empresas deben interactuar con los sitios de redes sociales y comprender cómo las redes sociales pueden desempeñar un papel importante en el desarrollo de su negocio.
Diseño/metodología/enfoque: el estudio se centra en analizar las actividades y prácticas cotidianas de las pequeñas empresas involucradas en los sitios de redes sociales. Se desarrollaron dos cuestionarios para analizar e investigar de manera efectiva estos problemas.
Hallazgos: si bien los resultados revelan la importancia de organizar las actividades y prácticas de las empresas de redes sociales, también enfatizan las oportunidades para realizar negocios a través de los sitios de redes sociales.
Investigación, implicaciones prácticas y sociales: esta investigación se realizó para ayudar a los dueños de negocios a interactuar con los sitios de redes sociales y resolver los problemas que enfrentan cuando administran sus negocios en línea.
Originalidad/Valor: Los resultados del primer cuestionario indican las preguntas desde el punto de vista del cliente, mientras que el segundo cuestionario indica las preguntas desde el punto de vista de los comerciantes. Si bien los resultados revelan la importancia de organizar las actividades y prácticas comerciales de las redes sociales, también enfatizan las oportunidades para realizar negocios a través de los sitios de redes sociales.

Palabras clave: Rol de Liderazgo, Competencia Docente, Formación Moral.

INTRODUCTION

Superior education as an institute providing higher education has a very big role in national development. In an effort to prepare quality human resources, the quality of education must always be improved. Lecturer performance is of particular interest because it is an essential component of the education system in higher education. The roles, duties and tasks of speakers are very meaningful in producing quality resources. Respectable presentation must be supported by skill and professionalism. However, the professionalism of lecturers is not always directly proportional to the professionalism of the job. The specialized quality of speakers is stagnant low and not optimal; even in class, the lecturer is the main actor, so students are dominantly passive (Permanasari & Setyaningrum, 2014: 157). Saepudin et al. (2019: 312) explain that universities play a strategic role in mobilizing future cadres who have professional skills, social leaders, political leaders, and successful entrepreneurs. Therefore, tertiary institutions are required to be managed professionally. The development of education can also be seen and felt by the development of technology, which has been proven to bring big changes to life in the world, especially in Western countries which claim to be pioneers of technology. The flow of globalization, besides having a positive impact, also has a negative impact that is no less influential on the perspective of human life in the world, especially in Indonesia.

In the midst of the current era of globalization and the hegemony of Western civilization, Muslim scholars and scholars should also understand the notions originating from the West, which are now the hegemony in Muslim thought (Husaini, 2011: 115). The substance of national education and Islamic education lies in; the first, the values contained in Pancasila as the basis of education do not conflict with the values of Islamic teachings (Tawhid). Second, the view of humans as creatures that have the potential to become human beings with dignity. Third, education aims to develop potential (nature and human resources) to become human beings who believe in and fear Allah SWT, have noble character and various abilities to assume responsibility as Khalifah fi al-ard. The difference lies only in the position of the concept. Viewed from a universal level because it is not limited by the state and nation but viewed from a position in the national context, the concept of Islamic education becomes a subsystem of national education. As a subsystem, Islamic education functions as a support for national education, whereas education as a system accesses the interests of Islamic education. This is stated in The National Education System Act No. 20 of 2003 and specifically for religious education; With this law, its position is getting stronger (Ibrahim, 2014: 24). Improving the quality of tertiary institutions is determined by the quality of qualified teaching staff or

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lecturers. In mid-2007, the development of teaching staff in Indonesian tertiary institutions began to attract attention with the issuance of Government Regulation No. 37 on lecturers and was translated into Regulation No. 42 of the Ministry of National Education in 2007. The term development and improvement of learning staff refers to extensive efforts to improve learning and performance in higher education. It emphasizes lecturers on page 37 of 2009, which states that lecturers are professional academics and scientists, whose main job is to transform, develop and promote science, technology and industry through education, research and community service (Permendiknas No 18: 2007). This reflects that the lecturer must have the capability and competence in his field of knowledge and expertise; besides that, he also has the task of disseminating these abilities to people who need them (Afrinaldi, 2015: 133-134).

One of the objectives of the teaching and learning process is to increase students' understanding which will ultimately be reflected in their achievements. One important factor in improving student achievement is the competence of educators. Educators who lack competence in their fields can interfere with achieving these goals (Ariani, 2019:49). One of the main drivers of higher education is the teaching staff, in this case, the lecturers. In Law No. 12 of 2012, it is stated that lecturers are teaching staff at tertiary institutions who are specifically appointed for the purpose of teaching. Lecturers are an important component in the education system in Indonesia, so in carrying out their duties, responsibilities and performance, they will greatly determine the goals of national education in efforts to educate the nation's life. Lecturers have many roles and tasks, including educating, nurturing, guiding, directing and motivating the students they are responsible for. Because of this great responsibility, lecturers must have competence, credibility, and qualified quality. These competencies need to be developed through appropriate mechanisms, methods and methods. So that it has a positive impact that can be felt not only by students but also by institutions (Ahmadi, 2016). A lecturer has a job that is not easy to create a graduate of critical, intelligent, open, productive and noble character as demanded by various stakeholders. For this reason, if you want to improve the quality of learning, skills are an uncompromising requirement, characterized by an increase in learning outcomes achieved by students. The student's learning achievement will be best achieved through lecturer's performance in good learning areas such as material skills, teaching skills, teaching techniques, the use of language used to provide material, assessment, interaction with students, and class management. Thus the competency variable in the learning context is a must for a lecturer to have in an effort to help students gain learning achievement (Alam, 2018: 24).

According to Fathorrahman (2017: 1), lecturers at tertiary institutions play a strategic

role in academic and student progress. Many views state that the value of education can be achieved during improving the value of lecturers. This is because lecturers function as agents who transform knowledge and knowledge to students so that if the lecturers are of high quality, it is hoped that the knowledge and knowledge that is transformed is also of high quality which in turn can improve the quality of students and graduates of higher education institutions. All state administrators in the country, from low to high levels as well as regional to central levels, were born from universities throughout the islands. The reality is that the quality of Indonesia's higher education resources still lags far behind the levels of other universities and the ASEAN region in the world. According to data published by QS Ward, Times Higher Education (THE) and the Academic of Ranking World Universities (ARWU). The reason for the poor quality of tertiary institutions in Indonesia is the lack of cooperation related to the results of higher education research with the organization or industry. The Strategic Plan of the Ministry of Research, Technology and Higher Education (Kemenrestec) 2015-2019 Higher Education Performance Achievement Table states that 11 of the top 500 universities in the world were targeted in 2014 and only two universities were implemented. The inaction of 243 tertiary institutions operated by higher education in 2015 is evidence and correction of the poor quality of management of tertiary institutions in Indonesia. Indonesian Islamic universities are no less competitive than other state universities. Indonesia has 53 state Islamic universities, including 11 UIN, 23 IAIN and 19 STIN. (Ardin, 2020:45). The government has launched a new paradigm of higher education by focusing on the optimal quality of tertiary institutions. Universities are challenged to be able to produce human resources who have expertise, skills and professions that are following the development needs as well as following the characteristics and aspirations of each student. This challenge will be answered by improving lecturer performance which includes the performance of education and teaching, research, and community service. Good lecturer performance will affect the overall learning process, which will have an impact on improving the quality of graduates and tertiary institutions (Sary & Saud, 2018: 54).

The Directorate of Islamic Higher Education should prepare various strategic policies for preparing a qualification platform that meets the core competencies required by the development of industry 4.0, study programs, curriculum, institutions and the provision of master's and doctoral scholarships for PTKI lecturers that are relevant to the progress of the business revolution 4.0. If you look in the mirror and refer to the policies of the Ministry of Research, Technology and Higher Education, there are five important elements, according to

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Harto (2018) that must be carried out by the PTKI directorate to encourage the competitiveness of PTKI in the global arena in the Industrial Revolution 4.0 era, namely:

1. Creating more innovative education systems in tertiary institutions, such as adjusting the curriculum of education, and enhancing students' skills in information technology (IT), operational technology (OT), Internet of Things (IoT), and big data analytics, integrating physical, digital objects, and human resources to create competitive and skilled college graduates, especially in the areas of data literacy, technical literacy, and human literacy.

2. Restructuring of adaptive and responsive higher education institutional policies with Industrial Revolution 4.0 to develop essential transdisciplinary knowledge and study programs. In addition, cyber university programs have begun to be followed, such as distance learning lecture systems, which have reduced the intensity of lecturer and student meetings. Cyber University is expected to be a solution to provide quality higher education to children in remote areas of the country (Husin et.al 2023).

3. Human resource preparedness, especially lecturers and researchers and engineers who are responsive, adaptive, and reliable in tackling Industrial Revolution 4.0. It is also important to revive infrastructure and improve education, research and innovation infrastructure.

4. Advancements in R&D that support Industrial Revolution 4.0 and a R&D ecosystem to improve the quality and quantity of R&D in universities, R&D institutions, LPNS, industry and society.

5. Innovation breakthroughs and strengthening of innovation systems to increase industrial productivity and increase technology-based start-up companies.

The role of the lecturer as the main executor of education in higher education, which is operationally the foremost executor in the management of higher education, greatly determines its success. For this reason, lecturers are required to actively make breakthroughs and innovations in implementing the Tri Darma of Higher Education. On this basis, lecturers are required to have competency in education and teaching activities, research and development, and community service (Saepudin et al., 2019: 313).

In the management of tertiary institutions, the management of lecturer competencies can be analyzed through the management of academic and spiritual competencies. Indicators of managing academic competence include: determining needs, recruitment, selection and placement of lecturers who are trustworthy, intelligent and professional. Indicators of spiritual

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competence include: preaching skills, morals, and faith. Lecturer academic qualifications in the law state that lecturers have the minimum academic qualifications:

1.   Graduates of the master program for diploma or undergraduate programs.

2.   Doctoral program graduates for postgraduate programs.

3.   Everyone who has expertise with extraordinary achievements can be appointed as a lecturer.

Academic qualifications related to knowledge, attitudes and skills are not specifically regulated by the government but are assigned to each higher education unit through the university senate. Likewise, the competence of lecturers is fully assigned to each tertiary institution according to the characteristics of the study program (Ananda, 2018: 264). Lecturer competence and good communication from lecturers will improve the quality of the academic atmosphere, increase student learning motivation, facilitate the learning process, and will ultimately improve the quality or results of teaching and learning activities as a whole. Lecturer competence can be seen clearly if he has a high thinking value and has a great commitment (responsibility) in carrying out teaching assignments. Seeing how heavy the responsibility of lecturers is for the success of educational efforts, the consequences of lecturers in their teaching duties must be truly professional. Based on their profession, lecturers can pursue and appreciate their work, so they always try to improve their quality (Suarjana & Nyoman, 2017: 88).

Various attempts to realize the success of an education conducted on an ongoing basis in the context of a nation's development. The success of an educational institution is also related to the leadership of an educational institution. Leadership can also be interpreted as the process of influencing the activities of organized groups toward setting and achieving the goals of Islamic religious education. Leaders use their skills and intelligence to harness the potential that exists within the environment and organization. In other words, leaders try to engage members of the organization to achieve goals. The ability to assemble, manage, and influence members of the organization as an attempt to acquire Islamic religious education to achieve organizational goals as a form of leadership. The ability to influence the behavior of others toward specific goals as an indicator of a leader's success. The ability to influence the behavior of others toward specific goals as an indicator of a leader's success. Explain leadership as involvement that is deliberately directed to influence the behavior of others. (Sudirman, 2020: 2-3).

Higher education, as a social institution that influences the culture of a nation, must be ready to face the challenges of change by producing tough graduates. Therefore, universities

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must be able to become global visionary institutions and have international standard resources. To answer this need, it is necessary to make a paradigmatic change that is adaptive to future changes, such as having a visionary mindset oriented towards creating a dynamic, productive and competitive work culture. This ideal condition will be realized through competent leadership settings (Rohmah, 2020:14). Higher education institutions need better management. This should be done so that the education system is effective and efficient in achieving institutional goals; Islamic third institutions must be well managed and able to set policies to influence the progress and development of campuses in the future and be able to address the most anticipated and most diverse problems and challenges, as well as to persuade others to implement expected joint plans based on the perspectives of the team or subordinates. The missions and goals of achieving within the tri-darma of Islamic higher education should not be separated from the role and existence of Islamic tertiary institutions that are not already good and are not consistent with innovation (Dachulfany, 2013: (Gumilar & Priettin, 2013: 115). Research conducted by The Associated Press found that transformational leadership has no effect on employee performance. Training affects employee performance by 16% and motivation affects employee performance by 17.8%. The results of the multiple regression analysis stated that transformational leadership, training, and motivation together affected 25.4% of employee performance and the remaining 74.6% were influenced by other factors.

Likewise (Siregar, 201:97) says that the role of leadership will affect strategic planning. So that in the long run and management orientation on leadership variables will be able to improve the quality of lecturers, graduates and services. Indicators of being able to work in detail and abilities in learning, improving, and finding alternative solutions in the leadership variable will be able to improve the quality of lecturers, graduates and services in the strategic planning variable. Leadership in Islamic tertiary institutions are expected to be capable and skilled in influencing the behavior of other people, especially their subordinates, so that they think and act, work with enthusiasm and confidence in such a way that through positive behavior, they make a real contribution to achieving the vision and goals of Islamic tertiary institutions(Parnawi, 2018). To ensure the continuity of the education process, leaders of Islamic third-level institutions perform two equally important responsibilities, namely as managers of education in Islamic third-level institutions as a whole; and head of formal education at the Islamic College. The leadership of the Islamic third level organization is responsible for the successful implementation of the education program by managing all the elements of the Islamic third level organization mentioned earlier. In addition, they are also

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responsible for the existing quality and capacity of human resources to perform educational tasks. Therefore, as the manager of the education unit, it is the task of the leadership of the Islamic tertiary organization to grow performance towards the likely professional skills of the employees (especially lecturers and employees). (Dachulfany, 2013:151-152). Islamic education, which has gone through a long enough period, is now in contact with such a large wave of technology. So that the issue of the dichotomy of knowledge and the Islamization of science no longer seems to be the dominant issue in Islamic education. The wave of technology has touched all aspects of people's lives, especially in Indonesia, which is the market for this progress. The millennial generation has responded quite well to this. That way the concern of Islamic education is not only how to be able to integrate technology into Islamic education, but also how to respond to the millennial generation who are increasingly familiar with technological advances (Rahman et al., 2019: 1).

Globalization creates life challenges for universities and higher education institutions. This forces universities and colleges to take major steps in the struggle for higher education with academic activities that are generally universal concepts and have the ability to balance the situation and circumstances in Indonesia. Today, educational institutions are focused on an era of massive transformation, and it is undeniable that universities must embrace it if they are to survive, strive, and thrive. In problem solving, many concepts are explored, such as the concept of economics and decentralization. Another opinion option is the Entrepreneurship University (EU), which is a university that has an entrepreneurial character. However, university management development concepts and strategies that have been tested can be applied; Everything has to be based on the principle of efficiency. This is important for building efficient management in universities. (Mulyono, 2016:1). Meanwhile, Dukalang (2018: 46) says that globalization, which has been taking place rapidly since the 1980s, has caused very basic social, economic and political changes in all countries. The world of higher education, which adheres to the universalism of science and technology, always pays attention to and considers that the Indonesian education community is part of a global society. In the next 10-15 years, Indonesian tertiary institutions will face major challenges that need to be responded to wisely. Economic globalization and the information technology revolution are enormous forces influencing the world of Indonesian higher education.

The challenges and constraints in the implementation of higher education management can be reduced or eliminated by using the eight principles of the quality management approach. The eight principles in quality management consist of; leadership, customer focus, continuous

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improvement, profitable relationships with suppliers, involvement of people, factual approach, systems approach, and process approach are all intertwined in management practice. These basic principles form the basis for developing a continuous quality improvement strategy. Character problems are not only at the level of secondary education; even higher education is also in the public spotlight, for example, drugs, prostitution, alcohol, brawls, the low spirit of nationalism and so on. The low character of students in the campus environment often occurs, for example, cheating, lazy lectures, lazy doing assignments, dropping out, and having an indifferent attitude towards lecturers. Character issues need to get serious attention, especially among young people, that every aspect of our society has experienced a character crisis, and this is happening among young people (Sugilar & et al., 2018: 162). From these various phenomena the government through a presidential regulation issued presidential regulation number 87 of 2017 article 3 concerning strengthening character education carried out by applying Pancasila values in character education especially including religious values, honesty, tolerance, discipline, hard work, independent creativity , democratic, curiosity, national spirit, love for the motherland, respect for achievement, communicative, love peace, love to read, care for the environment, care for the social, and be responsible (Republic of Indonesia, 2017).

Moral issues, according to Amin (2011:7), must be of concern to all layers of society, especially Islamic educational institutions, which are more religiously charged, so that they are required to always instill manners or morals in students, and contain many elements of spiritual education, intellectual education, physical education, religious education, which includes the Koran, hadith and muamalah, political education as well as aesthetic education and jihad. Strengthening student ethics is a preventive and healing effort conducted by Islamic religious institutions that produce students with morals such as the Prophet Muhammad and improve the morality of students who are not good through a variety of programs and/or activities (Supriyanto et.al 2023). This effort is made for the welfare of future generations, i.e. students, so that the future leaders of the nation can excel not only academically but also mentally. The aim of this study is to analyze ethical values, strategies to strengthen good morality, and barriers to strengthening students' ethics. (Wafa, 2018:). The Makassar College of Islamic Studies and Arabic Language (STIBA) is one of 59 private Islamic religious colleges under Koper Tais Region VIII for Sulawesi, Ambon and Papua. Improving the quality of academic staff is a matter of concern, especially their competence and role in moral development. Currently STIBA fosters as many as 2,053 students (974 men and 1,079 women) with separate classes with 3 majors namely Language Preparation (PB), Comparison of Schools (PM) and Arabic

Language Education (PBA). Is an Islamic Higher Education institution that concentrates on the cadre of preachers and scholars. Thus, graduates are expected to be able to act professionally and dedicatedly (Brief Profile, 2022). But in reality, there are still 101 teaching lecturers who have not met the competency requirements, especially academic degrees, because they are still undergraduates. STIBA lecturer data can be seen in the table below:

Table 1. Data for STIBA Makassar lecturers in 2022

No	Information	Amount
1.	Male lecturer with NIDN	47
2.	NIDN female lecturer	19
3.	The male lecturer holds a doctorate	10
4.	A female lecturer with a doctorate	0
5.	The male lecturer holds a master's degree	37
6.	A female lecturer with a master's degree	19
7.	Male lecturers with S1 degrees	38
8.	The male lecturer (manager) holds an S1 degree	9
9.	Female lecturer with S1 degree	48
10.	Female lecturer (manager) holds S1	6
11.	Male lecturer while studying S3	5
12.	Female lecturer while studying S3	0
	Amount	238

Source: (2022 STIBA Work Program Report)

Various programs are planned by the leadership to increase the competence of their lecturers, such as: providing assistance with continuing studies, training in preparing Semester Learning Plans (RPS), training in writing scientific articles, training in research methodology, training in good applications related to learning (google classroom, making learning videos) and several other activities. Several conditions should be known to leaders of Islamic tertiary institutions in building Islamic civilization. First, understanding the history of the rise and fall of Islamic civilization in the past, regarding the ways in which the glory of Islamic civilization was achieved and how its fall occurred and knowing the history of successful scientists as our benchmark in the progress and development of the times, especially in universities. Second, understanding the current condition of the Islamic ummah and identifying the problems or problems currently being faced by the Islamic ummah today. The aim is to find solutions in the form of strategic and practical steps. Third, Re-understand the key concepts of Islam. At the same time, we need to understand Islam by exploring new concepts in various fields so that we can form new buildings of Islamic civilization and increase intellectual regeneration in science and technology that is able to face the challenges of the times. This means that with Islamic concepts, we can be critical or appreciative of concepts that come from outside Islam (Dachulfany, 2013: 162). The program, which is a concept in the formation of student morals,

is in the form of implementing a boarding system (all students and female students live in separate dormitories) with a series of programs, such as the obligation to pray in congregation at the mosque, the distribution of Islamic studies halaqah for all students and female students, the tahsil qiraah program, honed ta'shiliyah on matters of faith, morality and fiqh, as well as other programs. So, by analyzing the background and results of the research related to the lecturer and his moral formation, the researcher is interested in the title, The Role of Leaders in Lecturer Competency Development and Student Moral Formation at STIBA Makassar.

METHODOLOGY

Types and Research Approaches

This research is a type of case study descriptive research (Case Study). This type of research, according to Wahyuningsih (2013: 2), is an exploration of "a system that is bound" or "a case/various cases" which, from time to time through in-depth data collection and involves various sources of information that are "rich" in a given context. This bound system is bound by time and place, while cases can be studied from a program, event, activity or an individual. Furthermore, Creswell in Wahyuningsih (2013: 2) suggests several characteristics of a case study, namely: (1) identifying "cases" for a study; (2) The case is a "system bound" by time and place; (3) Case studies use various sources of information in collecting data to provide a detailed and in-depth description of the response of an event, and (4) Using a case Study approach, researchers will "spend time" in describing the context or setting for a case. This study aims to obtain objective, factual, accurate and systematic data/images regarding the problem to be studied by the researcher. This study describes the role of leaders in developing lecturer competencies and building student morals at STIBA Makassar. Researchers, according to Afifuddin & Saebani (2009:88), as the main instrument in qualitative research, take concrete steps to go directly into the field of research.

Research Subjects

Research subjects are people who are considered capable and provide information that is as complete as possible and related to the field being studied so that the data obtained is recognized as true. The parties who became research informants at STIBA Makassar were:

1. Head of STBA
2. Deputy Head of Academic Affairs
3. Deputy Head of Student Affairs

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4.		Head of the study program

5.		Head of P3M

6.		Subject lecturer.

Data Collection Techniques

Data collection is an important issue in research because researchers use a variety of methods to collect the data needed in their research. Data collection in research is intended to acquire reliable materials, information, facts, and information. (Eri Barlian, 2016: 42). Data collection carried out in this study, the authors used several methods, namely:

1.		Interview method (interview)

In-depth interviews are the process of obtaining information for research purposes by way of debriefing while face to face between the interviewer and the informant or interviewee (Bungin, 2007: 108). This interview aims to obtain data regarding the development of lecturer competencies and the formation of student morals at STIBA Makassar. This interview method is carried out by the head of STIBA, vice chair of the academic field, vice chair of student affairs, head of the study program, head of P3M, and lecturer for the course by means of direct dialogue to get the information needed.

2.		Observation Method

Observation or observation is a data collection method used to collect research data through observation and sensing (Bungin, 2007: 115). This monitoring method was conducted to monitor existing sources in schools to obtain data on the role of leadership in developing lecturer skills and student ethics. Monitoring activities were conducted at STBA Makassar to collect information about the campus environment, academic environment, classroom environment and working environment of the lecturer room.

3.		Documentation

This documentation method is used by the author to obtain data in the form of documents and pictures as research support which can enrich research results. In the documentation activities carried out at STIBA Makassar to obtain data regarding campus history, geographical location, campus activity programs, availability of facilities, teaching and educational staff, curriculum, infrastructure, and organizational structure, the structure of Semester Learning Plans (RPS) for related subjects with the process of forming morals, as well as the soft skills that have been implemented by STIBA Makassar.

Data Analysis Techniques

The data analysis technique used in this study, i.e. the data analysis technique used in this study adopted by Miles and Huberman (1994: 10), was conducted interactively and continuously until the end of Islamic religious education. Data analysis activities in this study began with data collection, data reduction, data display, and conclusion or verification.

RESULTS AND DISCUSSION

Lecturers are also expected to be a key element in the formation of student morals by providing an exemplary atmosphere in interactions with fellow lecturers and interactions with their students. The description of the leadership's efforts in developing lecturer competencies is as follows:

Pedagogic Competency Development

STIBA management pays attention to the progress of speaker pedagogic competencies according to existing abilities and resources by carrying out several strategic programs that are directly related to the teaching profession as illustrated in the results of an interview with the Head of STIBA Ahmad Hanafi: STIBA is trying its best to strengthen the education and teaching process at all levels existing education besides we try to maximize as possible to improve the quality of our curriculum. Our curriculum has an agenda for improvement or adjustments and then looks back or reviews the feasibility of the curriculum being taught and then updated. Every year, we evaluate the curriculum taught in formal education and then in extra activities, of course. We are also trying to maximize it through programs and studies whose goal is, of course, how to create or give birth to scholars who have 5 M characters. So, in general, from an education and teaching perspective, STIBA is trying as much as possible to develop a curriculum, yes, both formal and formal. Or in extracurricular activities. Everything is mixed so that what is our goal can be monitored and can be maintained apart from, of course, the quality of human resources involved in carrying out work related to education and teaching. Yes, I think that related to education and teaching issues, there are requirements that must be met by lecturers. Even at the level of academic staff who join this institution, we will see the educational qualifications of the educational background of each technique.

The development of pedagogical competence for STIBA Makassar lecturers is one of the tasks of the Academic Section, which is structurally driven by Deputy Chair I and downward the Head of the Study Program. One of the academic programs that have been

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running so far to increase lecturer competency is training for lecturers as a result of an interview with Nuraeni Magfirah, a lecturer at the women's campus: developing lecturer competence; In my opinion, this program is one of the mainstay academic programs because it provides facilities for lecturers to improve their competence via adequate workshops and training, provides broad insights and sustainable practices that are appropriate to the student's age.

Development of Personality Competence

All STIBA human resources (HR) are expected to have one understanding and purpose in institutional development and the formation of student morals. Related to the formation of morals, all academics are required to take part in a personality development program in the form of halaqah tarbiyah (Islamic Study Group), which is conducted every week in the form of groups. This became the confirmation by the Head of STIBA in an interview with him: We even require them to have participated in coaching activities with which we can ensure that the human resources we work with us are truly human resources who have a qualified capacity and then in general, have something in common perceptions of the development of distribution and having the same anxiety about the development of this institution in the future is one example.

By analyzing the results of the interview with the Head of STIBA above, it is known that the personality competency development program for lecturers is still limited to the obligation of all lecturers and education staff to join or join an Islamic Study Group (halaqah tarbiyah) as a means of forming personality towards Islamic character. Based on interviews with several lecturers, it turned out that most of them did not understand the personality competencies of lecturers, so much information was not obtained regarding the development of lecturer personality competencies at STIBA Makassar. This fact is homework for STIBA leaders in carrying out university management and maintaining the quality of the institution and the quality of the many students.

Development of Social Competence

Lecturer social competence is needed in interactions with campus residents starting from fellow lecturers, academic staff and students who are cared for as well as people who are taught science. The STIBA leadership has drawn up regulations and implemented programs related to the development of the social competence of lecturers as the result of an interview with the Chair of STIBA: we are regulated in a regulation which has been drafted by the P3M field then the third point is spreading Islamic teachings based on the Al-Quran and As-Sunnah.

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Does this answer, or is this a goal that is always maintained by the community service center, which is incorporated in the research and community service center where we hope that all of the community will be involved in standardization with quality and standardization that can be accounted for in terms of quality, yes? indeed, in general, the lecturers and students involved are indeed average in preaching but, of course, with their capacity as members of the STIBA academic community. Yes, this challenge has become more specific; we are trying to maintain the quality of da'wah work, what community service is in a good way and, of course, it is done properly and responsibly. So also with regard to building international cooperation, yes, between inter-institutional units, everything is worked on and has the right standardization, so in general, SPMI continues suddenly for all existing activity units, so there is an internal quality assurance system, and it is monitored every year regularly by the unit achievement' quality assurance center, and each unit is carried out in internal audits conducted periodically at STIBA Makassar. The social competence of STIBA lecturers has the nuances of the values of the Qur'an and As-Sunnah so that it is in line with the aim of establishing the institution to produce cadres of scholars, and most of the STIBA lecturers are preachers or preachers in the community. Through this da'wah activity in the community, it becomes a place for learning as well as improving the quality of lecturer competence in social interaction, so it is hoped that this experience will be brought into the campus when interacting with students.

Professional Competency Development

Lecturers, as teaching staff, are also expected to be educators. At the same time, they are required to have professionalism in carrying out their duties and be trustworthy in the knowledge and tasks assigned to them. Likewise, all skills or insights that support quality and success in carrying out tasks should be possessed and made the most of it. Management has provided space and opportunities for lecturers to improve their professionalism as a derivative of STIBA's vision and mission. This is illustrated from an interview with the Head of STIBA, Ahmad Hanafi, as follows: as well as in the elaboration of the second vision and mission related to research and scientific publications, we are also very concerned about this, and it cannot be denied that this is also one of the standards for evaluating an educational institution higher education where when the educational institution already has a community that is able to take part in the field of research. So, let's encourage it and try to make a regulation where every lecturer has to be involved in the problem. This is also the increase in writing for us regulated in a regulation that has been drafted by the P3M field; then the third point is spreading Islamic

teachings based on the sayings of the Al-Quran and As-Sunnah. Does this answer, or is this a goal that is always maintained by the community service center which is incorporated in the research and community service center where we hope that all members of the community will be involved in standardization with quality and standardization that can be accounted for in terms of quality. Yes, in general, the lecturers and students involved are, on average, what are we doing in da'wah, but of course, with their capacity as an academic community, yes, this challenge is more specific; we are trying to maintain quality rather than da'wah work, what is called community service using good and of course done yes properly and responsibly.

Formation of STIBA Student Morals

As an educational institution that applies an Islamic character education pattern, the educational model is not enough through the teaching-learning process in the classroom. The purpose of education on this campus is not only to produce alums who are intellectually intelligent. But also, so that they are able to feel all the complaints of the people around them so that they can answer the problems that are in the midst of the people. At the same time able to provide concrete solutions to the problems of the nation. Planning in the formation of student morals by involving the academic community to the fullest with their respective roles. This is following the results of an interview with the Head of STIBA Makassar: Now, when it comes to fostering the formation of student morals, STIBA adheres to a system that the formation of morals and character is comprehensive, meaning that it concerns all STIBA activities adhering to a boarding system where supervision and coaching are is characteristic from the beginning of the activity until the return to rest and it takes place every day. And for every activity in class, we always direct the lecturers to spend time in face-to-face learning activities to insert material with good morals and how to build morals; of course, the lecturers should be able to be good examples for students. In terms of morals and activities, everything boils down to adding scientific capacity and insight. The main objectives of learning are in the formation of the 5M character. First, believer, muslih, mujahid, mutaawin and mutqin cannot be achieved except by choosing good morals. maximally, let's say that one of the criteria for a believer is that apart from his aqidah, his worship is strong. He has akhlakul karimah, so at this point, the discussion on moral issues and those related to it is highly emphasised in STIBA institutions, both through formal learning activities and in external activities learning talks. Based on the interviews above, it was found that applying the boarding model for students is a comprehensive system of moral and character formation. The point is that supervision and coaching are of a

nature from the beginning of the activity until the return to rest, and it takes place every day. And in every activity in class, we always direct the lecturers to spend time in face-to-face learning activities to insert materials with good morals for the formation of morals and lecturers are required and should be able to be good examples for students.

Discussion of Research Results

This discussion is focused on the results of interviews and documentation obtained, as well as field observations, as an attempt to answer the research problem formulation. The discussion and results of this research explain the observed variables, research recommendations and descriptions based on facts in the field. This study also discusses the role of leaders at each level of authority in developing lecturer competencies and forming student morals, then linked or supported by several relevant theories, results of previous research and verses from the Qur'an and hadith.

The analysis of the interview results is described as follows:

1.   Pedagogic Competency Development

Educational skills are one of those skills that are owned and mastered by a lecturer. Educational skills are the ability to plan and manage the learning process, as well as the ability to evaluate learning. So that a lecturer with this ability can perform his duties properly. Through these skills, lecturers can perform their duties and responsibilities, so that education can run effectively and achieve the desired goals. Without these qualifications, a lecturer will not be able to perform his obligations properly and accurately in the learning process. Following the profession of a lecturer is not easy or reckless. Nevertheless, it requires skills and expertise so that the material presented can be well received by the students and properly understood according to the purpose of the learning.

Being a lecturer does have a heavy burden. It can only be done by having the ability to according to the demands and requirements set out in the regulations regarding lecturers. The occurrence of unwanted things in the learning process, for example, not mastering the material or the inability to evaluate learning, is caused by the lecturer not planning the lesson before teaching in class. The ability of lecturers in learning and those related to it is largely determined by the knowledge, insights and skills obtained through training held internally on or outside the campus where the lecturer serves. The role of higher education leaders from the highest-level down is very much needed and essential. In addition to the needs of lecturers personally in

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managing learning will also determine the quality of learning in class. And we can be sure that it will make a big contribution to the output quality in the form of students' ability to absorb the knowledge taught by lecturers. Higher education leaders must plan, organize, implement and control aspects of the development of human resources for teaching and educational staff who are under their responsibility, including the pedagogic ability of lecturers, which is one of the abilities that must always be developed in accordance with advances in science and technology. Based on the results of analysis or data processing, it was found that for the operationalization of all planning, the leadership involved all elements so that each participated in accordance with their respective duties and functions so that the burden did not rest on just one part but was evenly distributed to get maximum results.

2.   Development of Personality Competence

The personality abilities or personality competencies of a lecturer are needed in carrying out their duties and roles in interactions with fellow lecturers, educational staff, and students in the campus environment as well as with the community around the campus and the wider community. This ability must be possessed by a lecturer both as a member of the scientific community on campus and as a community that lives side by side with society in general. The desired thing happens between a lecturer and students or with the surrounding community because the lecturer concerned does not have the proper personality abilities that reflect himself as an educator and role model.

As an example, a lecturer must have a personality that can be used as an idol profile so that all aspects of his behaviour are complete figures. So, lecturer personality competence is a personality ability that must be owned by an educator, namely that lecturers should have a solid and stable personality, be mature, wise, and have noble character. It is also hoped that the independence of lecturers will grow in carrying out their duties, and they are always accustomed to building a work ethic. So that all these characteristics have a positive influence on the lives of lecturers in their daily life.

The required personality abilities or competencies of lecturers include intact personality, virtue, honest, mature, faithful, moral. Likewise, the ability to actualize oneself, such as discipline, responsibility, sensitivity, objectivity, flexibility, broad-minded, and ability to communicate with others. What is no less important is the ability to develop a profession such as creative thinking, reflection, willingness to learn throughout life, and being able to make decisions. Personality abilities are more related to the identity of a lecturer, such as a good personality, responsibility, openness and continuous willingness to learn to progress. Increasing

the personality competence of lecturers is an important consideration because if they carry out these competencies, it will improve their academic and non-academic abilities, and they can be referred to as competent lecturers with personality competencies. Because a strong personality is one of the competencies that every lecturer must have in order to provide quality education, education will be well-organized if the lecturer has a strong personality, such as acting according to social norms and, of course, being a certain pride when becoming a lecturer.

3. Development of Social Competence

Is the capability of speakers to communicate and interact successfully and efficiently with students. With this competency, speakers transfer knowledge, insights and even skills to students. The better the lecturer's social interaction skills, of course, the more students will be conditioned and feel calmer and enjoy the learning process presented by the lecturer. This social ability can be in the form of communicating verbally with students, communicating when giving advice or receiving suggestions or criticism from students, as well as the ability to accept various student characters and how to get along with students that can be well received. The scientific ability of a lecturer will not be of more use to students if he does not have adequate communication skills in transferring his knowledge, insights and everything he has. Therefore, this social ability is very important for someone who works as a lecturer. Lecturers, as part of the community, are required to have social competence, which is the ability to communicate with the surrounding community, and this demand will increase if they have a position or position as a public official in the community. Based on the results of analysis or data processing, it was found that social competence is a concern for leaders because it is for lecturers because it is expected that the values of these lecturers can be passed on to students who will later enter the community as preachers or religious consultants who have the character of da'wah when already in the community. The development of the social competence of STIBA lecturers dominates compared to other competencies, which condition the lecturers to have social interaction skills in the form of debriefing programs that lead to skills as lecturers on the one hand and as preachers on the other. The social competence of STIBA lecturers has the nuances of the values of the Qur'an and As-Sunnah so that it is in line with the aim of establishing the institution to produce cadres of scholars, and most of the STIBA lecturers are preachers or preachers in the community. Another lecturer capacity-building program that is carried out is guidance and counselling training to provide lecturers with the ability to carry out tasks in learning as well as mentors in the aspect of controlling student behaviour. Training like this also provides very important provision, especially for lecturers who have additional duties

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as academic advisors for several students who are their responsibility both in the aspect of mentoring in the study process and accompanying them in finding solutions to the problems they face.

4.   Professional Competency Development,

One of the elements of the world of learning is the lecturer, who is an educator, mentor, coach, and leader who can create an engaging learning environment, providing a sense of safety, comfort, and favorability in the classroom so that learning becomes efficient and effective. The existence of a lecturer among students can melt an environment of snow, rigor, and learning boredom that students find difficult to accept. Such situations require the skills of a lecturer, and not everyone is able to do so. Higher education alumni who have qualified lecturers with a wealth of skills and abilities are certainly different from universities that have lecturers with minimal abilities and skills in carrying out their duties. So that every higher education leader should have attention to increasing the competence of his lecturers, which leads to professional lecturers. Professionalism is something that arises from a belief in his work that is of high value, so he consciously demands that he pursue it, and this is evident from his constant and ongoing efforts to make continuous improvements. So professional competence can be interpreted as an ability that grows in an integrated manner from the knowledge one has about a particular field of science, the skills to apply the knowledge mastered, as well as a naturally positive attitude to promote, improve and develop it sustainably, and accompanied by a strong determination to make it happen in everyday life. day. Professional lecturers as educators seek to manifest attitudes and behaviour towards producing students who can advance professions based on science and technology. With attitude and behaviour, lecturers make continuous improvements, increase efficiency creatively through efforts to increase productivity and optimize utilizing existing resources around them.

Based on the findings of information study or processing, it was created that the development of lecturer professional competence is a matter of concern to the leadership because it is included in the derivative frame of STIBA's vision and mission, in this case, aspects of research and scientific publications. To realize the research and publication abilities of lecturers, the management has conducted training on writing journal articles both with material from student theses and student KKN reports, training on writing grant research proposals, training on using manager reference applications such as Mendeley, as well as training on qualitative and quantitative research methodologies. Lecturer involvement in this aspect is an obligation as part of the Tri Darma of Higher Education and, at the same time,

stimulates and triggers lecturers to take more part in research as well as scientific publications, both those published by STIBA's internal journals and journals on other campuses domestically and abroad.

5.   Formation of Morals with Advice

The process of forming morals is essential, especially at this time, especially with the increasing number of challenges and temptations as a result of advances in science and technology where almost all humans find it easy to communicate via mobile phones, the internet, and so on. Moreover, at this time, it is very easy to find out about good and bad events, starting from television sets, the internet, and even magazines. Even the rampant products of illegal drugs, alcohol and materialistic lifestyles and hedonism are increasingly rampant. This method of giving advice can instill a good influence on the soul when used in a way that can knock on the soul's recesses through the right doors. The advice can open students' eyes to the nature of things, push them towards noble situations, adorn them with noble morals and equip them with Islamic principles. The Qur'anic methods of invoking indictments vary widely. All of this is intended to remember Allah to convey advice and guidance, all of which take place in the words of the Prophets. Then, it was recited again by scholars, preachers or lecturers or teachers. Sincere advice makes an impression and has an effect; if it enters a clear soul, an open heart, and a wise mind, the advice will receive a response as soon as possible and leave a deep mark. The Qur'an has confirmed this understanding in many verses and repeatedly mentions warning benefits. Based on the results of analysis or data processing, it was found that to realize STIBA's noble goals, various coaching activities became superior programs. These excellent programs are expected to become a means and conditioning in shaping student morals and increasing their scientific capacity as candidates for preachers or preachers with the hope that they will become scholars in the future. These excellent programs are expected to become a means and conditioning in shaping student morals along with increasing their scientific capacity as candidates for preachers or preachers with the hope that they will become scholars in the future.

6.   Formation of Morals with Habits

The habit of building morality is an activity that is constantly carried out by children in daily life so that it becomes a good habit. These practices include moral development, religious values, and aspects of morality. With the moral formation and development program, it is hoped that it can increase piety to Allah SWT so that students develop good attitudes and can control themselves and interact with each other on the campus and in the surrounding environment.

Therefore, if you get used to doing good and then get used to that kindness, you will become an example when you leave campus and enter society. This clarifies the position of the habituation method for the improvement and formation of morals through habituation. Programs to get used to learning in Islamic-based educational institutions, such as madrasas and tertiary institutions, have an important meaning in the educational process, and habits are the key to success in education. For this reason, excellence in learning is not merely an act but a habit that starts with the teacher or lecturer as a teaching staff and an educator. And starting a positive habit means a lot to students, students who are usually effective. Based on the results of analysis or information processing, it was created that in addition to the flagship program, there are still habituation activities in the form of worship for students, such as praying in congregation at the mosque, observing sunnat prayers, fasting on Mondays and Thursdays, memorizing the Al-Qur'an, memorizing selected hadiths. related to morals. There are also other habituation programs for students, which are outlined in curricular and extracurricular activities.

7.   Formation of Morals by Example

Exemplary is one thing that is needed by all people in social life, especially in aspects related to behaviour or in communicating with one another. This is important because it is an aspect of Islamic morality with which everyone wants to be clothed with noble morals. In campus life, a university is like this; the demand is to create a student environment filled with Islamic morals. And what is even more in need are campuses that implement a boarding system because this determines comfort, peace, and cooperation among one another. What is more valuable is the brotherhood of Islamic students. Based on the findings of analysis or information processing, it was created that applying the boarding model for students is a comprehensive system of moral and character formation. The point is that supervision and coaching are of a nature from the beginning of the activity until the return to rest, and it takes place every day. And in every activity in class, we always direct lecturers to spend time in face-to-face learning activities to insert materials with good morals for the formation of morals and lecturers are required and should be able to be good role models for students. A very prominent example is the discipline of lecturers and education staff in carrying out fraud prayers in congregation at the campus mosque promptly or at the beginning of time, and the prayers are carried out properly, and also consistency in carrying out sunnah prayers.

Research Findings

Based on the results of the discussion that has been put forward, this study provides several findings, namely:

1. The development of lecturer pedagogical competence, especially in the preparation of the Semester Learning Plan (RPS) which is implemented at STIBA Makassar contains moral formation messages, especially in the formation of the 5 M character (Muslim, Muslih, Mujahid, Muta'awin and Mutqin).

2. The managerial abilities of office holders as managers have limited knowledge of management because they generally have a Sharia background, and there is still minimal training or provision of management skills for them.

3. The number of leaders who hold concurrent positions in the Wahdah Islamiyah Ormas environment as the parent of STIBA Makassar also requires attention and responsibility, where some hold dual positions and some even have more than two positions, all of which have responsibilities.

4. The ratio of lecturers and students is not comparable to the number of lecturers with NIDN because the number of permanent lecturers is almost the same as honorary lecturers.

5. Boarding duties for students are to condition the use of everyday Arabic, habituation in obligatory and sunnat worship, habituation to a disciplined life in the dormitory and entering class and habituation in other aspects.

6. Implementation of the tarbiyah system (Islamic Studies Group) which is an obligation for all students to participate and be registered in one tarbiyah halaqah (Islamic Studies Group) which is held once a week for each group led by a mentor (murabbi) through 4 levels, namely ta'rif 1, ta'rif 2, takwin 1, and takwin two were determined from the start as STIBA students.

CONCLUSIONS AND SUGGESTIONS

STIBA leaders have planned, organised, directed and controlled the development of lecturer competencies. Leaders conduct moral formation programs through advice, habituation and exemplary. The main challenges of management are the lack of qualified human resources in management and the unequal ratio of lecturers and students. Suggestion STIBA leadership needs to improve the mechanism within the POAC framework in the aspect of developing lecturer competence so that the value of lecturers guarantees the quality of their students. The

need for additional hostel management personnel to handle and control the involvement of all students in the hostel program. STIBA leadership wants to improve the value of human resources managing management at all levels of guidance. Research Limitations: This research has limitations, including (1) The answers given by informants as elements of leadership and as lecturers through interviews are still based on programs that have been implemented and have not provided comparative information between the targets listed in the planning document and the realization. (2)The limitations of some lecturers' understanding of competence are still minimal. Hence, the answers given are perceptual, so they do not represent the overall facts needed in the research. (3) The unit of analysis for this research is limited to male lecturers and minimally to female lecturers. It is hoped that future researchers who wish to research this topic will use a broader unit of analysis.

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