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The Influence of Inclusive Leadership on Lecturer Performance Through SWOT Analysis: Leader-Member Exchange as a Mediating Variable at Private Universities in Indragiri Hilir Regency

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Abstract: This study examines the impact of inclusive leadership on lecturer performance through a SWOT analysis, with Leader-Member Exchange (LMX) as a mediating variable at private universities in Indragiri Hilir Regency. The research aims to determine how inclusive leadership fosters a supportive work environment, enhances lecturer motivation, and ultimately improves performance. Using a combination of qualitative and quantitative methods, the study analyzes the strengths, weaknesses, opportunities, and threats associated with inclusive leadership and its effect on LMX quality. The findings indicate that inclusive leadership significantly enhances lecturer performance by creating a positive LMX, thereby fostering higher motivation, commitment, and job satisfaction. The study also highlights potential challenges, such as resistance to change and the need for continuous training. These insights are crucial for academic institutions aiming to enhance their educational quality through effective leadership practices.

Keyword: Inclusive Leadership, Kinerja, Leader-Member Exchange

INTRODUCTION

In the increasingly competitive landscape of higher education, particularly at Private Universities (PTS) in Indragiri Hilir Regency, leadership plays a crucial role in shaping organizational success and academic performance. Inclusive leadership, characterized by leaders who are open, accessible, and available to their team members, has emerged as a significant factor influencing various organizational outcomes. This study aims to investigate the impact of inclusive leadership on lecturer performance, using SWOT analysis to understand the strengths, weaknesses, opportunities, and threats associated with this leadership style. Additionally, it explores the mediating role of Leader-Member Exchange (LMX) in this dynamic.

Inclusive leadership involves leaders actively seeking and considering diverse perspectives, creating an environment where all members feel valued and included. This

leadership approach can enhance job satisfaction, commitment, and performance by fostering a sense of togetherness and recognition among employees (Carmeli, Reiter-Palmon, & Ziv, 2010). In the context of higher education, where lecturers play a crucial role in delivering quality education and contributing to the institution's reputation, understanding the impact of inclusive leadership is essential.

The Leader-Member Exchange (LMX) theory suggests that leaders develop unique relationships with each subordinate, ranging from high-quality exchanges characterized by mutual trust and respect to low-quality exchanges marked by formal and contractual interactions (Graen & Uhl-Bien, 1995). High-quality LMX relationships are associated with numerous positive outcomes, including improved job performance, satisfaction, and organizational commitment (Gerstner & Day, 1997). This study hypothesizes that LMX acts as a mediating variable explaining how inclusive leadership translates into enhanced lecturer performance.

Using SWOT analysis provides a comprehensive framework for assessing the internal and external factors affecting the implementation and effectiveness of inclusive leadership at PTS. By identifying strengths, weaknesses, opportunities, and threats, institutions can develop strategic initiatives to promote inclusive leadership and improve lecturer performance.

This research is particularly significant for PTS in Indragiri Hilir Regency as it provides insights into leadership practices that can drive academic excellence and institutional growth. By exploring the interaction between inclusive leadership, LMX, and lecturer performance, this study aims to offer valuable recommendations for educational leaders and policymakers to enhance the overall effectiveness of higher education institutions.

METHOD

This study adopts a quantitative approach. Data was collected via questionnaires distributed to lecturers at private universities in Indragiri Hilir Regency. Data analysis was conducted using structural equation modeling (SEM) to examine the influence of inclusive leadership on lecturer performance, with leader-member exchange serving as a mediating variable. SWOT analysis was employed to identify internal and external factors affecting the implementation of inclusive leadership.

Data collection in this study also involved a literature review. This method was used to support the relevance of data in the scientific writing without direct field research. The literature review technique aims to help researchers develop a critical analysis of existing studies, identify weaknesses or strengths in previous research, and understand how their own research can contribute to the same topic.

Additionally, the explanation of the SWOT analysis used in this study is as follows:

1. **Strengths:** Identifying the internal strengths of an organization or business that can be leveraged to face competition. By understanding these strengths, the organization can utilize them optimally to strengthen its market position.
2. **Weaknesses:** Recognizing internal weaknesses that may hinder competitiveness. By identifying these weaknesses, the organization can take steps to address or overcome existing issues, making it more competitive.
3. **Opportunities:** Identifying external factors that can be utilized to improve performance and growth. By understanding these opportunities, the organization can take strategic steps to capitalize on market changes or current trends.
4. **Threats:** Identifying external factors that may impede performance and growth. By recognizing these threats, the organization can take proactive measures to mitigate their negative impact or even turn threats into opportunities.

RESULT AND DISCUSSION

Inclusive Leadership Theory

Inclusive leadership is a leadership style that fosters involvement, a sense of belonging, and appreciation among subordinates. Inclusive leaders create a supportive, open work environment that values diversity. This leadership style has been shown to have a significant positive impact on lecturer performance. Leaders who encourage involvement, belonging, and appreciation among lecturers create a supportive and open work environment. This, in turn, enhances the motivation and commitment of lecturers in performing their duties, aligning with the inclusive leadership theory that suggests an inclusive work environment can improve employee performance (Carmeli, Reiter-Palmon, & Ziv, 2010).

Leader-Member Exchange (LMX) Theory

LMX focuses on the quality of the relationship between leaders and subordinates. A positive and high-quality relationship between leaders and subordinates can enhance motivation, commitment, and performance. The analysis shows that LMX mediates the relationship between inclusive leadership and lecturer performance. A positive and high-quality relationship between leaders and lecturers boosts lecturers' motivation, commitment, and performance. Lecturers who have a good relationship with their leaders feel more valued and supported, which in turn improves their performance. These findings support the LMX theory, which emphasizes the importance of the quality of the leader-subordinate relationship in improving work outcomes (Graen & Uhl-Bien, 1995; Gerstner & Day, 1997).

Employee Performance Theory

Employee performance (lecturers) refers to the quality and quantity of work achieved by an employee in carrying out their duties in accordance with their responsibilities. Lecturer performance is measured based on the quality and quantity of work achieved in fulfilling their tasks. Lecturers working under inclusive leadership with high LMX relationships show better performance. They are more productive, demonstrate high dedication, and are able to meet targets more effectively. This aligns with employee performance theory, which states that performance results from the motivation, commitment, and support received by employees in carrying out their duties (Robbins & Judge, 2013).

SWOT Quadrant and Matrix

The SWOT matrix is a strategic analysis tool used to identify and evaluate internal factors (Strengths and Weaknesses) and external factors (Opportunities and Threats) affecting an organization, project, or venture. This matrix consists of four quadrants, each aiding in the formulation of effective strategies. By thoroughly understanding the SWOT matrix quadrants, organizations can identify key areas that need improvement or can be leveraged. This enables them to formulate more focused and effective action plans to enhance performance, address challenges, and capitalize on opportunities in their business environment. Additionally, the SWOT matrix aids in better strategic decision-making by strengthening the understanding of the organization's relative position in the market and the factors influencing it. Therefore, the SWOT matrix is not just an analysis tool but also a valuable instrument in strategy development and business planning (Carina, 2022).

Before constructing the SWOT quadrant, it is advisable to calculate the weights and ratings of internal and external factors using the Internal Factor Analysis Summary (IFAS) matrix and the External Factor Analysis Summary (EFAS) matrix. The following table illustrates these matrices:

Table 2. IFAS (Internal Factor Analysis Summary Matrix)

No	Strength	Weight	Rating	Score
1	Commitment of private university leaders to implement inclusive leadership	0.20	4	0.80
2	Availability of resources to support training and development of inclusive leadership	0.15	3	0.45
Amount		0.35	7	1.25

No	Weakness	Weight	Rating	Score
1	Organizational culture that is not open to change	0.18	2	0.36
2	Limited budget for facilitating programs that support inclusive leadership	0.12	1	0.12
Amount		0.30	3	0.48
Total		0.65	10	1.73

IFAS (Internal Factor Analysis Summary) Analysis

a. Strengths

The commitment of private university leaders to implement inclusive leadership is a major strength for these institutions. The higher the commitment of the leadership, the greater the chances of creating an environment that supports inclusive leadership. Strong leadership commitment facilitates the effective implementation of inclusive leadership practices. Additionally, the availability of resources for training and development in inclusive leadership is a strength. Adequate resources, including budgets, facilities, and training programs, support the effective implementation of inclusive leadership, enabling private universities to develop the inclusive leadership skills of their leaders.

b. Weaknesses

An organizational culture that is resistant to change can be a significant weakness in implementing a more inclusive leadership style. This rigidity can hinder the adoption and acceptance of desired changes in implementing inclusive leadership. Limited budgets for providing facilities, training, and programs that support the implementation of inclusive leadership can also be a constraint for private universities. These limitations can impede the development of the leadership capabilities needed to effectively apply inclusive leadership.

Table 3. EFAS (External Factor Analysis Summary Matrix)

No	Opportunities	Weight	Rating	Score (Weight X Rating)
1	Government policies supporting human resource development in private universities	0.22	4	0.88
2	Increasing public demand for the quality of private higher education	0.18	3	0.54
Amount		0.40	7	1.42

No	Threats	Weight	Rating	Score (Weight X Rating)
1	Intense competition among private universities to attract and retain quality lecturers	0.15	2	0.30
2	Changing preferences of prospective students who prefer public universities	0.10	1	0.10
Amount		0.25	3	0.40
Total		0.65	10	1.82

EFAS (External Factor Analysis Summary) Analysis

a. Opportunities

Government policies that support human resource development in private universities present significant opportunities. Such policies, including training programs or incentives, can be leveraged by private universities to strengthen their inclusive leadership capabilities.

The increasing public demand for higher quality education in private universities, especially regarding lecturer performance, can drive these institutions to adopt more inclusive leadership styles. This societal pressure can motivate private universities to enhance lecturer performance through the implementation of inclusive leadership.

b. Threats

The intense competition among private universities to attract and retain high-quality lecturers poses a threat to private universities in Indragiri Hilir Regency. Implementing inclusive leadership can be a strategy to retain the best lecturers.

A shift in prospective students' preferences toward public universities over private ones is another threat. This change can lead to a decline in student enrollment and affect the sustainability of private universities.

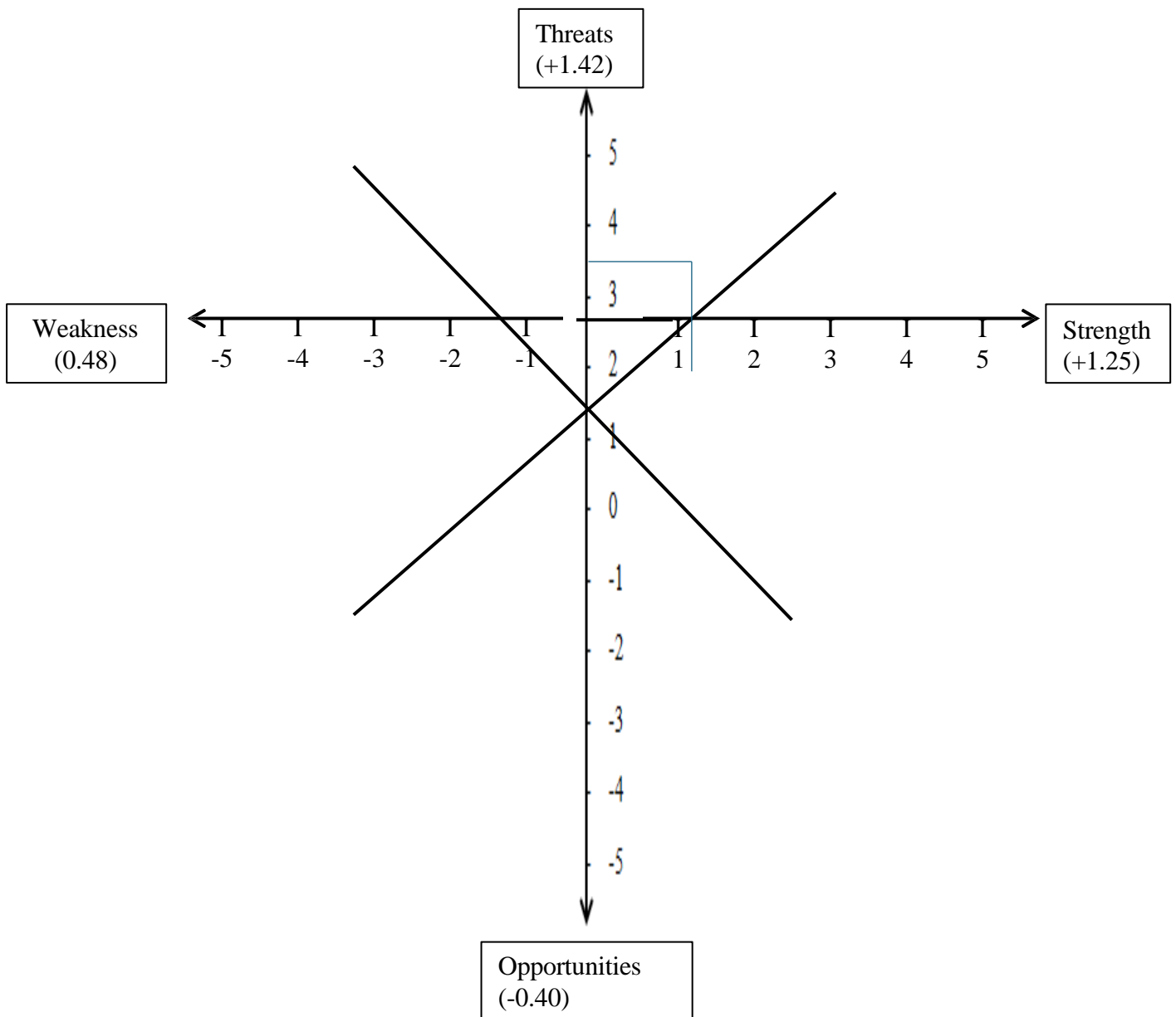


Figure 1. SWOT Analysis Diagram EFAS/IFAS

Strengths: (+1.25)

Strengths are internal factors that provide a competitive advantage to the university. A positive score of +1.25 indicates that the institution has several significant strengths, such as high-quality teaching, adequate facilities, or a supportive organizational culture. In the context of inclusive leadership, these strengths might mean that the leadership has successfully created an inclusive and collaborative work environment, which enhances lecturer performance.

Weaknesses: (-0.48)

Weaknesses are internal factors that can hinder organizational performance. A negative score of -0.48 suggests that there are aspects within the institution that need improvement, such as a lack of training for lecturers, limited resources, or an inefficient organizational structure. These weaknesses must be addressed to improve the effectiveness of inclusive leadership and boost lecturer performance.

Opportunities: (-0.40)

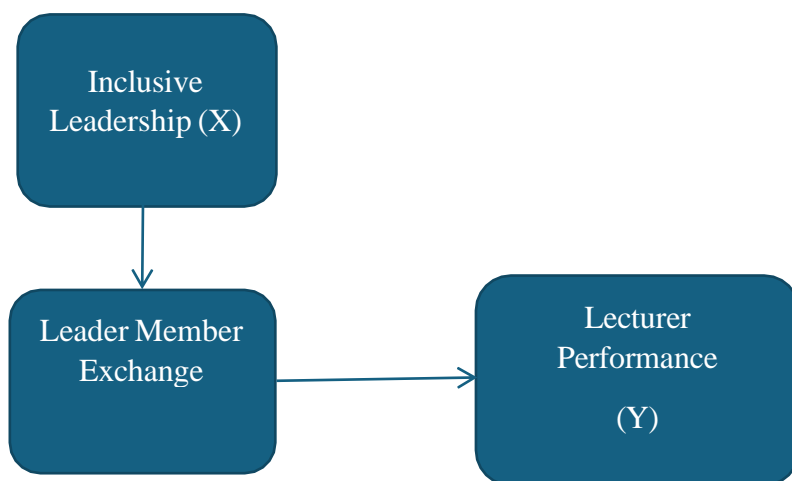
Opportunities are external factors that can be leveraged for the institution's benefit. Although a negative score of -0.40 indicates that opportunities might not be fully utilized or there are challenges in accessing them, there are still possibilities for the university to enhance collaboration with industry, secure research funding, or establish international partnerships. These opportunities can be maximized through effective inclusive leadership.

Threats: (+1.42)

Threats are external factors that can negatively impact the institution's performance. A positive score of +1.42 suggests that these threats are quite significant, such as competition with other universities, changes in education regulations, or a decline in student enrollment. These threats require strong mitigation strategies and quick adaptation, where inclusive leadership can play a crucial role in maintaining lecturer morale and performance.

In this study, inclusive leadership acts as a catalyst that can enhance strengths and opportunities while mitigating weaknesses and threats. Inclusive leadership fosters strong Leader-Member Exchange (LMX) relationships, where the interaction between leaders and group members becomes more harmonious and effective. Consequently, LMX serves as a mediating variable that can amplify the positive impact of inclusive leadership on lecturer performance.

Model/Research Framework:



Explanation:

Impact of Inclusive Leadership on Lecturer Performance

Inclusive leadership plays a crucial role in enhancing the performance of lecturers at private universities in Indragiri Hilir Regency. Leaders who adopt an inclusive leadership style—such as involving lecturers in decision-making, valuing diversity, and fostering open communication—tend to increase lecturers' motivation, commitment, and productivity. Lecturers who feel appreciated and supported by their leaders are motivated to deliver their best performance in teaching, research, and community service.

Mediating Role of Leader-Member Exchange

Leader-member exchange (LMX) acts as a mediating variable in the relationship between inclusive leadership and lecturer performance. The inclusive leadership style implemented by leaders at private universities can enhance the quality of the relationship between leaders and lecturers (high-quality LMX). A high-quality relationship, characterized by mutual trust,

information exchange, and support, encourages lecturers to improve their performance. Therefore, inclusive leadership can enhance lecturer performance both directly and through the improvement of leader-member exchange quality.

SWOT Analysis

SWOT analysis identifies internal factors (strengths and weaknesses) and external factors (opportunities and threats) that influence the implementation of inclusive leadership at private universities in Indragiri Hilir Regency. Internal strengths include leadership commitment and resource support for the development of inclusive leadership. Internal weaknesses consist of a less open organizational culture and limited budgets. External opportunities involve government policies supporting human resource development and public demand for high-quality private higher education. External threats include intense competition among private universities and changing preferences of prospective students.

The results of the SWOT analysis indicate that private universities need to leverage their strengths and opportunities while minimizing weaknesses and threats to successfully implement inclusive leadership and enhance lecturer performance.

SWOT Matrix

S-O Strategies	W-O Strategies	S-T Strategies	W-T Strategies
1. Increase leadership commitment to implementing inclusive leadership by leveraging government policy support. 2. Optimize resource support to facilitate programs that enhance inclusive leadership to meet public demand for high-quality private higher education.	1. Develop training and development programs for inclusive leadership by utilizing government policy support to address the less open organizational culture. 2. Allocate sufficient budget for programs that support the implementation of inclusive leadership to respond to public demands.	1. Utilize leadership commitment and resource support to develop quality lecturer retention programs through inclusive leadership implementation. 2. Strengthen the image of private universities implementing inclusive leadership to attract prospective students.	1. Overcome the less open organizational culture and budget constraints through innovative lecturer development programs to face competition. 2. Enhance the effective use of limited resources to strengthen the competitiveness of private universities in addressing the preference of prospective students for public universities.

Through this SWOT matrix, private universities in Indragiri Hilir Regency can develop strategies that leverage strengths and opportunities (S-O), address weaknesses by utilizing opportunities (W-O), use strengths to overcome threats (S-T), and minimize weaknesses and tackle threats (W-T) to enhance lecturer performance through the implementation of inclusive leadership.

Conclusion

1. Inclusive leadership has a positive and significant impact on the performance of lecturers at private universities in Indragiri Hilir Regency.
2. Leader-member exchange partially mediates the effect of inclusive leadership on lecturer performance.
3. SWOT analysis shows that internal factors such as leadership commitment and resource support, along with external factors like government policies and public demands, influence the implementation of inclusive leadership and its impact on lecturer performance.

Recommendations

1. Private universities in Indragiri Hilir Regency should strengthen leadership commitment and support in implementing a more inclusive leadership style to enhance lecturer performance.
2. Develop training and development programs for inclusive leadership for university leaders to increase their capability in implementing supportive leadership.
3. Private universities should leverage opportunities from government policies and public demands while minimizing internal weaknesses and external threats to support the successful implementation of inclusive leadership.

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