

The role of Mahabbah intellectual stimulation leadership in improving organizational performance

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Abstract: This research aims to explore a new conceptual model that can fill the limitations of previous studies and research gaps between organizational learning and organizational innovation which is centered on the concept of mahabbah intellectual stimulation leadership which is expected to encourage increased organizational performance. There are phenomena and research gaps so that a conceptual model is built and a hypothesis is proposed so that the significance of the hypothesis test becomes the basis for answering the research problem. The model produced through the development of organizational learning and organizational innovation based on Mahabbah Intellectual Stimulation Leadership towards improving performance in the Private Higher Education Undergraduate Study Program under the auspices of the Superior Accredited University in LLDIKTI Region VI Central Java is a finding for the novelty of this research. Leadership can be realized through a leadership quality approach, namely Mahabbah Intellectual Stimulation Leadership (MISL), which is a leader's behavior that encourages subordinates to think creatively and innovatively on the basis of compassion and maintaining harmony within the organization and has the potential to increase intelligence and organizational performance. 130 questionnaires were obtained from the Head of the Study Program. Data collection was carried out using a sampling method using proportionate stratified random sampling technique. Model and hypothesis testing was carried out using structural equation modeling (SEM) analysis with AMOS software. The existence of mahabbah intellectual stimulation leadership is an important concept regarding leadership that encourages organizational innovation towards organizational performance. This study develops a new leadership model based on compassion and harmonization based on Islamic values, namely Mahabbah Intellectual Stimulation Leadership. Next, test the relationship of this new concept to organizational learning, organizational innovation and ultimately to improving organizational performance (organizational performance) in the Private Higher Education Undergraduate Study Program under the auspices of the Superior Accredited University in LLDIKTI Region VI, Central Java.

Keywords: *Commitment to learning, open mindedness, Intra-organizational knowledge sharing, Mahabbah intellectual stimulation leadership, Organizational learning, Organizational innovation, Organizational performance.*

1. Introduction

Leaders have a strategic role in empowering and synergizing the potential of human resources owned by the organization by providing guidance, support and appreciation so that the potential of these resources can develop and support efforts to achieve effective organizational performance (Gazi, 2020; Karadağ *et al.*, 2015; Schriesheim & Neider, 1996). Studies on leadership have been widely conducted, for example *servant leadership* which focuses on serving constituents (Greenleaf, 1977). *Spiritual leadership* tends to improve morale and reduce stress (Crossman, 2010). Effective *transformational leadership* that facilitates individual learning that occurs in organizations institutionally, groups and individuals that improves performance by setting goals and monitoring the learning process

(Dumdum *et al.*, 2013) and transformational leadership that enhances shared interests among employees and motivates followers towards a shared vision (Bass, 2000).

Leadership theory has been a major focus in management and organizational studies for decades. It attempts to explain how and why certain individuals become effective leaders (Ferreira Vasconcelos, 2009). Some early theories, such as *the Great Man Theory*, argued that great leaders are born with the necessary internal characteristics, such as charisma, self-confidence, and intelligence. However, more recent theories propose that experience and situational variables also play a significant role in shaping an individual's leadership abilities (Bass, 2000).

Widodo (2021) firmly stated that the quality of education is highly dependent on the quality of its human resources. Universities must have competent teaching staff and continue to develop themselves in order to provide quality education. In addition, universities must also be able to create a conducive learning environment for students to develop their potential. Universities must respond to the challenges of the times so that they must be autonomous, proactive, accountable, and have the right level of decentralization and professionalism in decision-making (Lin *et al.*, 2014). There is a phenomenon of shifting needs for the competencies of university graduates in meeting today's world of work. The success of education is closely related to the actors, supporters, and processes of the education. If the quality of education is to be improved, the quality of human resources (HR) in education must be improved first (Widodo, 2021).

A study program or study program is a unit of educational and learning activities in a university that has a specific curriculum and learning method in one type of academic education. Here, students follow a curriculum and learning method that is specifically designed to achieve competency in academic, professional, or vocational fields. A study program is a learning framework designed to help students achieve predetermined learning objectives. These objectives include mastery of knowledge, development of skills and formation of attitudes that are relevant to the chosen field of study.

In this research, what will be looked at is the study program in under the auspices of a superior accredited university in the Higher Education Service Institution Region VI (LLDIKTI Region VI) which has a working area in Central Java Province. Based on data on the website lldikti6.kemdikbud.go.id in LLDIKTI Region VI currently has a service coverage of 8 superior accredited universities in Central Java Province which are the responsibility of the authority in its development. Furthermore, here it will be seen from the aspect of the tridharma of higher education, namely from the aspects of education, research and community service.

The Tridharma of Higher Education is a concept that regulates and directs the main activities in higher education institutions in Indonesia. The Tridharma of Higher Education, which consists of three main pillars, includes education and teaching, research, and community service. In the aspect of education and teaching, higher education is tasked with organizing the teaching and learning process in order to produce competent and quality graduates. Meanwhile, the research realm requires lecturers and students to continuously develop science and technology through research activities, both basic and applied. Not only that, higher education also has a responsibility to carry out community service as a form of real contribution in solving various problems faced by the surrounding community. The three pillars of the Tridharma are interrelated and become a complete unit, so that higher education can carry out its functions optimally in advancing the nation and state. Therefore, this Tridharma phenomenon is the main focus for the entire academic community in advancing higher education institutions in Indonesia.

Success lecturer as educator can see in process learning by considering the quality of lecturer performance individually related, lecturer competence or institutionally, and considering students' success in mastering the material. In general, the indicators that used in determine Good whether or not performance lecturer is certificate And Three Dharmas College Tall (experience teach, study, And his devotion to public). Based on fact in field, researcher noted that there were lecturers who had poor performance. This was seen based on the lecturer's competence in terms of classroom learning activities, such as the lecturer uses boring teaching methods so that students No enthusiastic for listen Because method Which used those-those just andthere is no innovation. In addition, the lecturers who teach are

sometimes not in accordance with Which There is in Unit Program Lectures (SAP) And no in accordance with learning contract offered by lecturer itself.

Lecturer sued own performance Which capable give and realizing the hopes and desires of all parties, especially the general public who have trusted the campus and lecturers in fostering students. However, not all lecturers can work according to expectations and goals and have good performance. high. In general, good quality education is a benchmark for success performance Which shown lecturer. Lecturer Which owns achievement motivation tall always own encouragement For Work persistent use achieve a special achievement (*standard of excellence*). In addition, they also have controlled an established self so as to achieve adequate work performance is not requires strict supervision from outside parties. In reality, not many lecturers in universities in Central Java have characteristics like that. In general, they show a tendency to perform well, precisely when in progress supervised by his superiors, no because of self-awareness and sense not quite enough answer on task.

Study Program sued for can to design and carry out process innovative learning so that students can achieve learning outcomes which includes aspects of attitude, knowledge and skills optimally and always relevant. Repair access on education, quality and relevance existing learning still needs to be improved. Education policies and workforce needs to be reviewed to make the workforce more proactive and relevant for market Which Keep going changed. Therefore That, "search" model new leadership seeks to find answers in transformational leadership models in the context of education that is centered on steadfastness and the power of the heart in leading towards change by utilizing knowledge Which owned by relying on values Islamic.

Based on the research problem, the research questions *developed* are as follows:

- 1) How does *organizational learning* (*commitment to learning, open-mindedness and intra-organizational knowledge sharing*) influence *mahabbah intellectual stimulation leadership*?
- 2) What is the influence of *Mahabbah intellectual stimulation? leadership* towards *organizational innovation and organizational performance*?
- 3) How *does organizational innovation* affect *organizational al performance*?
- 4) *organizational learning* influence (*commitment to learning, open-mindedness and Intra-organizational knowledge sharing*) on *organizational performance* ?

2. Literature Review

2.1. Leadership Theory

Leadership theory is the study of the various leadership approaches and styles used to influence and motivate individuals or groups to achieve specific goals. Leadership theories attempt to explain how and why certain people become effective leaders. Some well-known leadership theories include the "Great Man" theory, trait theory, contingency theory, situational theory, behavioral theory, participatory theory, management theory, and relationship theory.

2.2. Transformational Leadership Theory

Theory leadership transformational First time introduced by Bass (1985). Transformational Leadership has three dimensions, namely charisma, intellectual stimulation and individual consideration (Howell & Avolio, 1993). According to research by Xu & Wang (2008) transformational leadership is an important antecedent for employees in the workplace. With leaders in an institution having transformational leadership, it will stimulate employees to create better employees. In addition, in line with the results of research by Ng *et al.* (2016) emphasized that transformational leadership has been shown to influence employee performance.

2.3. Mahabbah

The word *mahabbah* comes from the words *ahabba, yuhibbu, mahabbatan* which in a way literally means love in a way deep, or u love or affection Which deep. In *Time al-Falasaqi*, Jamil Shaliha said *mahabbah* is the opposite of *al-Baghd*, namely love is the opposite of hate. *Mahabbah* can also be interpreted as *al-Wadud* which means very loving or affectionate. *Mahabbah* comes from the word *ahabba, yuhibbu, mahabbatan* which means to love deeply, deep affection or love. According to Jamil

Shaliha in the book *Imu'jam al-Falasafi* he said *mahabbah* is the opposite of *al-Baghd* (hate). Besides That *mahabbah* can also be interpreted as *al-Wadud* (the merciful) .

2.4. Organizational Performance

Draft performance (*performance*) can define as an achievement result (degree of accomplishment) (Longshore & Bass, 1987). Performance the organization can be seen from the level of goal achievement based on previously set goals (Zaim *et al.*, 2019). Performance is the results of collaborative activities between members or components of the organization in in order to realize organizational goals (Al Ahbabi *et al.*, 2019). Simply put, performance is a product of administrative activities, namely cooperative activities in an organization or group for reach objective Which its management normal called as management.

3. Research Methods

The data used in this study is subjective in nature, namely in the form of opinions, behavior, experiences, characters of individuals or groups who are the subjects of the study. The data sources in this study are: two types of data, namely data primary and data secondary. Data primary is data Which obtained from Respondent (Widodo, 2014), that is Undergraduate Study Program One College Tall Private in under the auspices of the Excellent Accredited University 1 at LLDIKTI Region VI Central Java. There is primary data in study This is response Respondent to variable *organizational learning* research *includes: commitment to learning, open-mindedness and intra-organizational knowledge sharing, mahabbah intellectual stimulation leadership, organizational innovation and organizational al performance*. Secondary data is data that is not obtained directly or through a third party. Data the obtained from Institution Higher Education Services (LLDiikti) Region VI Central Java and private universities in the form of universities in Central Java, as well as from literature related to this study.

Data collection is done by distributing questionnaires, meaning direct data collection is done by submitting a list of questions to respondents. The questionnaire is submitted directly to the respondents. through *Google form* Which sent direct to *e-mail* or *Whatsapp* Undergraduate Study Program One College Tall Private in under the auspices of the Excellent Accredited University 1 at LLDIKTI Region VI Central Java.

4. Research Results and Discussion

4.1. Structural Equation Model

The results of the exogenous and endogenous CFA tests show that the model is acceptable because it meets the required criteria. Then from the CFA model it is developed into a structural model according to the hypothesis and model developed. The complete results of the structural model are presented as follows:

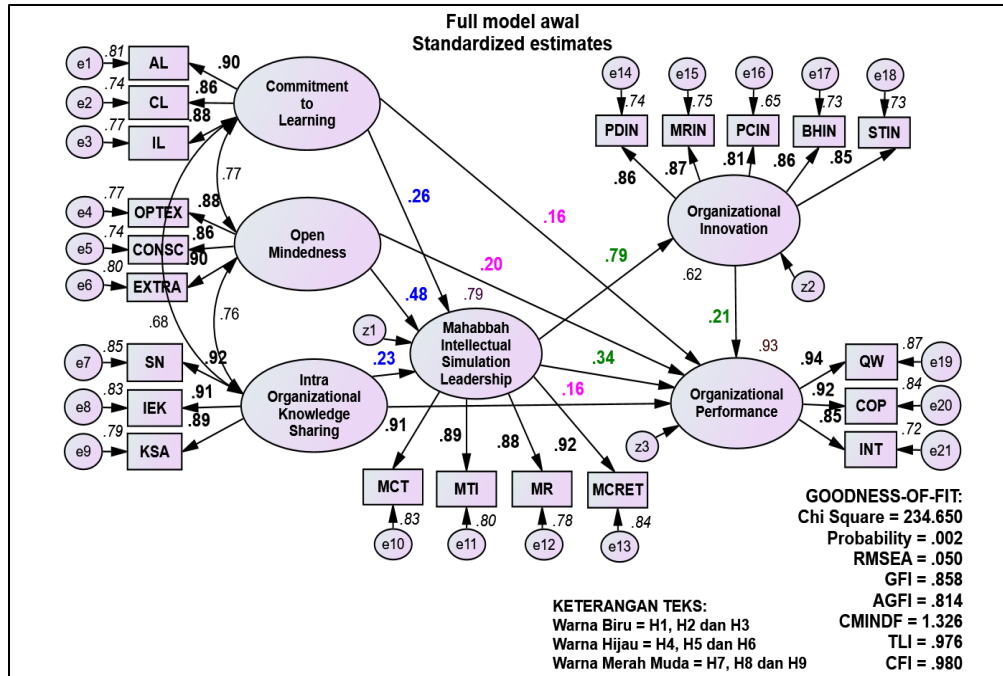


Figure 1. Structural model 1.

The model above shows that the model obtained a chi-square value of 234.650, probability (p) 0.002, cmin/df of 1.326, GFI 0.858, AGFI 0.814, IFI 0.980, TLI 0.975, CFI 0.980, and RMSEA 0.050. From these results, the chi square value is still high and the probability value is below 0.05. To reduce the chi square value and increase the probability value by modifying the model.

The model after the modifications is complete is presented in the image below.

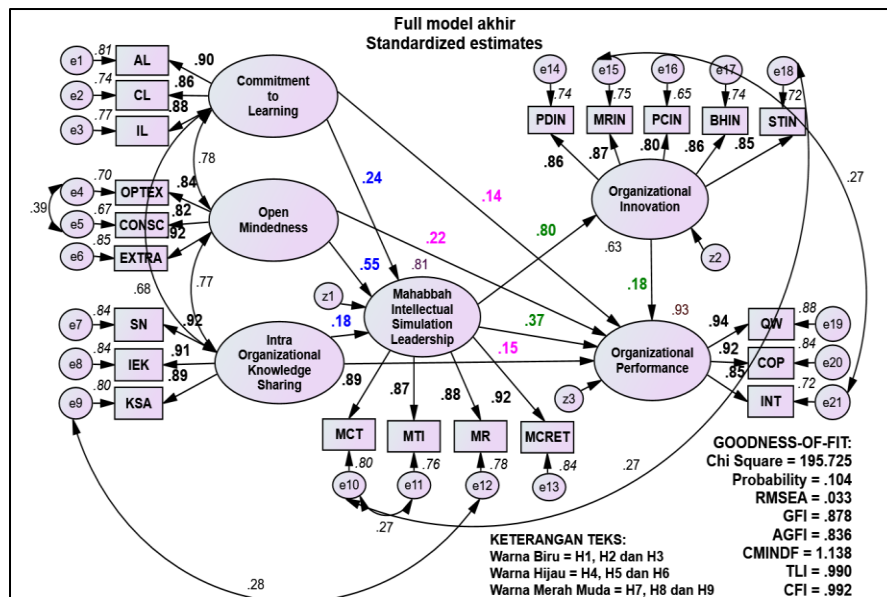


Figure 2. Model 2.

The model above shows that the model obtained a chi-square value that decreased to 195.725, χ^2/df decreased to 1.138, probability increased to (p) 0.104, GFI 0.878, AGFI 0.836, IFI 0.992, TLI of 0.990 and RMSEA decreased to 0.033. From these results, the chi-square value decreased lower and the probability value > 0.05 so that the model is fit and acceptable.

4.2. Causality Test

Output results of *the Structural Equation Modeling model* are presented in the table below:

Table 1.
Regression weight structural model hypothesis testing.

No.	Hypothesis		Estimate	SE	CR	P	Label	
1.	Commitment to learning	--- >	Mahabbah intellectual stimulation leadership	0.270	0.108	2.498	0.012	Significant
2.	Open mindedness	--- >	Mahabbah intellectual stimulation leadership	0.615	0.136	4.512	0.000	Significant
3.	Intra organizational knowledge sharing	--- >	Mahabbah intellectual stimulation leadership	0.224	0.108	2.084	0.037	Significant
4.	Mahabbah intellectual stimulation leadership	--- >	Organizational innovation	0.762	0.076	9.983	0.000	Significant
5.	Organizational innovation	--- >	Organizational performance	0.183	0.066	2.771	0.006	Significant
6.	Mahabbah intellectual stimulation leadership	--- >	Organizational Performance	0.357	0.115	3.096	0.002	Significant
7.	Commitment to learning	--- >	Organizational performance	0.157	0.077	2.049	0.040	Significant
8.	Open mindedness	--- >	Organizational performance	,239	0.113	2.104	0.035	Significant
9.	Intra organizational knowledge sharing	--- >	Organizational performance	0.170	0.074	2.295	0.022	Significant

4.3. Empirical Model Testing

Empirical model testing is done by testing the hypothesis developed from the model. If the critical ratio (CR) value > 1.96 and p-value < 0.05 then reject H_0 and accept H_0 if the *critical ratio* (CR) value < 1.96 and p-value > 0.05 .

5. Conclusion

1. Hypothesis one proposed in this study is *commitment to learning* positive influence towards *mahabbah intellectual stimulation leadership*. This means that the higher the level of *commitment to learn*, the

higher the level of *mahabbah intellectual stimulation leadership* . *Commitment to learning* is built from the indicators of *achieve learning* which means the organization's ability to learn is the key to competitive advantage, *continuous learning* which means the organization's basic values in learning are the key to improvement and *investment learning* which means *employee learning is an investment not a cost*. These results indicate that *mahabbah intellectual stimulation leadership* can be built through *commitment to learning*.

2. Second hypothesis proposed in this study is *open mindedness* positive influence towards *mahabbah intellectual stimulation leadership*. This means that the higher the level of *open-mindedness* , the higher the level of *mahabbah intellectual stimulation leadership* . *Open-mindedness* is built from the indicator of *openness to experience* , which means being open to experience new , *conscientiousness* which means the tendency to plan, control impulses and delay pleasure in order to achieve goals and *extraversion* which means individuals who are always comfortable when interacting with others . These results indicate that *intellectual stimulation leadership* can be built through *open-mindedness* .
3. Third hypothesis proposed in this study is *intra-organizational knowledge sharing* positive influence towards *mahabbah intellectual stimulation leadership*. This means that the higher the level of *Intra-organizational knowledge sharing* , the higher the level of *mahabbah intellectual stimulation leadership* . *Intra-organizational knowledge sharing* is built from *social network* indicators , which means a social network that refers to a collection of individuals or groups that are connected and interact with each other , *knowledge sharing activity* , which means knowledge sharing activities that refer to the process in which individuals or groups share information, experiences, and skills with the aim of improving understanding and collaboration among members of an organization or community , *importance of external knowledge* , which means the importance of external knowledge that refers to the value and benefits obtained from information, insights and skills that come from sources outside an organization or group that can help in innovation, better decision making and improved performance . These results indicate that *mahabbah intellectual stimulation leadership* can be built through *intra-organizational knowledge sharing* .
4. Fourth hypothesis proposed in this study is *M Ahabbah Intellectual Stimulation Leadership* positive influence towards *organizational innovation*. This means that the higher the level of *intellectual stimulation leadership* , the higher the level of *organizational innovation* . *Intellectual stimulation leadership* is built from indicators of *critical thinking* , which means encouraging critical thinking based on compassion, *innovation ta'dibun innovation*, which means *stimulating innovation that is oriented towards the interests of organizational members*, *relationships* , which means exploring new perspectives by maintaining harmony and *creative thinking*, which means compatibility and mutual support for creative thinking. These results indicate that *organizational innovation* can be built through *intellectual stimulation leadership* .
5. Fifth hypothesis proposed in this study is *organizational innovation* positive influence to *organizational performance*. This means that the higher the level of *organizational innovation* , the higher the level of *organizational performance* . *Organizational innovation* is built from *product innovation* indicators , which means innovation related to improvements in systems, services, facilities and infrastructure , *market innovation* , which means innovation related to the targeted market, *process innovation* , which means innovation related to methods, new management approaches and new technologies that can be used to increase production and processes management, *behavioral innovation* , which means innovation is related to innovative culture and *strategic innovation*, which means that innovation is related to the ability organization to manage business competition. The results show that *organizational performance* can be built through *organizational innovation* .
6. Sixth hypothesis proposed in this study is *M Ahabbah Intellectual Stimulation Leadership* positive influence towards *organizational performance*. This means that the higher the level of *intellectual stimulation leadership* , the higher the level of *organizational performance* . *Intellectual stimulation leadership* is built from indicators of *critical thinking leadership* which means encouraging critical thinking based on compassion, *innovation leadership* which means *stimulating innovation that is oriented towards the interests of organizational members*, *relationships leadership* which means *exploring new*

perspectives by maintaining harmony and *creative thinking leadership* which means compatibility and mutual support for creative thinking. *These* results indicate that *intellectual stimulation leadership* can be built through *organizational performance*.

7. Seventh hypothesis proposed in this study is *commitment to learning* positive influence towards *organizational performance*. This means that the higher the level of *commitment to learning*, the higher the level of *organizational performance*. *Commitment to learning* is built from indicators of *achieve learning* which means the organization's ability to learn is the key to competitive advantage, *continuous learning* which means the organization's basic values in learning are the key to improvement and *investment learning* which means employee learning is an investment not a cost. These results show that *commitment to learning* can be built through *organizational performance*.
8. Eighth hypothesis proposed in this study is *open mindedness* positive influence towards *organizational performance*. This means that the higher the level of *open-mindedness*, the higher the level of *organizational performance*. *Open-mindedness* is built from the indicator of *openness to experience*, which means being open to experience new, *conscientiousness* which means the tendency to plan, control impulses and delay pleasure in order to achieve goals and *extraversion* which means *individuals* who are always comfortable when interacting with others. These results indicate that *organizational performance* can be built through *open-mindedness*.
9. Ninth hypothesis proposed in this study is *Intra-organizational knowledge sharing* positive influence towards *mahabbah intellectual stimulation leadership*. This means that the higher the level of *Intra-organizational knowledge sharing*, the higher the level of *mahabbah intellectual stimulation leadership*. *Intra-organizational knowledge sharing* is built from social network indicators which means a social network that refers to a collection of individuals or groups that are connected and interact with each other, *knowledge sharing activity* which means knowledge sharing activities that refer to the process in which individuals or groups share information, experiences, and skills with the aim of improving understanding and collaboration among members of an organization or community, *importance of external knowledge* which means the importance of external knowledge that refers to the value and benefits obtained from information, insights and skills that come from sources outside an organization or group that can help in innovation, better decision making and improved performance. These results indicate that *organizational performance* can be built through *intra-organizational knowledge sharing*.

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