EDUCATIONAL LEADERSHIP AND INNOVATION IN PRIVATE ISLAMIC RELIGIOUS COLLEGE IN JAMBI PROVINCE

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Article history:		Abstract:
Received	28th May 2021	The purpose of this study is to analyze Leadership and Educational Innovation at Private Islamic Universities and to add to the scientific treasures of researchers on Educational Leadership and Innovation at Private Islamic Universities in Jambi Province. The study used a descriptive qualitative research approach with case studies of two IAIs in Jambi Province. Data collection techniques were carried out by observation, interviews, and documentation. The research sites are IAI Yasni Muaro Bungo and IAI Tebo. Research subjects include the Chancellor of IAI, lecturers and staff.
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		The results of this study are university leadership in conducting PTKIS educational innovations in Jambi Province by applying several leadership patterns, optimizing internal and external campus potential, implementing superior strategies for lecturers and students and implementing active communication between leaders and campus employees. The leadership constraints in conducting PTKIS educational innovations in Jambi Province are the human resources of lecturers, limited facilities and insufficient budget to assist quality lecture activities. Leadership efforts in carrying out educational innovations are establishing a systematic work structure, explaining job descriptions clearly, conducting collaborations and comparative studies with educational institutions and government both private and public, designing KKNI-based curriculum, providing opportunities for lecturers to continue their doctoral studies and following certification program, as well as providing training and research seminars as well as community service.
		The conclusion of the study is that leadership has not been able to innovate PTKIS education in Jambi Province, it is still not in accordance with the expected standards and still needs to be improved.

Keywords: Educational Leadership and Innovation

PRELIMINARY

College is one of the organizations in society. Higher education seeks to become a center of excellence, namely a center for the study and development of science which is directed to the creation of educational goals, seeks to prepare the nation's generation to become members of society who have academic and professional abilities, who are able to develop, disseminate and apply knowledge, as well as to improve the intelligence of the people and the standard of living of the people. welfare of society.

One of the institutions that always makes changes in its organization, both small and large, is an educational institution. Students and educators are required to implement educational policies, especially the curriculum which continues to change. one of the keys to the development of national change. Human resources are educated in such a way in universities so that they can apply their abilities in the community later (Veithzal, Rivai, DeddyMulyadi: 2009).

Islamic Higher Education in Indonesia has undergone changes to find its ideal form. In its development, Islamic higher education has not been able to answer the challenges of an increasingly globalized era, especially in the fields of technology and information. Sondang P. Siagiaan explained that the organization will face various problems if changes are not made (Sondang P. Siagiaan: 2009). Currently Private Islamic Higher Education (PTAIS) is still below other universities, for that we need leadership that is able to innovate and think creatively so that Private Islamic Higher Education (PTAIS) can compete in the era of the industrial revolution 4.0.

Shifts and changes are inevitable. This is because from time to time human demands and needs continue to change. Today, broad knowledge alone cannot guarantee that someone who does educational innovation can talk a lot in global competition. Specific skills are also required that are in line with field needs. If not, then the implementation of educational innovation will be crushed and eliminated. Especially now that the world has entered a new era, namely the Era of the Industrial Revolution 4.0. The era of the Industrial Revolution 4.0 which has an impact that is not simple. It affects all aspects of human life. This includes education. This era is marked by the increasingly central role of cyber technology in human life. So do not be surprised if in the world of education the term "Education 4.0" appears. Referring to the results of research from McKinsey in 2016 that the impact of digital technology towards the industrial revolution 4.0 in the next five years there will be 52.6 million types of work will experience a shift or disappear from the face of the earth (Rosidin: 2016).

The problems of Islamic higher education today seen from the Islamic higher education system managed by UIN / IAIN / IAIN, PTAIS, and so on are actually quite encouraging, or even if not, the amount exceeds the need so that it is over production, while other sciences are oriented towards science and technology. technology is still very rare. So it is logical if there is an assumption that states, "Islamic students are poor in insight, mastery of science and technology, communication, and also politics." It would not be wrong to conclude that the ethos of Islamic education as currently exists is still not paying attention to link and match in building the education system (Ahmad Barizi: 2011).

The discrepancy between the speed of development of science and technology and the speed of development of Islamic education in private Islamic Universities is due to the acceleration of the development of science and technology not accompanied by the efforts of Private Islamic Universities to participate in accelerating. As a result, private Islamic Universities are less responsive to the dynamics of social change in society, so it becomes a necessity if the educational process in it becomes less contextual. The slowness of private Islamic Universities in responding to the dynamics of the development of science and technology and social reality causes the stigma of a comfortable second class to be attached to it. For this reason, there is a need for innovation within the body of Private Islamic Higher Education. Private Islamic Religious Universities must also disrupt themselves if they want to strengthen their existence. Self-disruption means adapting to the needs and demands of society and being future-oriented. The lagging behind of private Islamic Universities so far is not only caused by the problems described previously, but also due to latent problems that have never met the end of the solution.

The complexity of educational problems experienced by the pattern of education implementation in this country requires us to respond to carry out preventive, persuasive and innovative action activities. Although something new is not necessarily good, it means that innovation is not necessarily innovative, creative, let alone its relevance to situations and conditions (Hasbulla: 2009), so it can be said that educational innovation in higher education is carried out as a problem solving of various kinds of educational problems faced. . In simple terms, the problem of education that must demand an innovation and innovation is determined by the existence of its leaders.

Leader comes from the word "leader" and leadership comes from the word "leadership". Leaders are the most result-oriented people, where these results will be obtained if the leader knows what he wants (Donni Junipriansa and RismiSomad: 2014). Leadership in Arabic is often translated as al-ri'ayah, al-imarah, al-qiyadah or al-za'amah. These words have one meaning so they are called synonyms or murodif, so we can use one of the four words. to translate the word leadership. Meanwhile, to mention the term educational leadership, Muzamil Qomar prefers the term qiyadahtar bawiyah (Muzamil Qomar: 2011)

Etymologically, leadership comes from the basic word leader. In English, leadership which means leadership, from the basic word leader means leader and the root word to lead which contains several closely related meanings; move early, walk early, take the first step, act first, pioneer, direct the thoughts of others, guide, guide, and move others through their influence (Baharuddin and Umiarso: 2012)

While literally comes from the word lead. The word lead contains the meaning of directing, fostering or regulating, guiding and also showing or influencing. According to El Widdah et al., leadership is a series of structuring activities in the form of the ability to influence the behavior of others in certain situations so that they are willing to work together to achieve the goals set. In carrying out his leadership, a person has his own style. Style is a distinctive way of behaving from a leader to members of his group (Minnah El Widdah et al: 2012).

Martinis Yamin and Maisah stated that leadership is an influencing process carried out by a person in managing his group members to achieve organizational goals. Leadership is a form of strategy or leadership theory which is certainly carried out by people who we usually call leaders. A leader is someone with leadership authority directing his subordinates to do part of his work in achieving goals (Martinis Yamin and Maisah: 2011).

The leaders of educational institutions have the authority and are fully responsible according to their managerial level for the effectiveness of the management of educational institutions. Leaders have 3 main roles in institutions, namely the role of decision making (dicision role), the role of building and fostering harmonious human relationships (interpersonal role), and reviewing and disseminating information (informational role) (Juuf Uday: 2011). If educational leaders have the ability to use these three types of roles supported by adequate managerial and leadership skills, it can be ascertained that changes and future developments in education will be much better. Because in essence this condition is the hope of the wider community as a user of the output of educational institutions and should become the paradigm of thinking of educational institution actors.

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Leadership is the ability to move, motivate and influence people to be willing to take directed actions to achieve goals through making decisions about these activities (Hadari Nawawi: 2011). Miftah Toha in Idhochi Anwar explains, leadership is defined as the exercise of authority and decision-making. This understanding shows how a leader is able to use his authority to move the organization through the decisions he makes. A more popular understanding shows a harmonious pattern of interaction between leaders and subordinates so that the authority possessed by a leader is implemented in the form of guidance and direction to subordinates (Moch. Idochi Anwar; 2009). Meanwhile, according to Martinis Yamin and Maisah states that leadership is an influencing process carried out by a person in managing his group members to achieve organizational goals. Leadership is a form of strategy or leadership theory which is certainly carried out by people we usually call leaders. A leader is someone whose leadership authority directs his subordinates to do part of his work in achieving goals (Martinis Yamin and Maisah: 2010).

The principle of educational leadership is basically the leader's effort to make followers and stakeholders take part in organizing the organization to the fullest with full awareness. Leadership is an individual's ability to influence, motivate and make others able to contribute to organizational effectiveness (Husaini Usman: 2014). Therefore, the ideal educational leader must have the ability to convince followers to realize their shared dreams within the framework of building and innovating education.

Based on the description above, it can be understood that leadership is an ability or strength within a person to influence others in terms of work, where the goal is to achieve predetermined organizational goals. Leading higher education requires special skills and knowledge because higher education is a unique entity. College is not an office, not a factory, nor is it a company. Higher education is an entity that develops knowledge and skills whose purpose is to create a knowledge and skilled society. Higher education leaders need to be equipped with adequate skills and knowledge such as academic leadership, knowledge management, expertise management, higher education governance, and faculty/department management. All these skills must be mastered by a leader, because to face the era of the industrial revolution 4.0 the leader must innovate from all aspects so that the universities he leads are able to compete in the current era of the industrial revolution 4.0.

Innovation is defined as an idea, practice or object that is considered as something new by an individual, so that innovation can be seen as an effort to achieve certain goals. According to Santoso S. Hamijoyo in Udin Syaefudin Sa'ud, educational innovation is a new change that is different from the previous thing, and is deliberately attempted to increase the ability to achieve a goal in the world of education. So that educational innovation can be said as an attempt to make a change with the aim of getting better things in the field of education (Udin Syaefudin Sa'ud: 2010). Meanwhile, according to Martinis Yamin and Maisyah, educational innovation is an idea, action or item that is considered new by someone or another user. A person's view of the novelty of an idea determines his reaction to the idea (Martinis Yamin and Maisyah: 2012).

Innovation in Private Islamic Universities is a must, because the challenges of Private Islamic Universities in the future are increasingly complex, one of the first steps for Private Islamic Universities to innovate is by changing the status of a school to an institute. Educational innovation in higher education is based on the issuance of Permenristekdikti Number 100 of 2016 concerning the Establishment, Change, Dissolution of PTN, and Establishment, Amendment, Revocation of PTS Permits. The existence of this Permenristekdikti provides the greatest opportunity for universities to innovate. Lias Hasibuan emphasized that Islamic Higher Education as an organization is expected to be able to adopt new organizational theories, so that the organization becomes innovative, this is necessary because the organizational context, especially after entering this modern era, is increasingly competitive. Without the presence of innovation in the organization, the performance of Islamic universities is believed to be not optimal to provide the best service (Lias Hasibuan: 204).

Higher education innovation initiatives are holistic efforts to utilize all sources and potential assets to drive the growth of innovation in a sustainable manner. Educational innovation can be achieved at least through the following efforts:

a. Building capabilities to achieve organizational and administrative excellence;

b. Identify potential knowledge assets that can be "exploited" for higher education innovation growth;

c. The spatial development of the learning environment is accompanied by the design of learning experiences through research and development (Waras Kamdi: 2016).

Kam Cheong Li Kin Sun Yuen state,The dimensions of flexible learning include time (time anddatetostartorfinishthecourse/moduleandpaceoflearninginacourse),content (level of difficulty of module content, sequence in which topics are covered, and topic to learn), entry requirement (prerequisites for module/course participation), delivery (channels for course information and place for learning), instructional approach (amount of learning activities, instructional language, modes and structures of presentation, social organisation of learning, time and duration of learning activities, and type of learning activities), assessment (assessment mode, assessment standard, assignment requirement, weighting of assignments and examination in the course result, and examination dates and assignment deadline), resource and support (amount of learning materials, tools, and support; method of obtaining learning materials, tools, and support; place where learning materials, tools, and support are available; time available for support; and type of learning materials, tools, and support), and orientation or goal of the course.(Kam Cheong Li Kin Sun Yuen Billy Tak Ming Wong:2018).

The presence of Permenristekdikti Number 100 of 2016 concerning the Establishment, Amendment, Dissolution of PTN, and the Establishment, Amendment, Revocation of PTS Permits is a new chapter for the journey of higher education in Indonesia, including Private Islamic Colleges. The Permenristekdikti provides options for universities to innovate. This new chapter provides opportunities as well as challenges for Higher Education to compete with each other in improving the quality and ability to exist in the midst of society. Thus, it is hoped that there will be efforts to improve each other for each university, so that they can respond and respond to positive ways to innovate in a better direction..

The Coordinator of Private Islamic Universities (Kopertais) Region XIII Jambi fosters 15 private Islamic universities, of which only 3 have been in the process of innovating by proposing a change in the naming status of Schools to Institutes, namely IAI Muara Bulian, STIT Tebo and IAI Yasni Muaro. Bungo. The success of these 3 universities from 15 Private Islamic Universities fostered by Kopertais Region XIII Jambi cannot be separated from innovative leadership and of course the success of these 3 universities must be a motivation for other universities, especially those under the auspices of the College Coordinator. Private Islam (Kopertais) Region XIII Jambi.

Based on the initial observations of researchers at Private Islamic Universities (PTAIS) under the Coordinator of Private Islamic Universities (Kopertais) Region XIII Jambi, researchers found problems that caused Private Islamic Universities (PTAIS) which were under the Coordinator of Islamic Universities. The private sector (Kopertais) of Region XIII Jambi is unable to innovate.

First, the low attention of personnel as members of the organization to the relationship between fellow staff, including in carrying out their duties and functions, where university leaders relatively rarely manage their employees at certain levels to innovate and take risk (Innovation and risk taking), so that what happens to the work pattern of staff, tends to focus on work activities that are routine in nature. In addition, the orientation of education providers towards the management of PTAIS organizational activities under Kopertais Region XIII Jambi still has a tendency to emphasize maintaining the status quo (stability or stability), as a contrast to growth. This can be seen in the phenomenon of the placement of several staff, for certain positions that are not in accordance with the needs in organizational governance, as stipulated by the structure and governance of higher education institutions, so that the activities of staff in the organization look less efficient, especially in managing academic and technical aspects. related to financial administration. This means Rewards are given to members of the organization based on political play and manipulation of others.

Second, the management approach applied by the leadership in managing the implementation of the tri dharma activities of tertiary institutions in the Regional XIII Jambi Kopertais environment tends to show the characteristics of an organizational culture of the Caring Culture type, which is characterized by low attention to performance, but high attention to human relationships within the organization. This is shown by employees in PTAIS organizational activities under Kopertais Region XIII Jambi when undergoing the accreditation process, where the leadership forms several work teams that work according to the assigned agenda, in the sense of having a Team Orientation, where work activities are organized to individual strikes.

Based on the initial observations of the researchers above, the researchers are interested in conducting research in the form of a dissertation entitled "Leadership and Educational Innovation at Private Islamic Universities in Jambi Province"

METHOD

1. This study uses a descriptive qualitative approach through the point of view of education science with participatory observation to describe, describe, explore and describe the management system of appreciation for the organizational culture of higher education in Riau Province. Qualitative research is best suited to address research problems where it is necessary to explore (Creswell, John W)

2. The main characters in qualitative research are: First: tracing the problem and its development in detail centered on one particular phenomenon. Second, the theories and regulations used are the basis for formulating the problem. Third, in formulating research problems and questions and achieving research objectives in general, it is determined by the researcher's direct experience participating in social settings in the preliminary study "grand tour" until the research process is carried out. Fourth, data collection starts with a simple choice of words. Fifth, the analysis of the described data and the themes displayed in the analysis are interpreted into meaning and Sixth, the search for research reports both regarding the structure and various forms of data presentation is very flexible and is determined by the reflection of the researcher's subjectivity (Mukhtar, 2013).

3. The most common data collection methods used in qualitative research are: (1) observation, (2) interviews, and (3) document or artifact analysis. Artifacts may include audio and video recordings, photos, games, artwork, or other items that provide insight into context or participants (Mukhtar, 2013).

4. While the data analysis that will be carried out in this study is by following the steps: 1) processing and preparing data for data. Analysis, this step involves transcription of interviews, scanning of materials, typing of field data or sorting and organizing the data into different types depending on the source of information; 2) read the entire data. The first step is that the information obtained is reflected in its overall meaning; 3) analyze in more detail by coding the data; 4) apply a coding process to describe the settings, people, categories and themes to be analyzed; 5) describe these themes to be re-presented in the form of a qualitative narrative/report. The most popular approach is

to apply a narrative approach in presenting the results of the analysis; and 6) data interpretation, namely interpreting the data that has been collected at the research site. Interpretation/meaning can take the form of new questions that need to be answered (Creswell, 2017).

RESULT

Leadership in carrying out educational innovations at private Islamic religious universities in Jambi Province has different models according to the character of the leadership it carries out. The leadership power to encourage all existing human resources to work professionally to achieve the existing vision. Leadership is a desire for people to imitate and follow what the leader wants. Leadership is a force, initiation and process that is to influence a group. With the leadership, it is hoped that there will be influence in the form of exemplary, authority and skills from the leadership as role models who have a high work ethic to achieve high-quality graduates as well. Second, obtaining good information received by his subordinates, so that his subordinates understand (the same perception) and can carry out campus goals. Third, decision making. Fourth, a leader must be able to motivate his subordinates by giving rewards, so that they feel motivated to do their job sincerely (performance) enthusiastically and happily. Awards greatly determine the professionalism of lecturers as the frontline in educating students to be of high quality.

The leadership model at IAI Yasni has always been in favor of democracy. Professional democratic higher education leaders through professional appointments also assist this process. This will foster a democratic climate in higher education, which will encourage the creation of a conducive climate for the creation of optimal quality of learning to develop the full potential of students..

Leaders succeed well if each leader understands the tasks that must be carried out in consultation with colleagues. In addition, the leader must establish a good cooperative relationship with subordinates, so as to create a work atmosphere that makes subordinates feel safe, peaceful, and have a freedom in developing their ideas in order to achieve the shared goals that have been set.

IAI Yasni in decision-making is participatory, namely the direct involvement of the campus in decision-making, so the sense of belonging to the principal of the school can increase. This increased sense of belonging will lead to an increased sense of responsibility and an increase in the people's dedication to their leaders. This is the essence of participatory decision making. Leadership in groups plays a very important role in building an organization, as the process of an individual influencing an individual or group. When humans organize, there will be a need to be led and lead to achieve a goal.

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For success in achieving a goal requires a leader who is firm and "iron-handed", where he understands his duties and obligations as a leader, and carries out his role as a leader, knows to act soft and knows to act decisively. Therefore, leadership will appear in the process where someone directs, guides, influences and or controls the thoughts, feelings or behavior of others.

Educational innovation and decision-making are central to IAI Tebo, all of which are aimed at producing educational innovations based on applicable national education policies. College leaders are people who are truly expected to be leaders. Therefore, the leadership quality of higher education leaders has a good or bad impact on the success of universities. So the Chancellor of IAI Tebo in the period of answering up to the first 3 years is still authoritative to ensure that the goals are achieved. The Chancellor of IAI Tebo understands that leadership is the process of directing, guiding, and influencing the thoughts, feelings, actions and behavior of others to be moved towards certain goals.

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Implementation of leadership in conducting educational innovation is not optimal. IAI leaders Yasni Bungo and IAI Tebo have fixed their leadership system in accordance with applicable regulations. Quality educational innovations are educational innovations that focus on mastering certain scientific qualifications and life skills. The

educational innovations produced by IAI Yasni Bungo and IAI Tebo are still low based on public interest which states that the scientific qualifications of PTKIS are not better than PTN and PTKIS has not been able to produce educational innovations that are able to master other life skills.

How many study programs at IAI Yasni Bungo and IAI Tebo have not been accredited, accredited C and this clearly does not meet the standards. This evaluation is important to determine the position of Islamic educational institutions in the national education standards that have been set. The problems that appear in the management of IAI Yasni Bungo and IAI Tebo are aspects of management, leadership, human resources, finance, and institutional aspects. Management-wise, private religious universities in Jambi Province have not yet adopted education quality management. In terms of leadership and human resources, it is also a problem in itself that there are still many who do not meet the minimum required academic qualifications. This requires educators and education personnel to attend education, but the reality is still far from the expectation of quality improvement because the goal is only to meet the demands of the law. Likewise, the financial aspect which still requires support from various parties as well as the development of private religious universities in Jambi Province to be more professional.

Leadership at IAI Yasni Bungo and IAI Tebo also requires working with a cohesive team. Humans, in addition to individual beings, are also social beings. Human nature includes mutual need, mutual cooperation, togetherness, deliberation, interdependence between one another. Implementation of these characteristics, it is necessary to have a good relationship or interaction in a community group or organization. The progress of an organization requires a good leader figure among them, because leading is a component that binds one unit in the group.

While making a decision, it can be seen where some managerial makes a decision by using the steps to determine the main problem, collect relevant information, choose the most suitable problem solution and carry out the decisions taken. In relation to the above discourse, university leaders must understand the current higher education culture, and realize that it cannot be separated from the structure and pattern of leadership.

Efforts to improve the quality of graduates at the Rector of IAI Yasni Bungo AND IAI Tebo need to be supported by the managerial capabilities of higher education leaders. Universities need to develop forward from year to year. The fact shows that the level of progress of higher education is largely determined by the extent to which the level of progress of management and administration of higher education is. Management is always related to the life of social organizations where there are a group of people who occupy various levels of leadership and a group of other people whose main responsibility is to carry out operational activities. This view is very basic because the success of someone who occupies a managerial position is no longer measured by his skills in carrying out operational activities, but from his skills and ability to move other people in the organization.

Quality graduates at IAI Yasni Bungo and IAI Tebo are an integral process that involves several factors, including educational goals, educators, students, educational tools, and the environment. The five factors are an integral part that cannot be separated or run independently, but must run regularly, complementary and continuously and have a very decisive role in the success of the education process.

Quality graduates are achieved through the continuous development of IAI Rector Yasni Bungo and IAI Tebo human resources through training. Findings in the field indicate that lecturers who have been sent for training or upgrading do not follow up by sharing the knowledge they have gained with other lecturers. This condition can be understood as a logical consequence of the absence of a rule that requires lecturers to follow up on the training they have attended, especially on a national scale. In addition, there is an impression that the training that is attended by lecturers is only for enriching the individual abilities of the lecturers of the subjects they care for. Professional lecturers will produce good and quality graduates (Irjus Indrawan, Muntolib, Amrida: 2021).

The internal lecturer development model, although it can cover other lecturers who have not had the opportunity to leave, but based on observations and documentation data in the field, the internal training / upgrading has not been intense enough to be carried out by universities, so that not all lecturers have the opportunity to develop themselves through this pathway. that. The improvement of the quality of education is absolutely carried out by higher education leaders as agents of change through activities to improve higher education leadership by means of institutional development, curriculum, manpower, facilities and infrastructure as well as other system changes. The fact shows that the level of progress of higher education is largely determined by the extent to which the level of leadership progress of higher education leaders in improving student learning achievement. The success of higher education is indicated by the performance of higher education leaders. Another aspect where, in the whole process of education in higher education, the lecture process is the most basic activity. So in the lecture process, the role of lecturers in improving the quality of education is carried out through improving their performance in lecturer competencies. From the findings above, it can be seen that the obstacles to improving the quality of graduates are not only from the lack of frequency of coaching higher education leaders but also the lack of supporting facilities and infrastructure for work and the lack of awareness of some lecturers in carrying out their profession. So there are those who do not make or use a work guide such as working equipment.

Private Islamic Religious Universities in Jambi Province are also directed to build a network of cooperation with other universities. The cooperation network is designed at various levels, including education and learning, research, and community service programs (social services). At the same time, the network development is expected to provide benefits in the form of recognition of the Private Islamic Religious College itself. The results of

the researchers' observations at that time, between each PTKIS had carried out an MoU (Memorandum of Understanding) between PTKIS within the Regional XIII Jambi Kopertais, as well as with other institutions that had links with each PTKIS.

From the results of the research carried out, it turns out that IAI Yasni Muara Bungo and IAI Tebo are priority choices for prospective students who realize the importance of cultivating Islam but still integrate with science. This is of course because each Private Islamic Religious College has the following privileges: IAI Yasni Muara Bungo and IAI Tebo are universities that have been accredited by the National Accreditation Board for Higher Education (BAN-PT) as a form of higher education commitment to the importance of increasing educational innovation in the Higher Education environment. Private Islamic Religion in Jambi Province.

Researchers can implicate this research related to leadership in conducting PTKIS educational innovations in Jambi Province as follows: First, equitable distribution of educational innovation implementation must be carried out by PTKIS in Jambi Province to improve lectures as an idea for continuous growth centered on students, lecturers, supervisors and parents or other people who have an interest in education. One of the focuses of coaching is the development of a conducive teaching and learning situation. The coaching carried out by higher education leaders will consistently spur the enthusiasm and performance of lecturers. This will foster an attitude, a character that can be trusted in words and deeds. The Chancellor of PTKIS in Jambi Province as a leader has a dual responsibility, namely carrying out higher education administration so as to create a good and quality teaching and learning situation. Because in the world of education who is able to motivate and direct lecturers in carrying out their teaching and learning tasks in universities is the head of the university. The education system runs and functions better and the role of higher education leaders in conducting coaching in carrying out their duties. Thus, it is hoped that it will improve the quality of education and be able to compete.

The commitment of higher education leaders to carry out lecturer development at PTKIS in Jambi Province should be increased, realizing that efforts to improve lecturer performance are important things to do in order to increase competence and in the end for the benefit of the lecture process so that it is useful for improving student learning achievement as a lecture goal in higher education. Planning and making work programs should be adjusted to the existing facilities and infrastructure as well as the available financial capabilities. So that the program can run smoothly. The frequency of coaching class visits should be further increased so that all lecturers are evenly monitored with class visits to find out if there are problems in the lecture process so that solutions are found. From the description above, it can be said that to produce reliable human resources and improve the performance of lecturers, careful planning is needed, in accordance with existing capabilities and budgets. In addition, the discipline of university residents in carrying out their respective duties and obligations must be further improved. A lecturer must be aware of the importance of his duties and responsibilities as educators. lecturers should carry out their work as lecturers with full dedication and full responsibility. Second, for lecturers as the spearhead in the lecture process who directly face to face with students, are expected to be professional and full of dedication in carrying out their duties. Every lecturer should prepare teaching tools and maintain discipline, whether supervised or not. Lecturers should always try to develop the professional abilities of lecturers by increasing knowledge, both through training, upgrading and existing references in order to improve performance capabilities.

Lecturer professional training is very reasonable because PTKIS HR in Jambi Province still has weaknesses, namely: (1) there are still employees who carry out their work of their own volition what they want to do, (2) there are still employees who are not committed to work both coming and going, (3) there is no reality of rewards and actions for employees who are lazy to work, (4) there are still administrative employees at work who are used to play games on computers or on cellphones, (5) regarding employee data files that are not stored and archived properly. PTKIS in Jambi Province conducts regular campus HR development which is arranged with the scope of coaching activities on the implementation of higher education administrative staff within a period of one year. Annual coaching is prepared by involving a number of supervisors in one Jambi City for each level of education. The semester coaching program is the elaboration of the annual coaching program at each fostered university for one semester which is prepared by each supervisor. Third, the reward and punishment efforts made by PTKIS in Jambi Province for HR work in general have not been carried out optimally, due to: first, the lack of rewards and coaching punishments carried out by university leaders on the work of administrative employees who carry out their work of their own free will not following the directions. college leadership. Second, higher education leaders do not provide rewards and punishments to administrative staff who are working to complete higher education administration. This causes the low interest of administrative employees in completing their work in universities. Third, in fostering the work of lecturers it is not carried out by higher education leaders on a regular basis so that the work of many administrative staff accumulates as a result, educational innovation is hampered and all university work is hampered.

CONCLUSION

The results of this study are university leadership in conducting PTKIS educational innovations in Jambi Province by applying several leadership patterns, optimizing internal and external campus potential, implementing superior strategies for lecturers and students and implementing active communication between leaders and campus employees. The leadership constraints in conducting PTKIS educational innovations in Jambi Province are the human

resources of lecturers, limited facilities and insufficient budget to assist quality lecture activities. Leadership efforts in carrying out educational innovations are establishing a systematic work structure, explaining job descriptions clearly, conducting collaborations and comparative studies with educational institutions and government both private and public, designing KKNI-based curriculum, providing opportunities for lecturers to continue their doctoral studies and following certification program, as well as providing training and research seminars as well as community service.
The conclusion of the study is that leadership has not been able to innovate PTKIS education in Jambi Province, it is still not in accordance with the expected standards and still needs to be improved.

APPRECIATION

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