Personal Prophetic Leadership as a Model of Intrinsic Character Education

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Abstract: *This study aims to discuss opportunities for developing the concept of Personal Prophetic Leadership (Perpec-L) as an intrinsic character education model that can increase productivity. This study examines the relationship between machiavellism, lecturer achievement index, prophet leadership and lecturer productivity. The sample used in this study were students of the economics faculty who were active in the even semester 2020. The sampling technique used the purposive sampling method with sample criteria, namely, the lecturers who were assessed were permanent lecturers and students who judged were active students in the even 2020 academic period. Data analysis used in this study using SEM-PLS analysis with the help of WarpPls 6.0 software. The results showed that at the outer model stage a modification stage was carried out by issuing several indicators from several latent variables. The results of the hypothesis test show that the 3 accepted hypotheses, namely prophet leadership affect Machiavelism, prophet leadership affect productivity. Machiavellism has an effect on the lecturer's achievement index. The prophetic nature of a lecturer can reduce the machiavelism of a lecturer so that it forms a prophetic character, namely, sidiq, amanah, tabligh and fathanah. High machiavellism accompanied by a prophetic personality will produce a high lecturer achievement index which is reflected in the formation of good lecturers' pedagogical competencies so that the teaching and learning process can run ideally and well so that it can build a superior generation of nations. Increased productivity of high lecturers, namely, points of education, research, service and support will form competent lecturers who produce research works that have an impact on the growth of the Indonesian nation and state. Tridharma lecturers in the field of service, can create an intellectual society equally and help people to get a better life. Tridharma lecturer in the field of Education, will produce good and useful students for the nation and state of Indonesia.*

Key Word: *Prophet Leadership, Machiavelli, Lecturer Achievement Index, Producticity.*

Background

The National Education System states that universities are obliged to provide education, research, and community service (UU RI No. 20 of 2003 article 20 paragraph 2). Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying the values of the humanities as well as the sustainable culture and empowerment of the Indonesian nation. Tridharma is the obligation of universities to carry out education, research, and community service (UU RI No. 12 of 2012 article 1 paragraph 9).

In realizing this strategic and large role that can be carried out properly, the leadership role in developing higher education human resources must have a superior quality leadership style, especially for lecturers as professional educators. One of the main concerns today is the existence of a new leadership style, namely Prophet leadership.

Prophet leadership is the basis of activity, regulation, and harmony of life in society, therefore leaders must have certain characters such as having a fair nature, knowledgeable, physically and mentally healthy, intelligent and brave, and able to communicate with earth administrators and messengers of revelation. The Qur'an and the Hadith of the Prophet SAW have alluded to prophetic leadership from a long time ago, and in essence have been reflected by the Prophetyullâh wa Rasulullâh who declared prophetic leadership. Nabiyullâh wa Rasulullâh, as messengers of God are leaders who direct his people to carry out the message of Allah SWT and convey all the teachings of the Qur'an that were revealed to him, in order to maintain religion and regulate the world. One of them is the Prophet Muhammad SAW, he is the messenger of Allah SWT as well as the leader of the people besides that he is the ideal pioneer, namely as the head of state. Prophetic leadership becomes urgently needed when human values begin to be torn apart. Religious values are no longer heeded.

Quality education is very dependent on the capacity of educational units in transforming students to obtain added value, both related to aspects of thinking, feeling, heart, and body. Of the many components of education, teachers and lecturers are very important and strategic factors in an effort to improve the quality of education in every education unit. Regardless of the amount of investment invested to improve the quality of education, without the presence of competent, professional, dignified, and prosperous teachers and lecturers, it is certain that the expected goals will not be achieved.

Therefore, the RI Law No. 14 of 2005 concerning Teachers and Lecturers which states that an educator needs to have competence (UU RI No. 14 of 2005 concerning Teachers and Lecturers Chapter I article 1 paragraph 10). Law No. 14 of 2005 concerning Teachers and Lecturers also contains aspects of competencies that need to be possessed by lecturers, namely pedagogic competence, professional competence, personality competence and social competence. Through these dimensions, an assessment can be carried out that can be used to improve competence in supporting performance in teaching and learning activities. Thus, it should be noted carefully that the competence of lecturers will greatly affect the quality and competence of university graduates.

Pedagogic competence is broken down into the ability (a) to understand students, (b) the ability to plan, implement, and assess learning, and (c) the ability to develop students. Personal competence is broken down into steady and stable personality, wise, authoritative, and noble character. Then the professional competence is broken down into mastering the science of the field of study and critical studies of deepening the content of the field of study. Furthermore, social competence is broken down into the ability to communicate with students, colleagues, and the community.

Machiavellianism was taught by the Italian philosopher Niccolo Machiavelli (1469-1527). Machiavellianism describes a negative personality that includes manipulation, cunning, imitation, and bad beliefs. In its development, Machiavellianism was used to identify the scope of the Machiavellian personality within the individual (Christie and Geis, 1970). Individuals with Machiavellian personality are described by Christie and Geis (1970) as individuals who lack the desire to join others and have minimal interpersonal relationships (anti-social), and reject ethical norms in order to achieve personal success.

In this study using the mixer model method, namely qualitative methods and quantitative methods. With the hypothesis that was built, it is hoped that the prophet's leadership style will produce positive Machiavelism, positive Machiavelism and Prophet's leadership will have an impact on the pedagogic quality of the lecturers. Positive machiavelism, prophet leadership and pedagogical quality will have an impact on the productivity of lecturers which are expected to raise the performance of higher education institutions.

I.   Literature Review

COLLEGE TRIDHARMA

Based on RI Law No. 12 of 2012 article 1 paragraph 9, Tridharma is the obligation of Higher Education to organize education, research, and community service [The Tridharma of Higher Education is not only the responsibility of students. All lecturers (educators), as well as people involved in the learning process (academics) have the same responsibility. The explanation of the activities in the tridharma are:

1. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.
2. Research is an activity carried out according to scientific principles and methods systematically to obtain information, data, and information relating to the understanding and/or testing of a branch of science and technology.
3. Community Service is an activity of the academic community that utilizes Science and Technology to advance the welfare of the community and educate the nation's life.

MACHIAVELLIANISM

Machiavellianism was taught by the Italian philosopher Niccolo Machiavelli (1469-1527). Machiavellianism describes a negative personality that includes manipulation, cunning, imitation, and bad beliefs. In its development, Machiavellianism was used to identify the scope of the Machiavellian personality within the individual (Christie and Geis, 1970). Individuals with Machiavellian personality are described by Christie and Geis (1970) as individuals who lack the desire to join others and have minimal interpersonal relationships (anti-social), and reject ethical norms in order to achieve personal success.

The construct of Machiavellianism was developed by Christie (1970) to describe a manipulative personality that has received relatively little attention from conventional moral standards (Shafer and Simmons, 2008). The Machiavellianism scale was originally developed by compiling a list of items that were theoretically congruent with the opinion of Niccolo Machiavelli in his book The Prince and the Discourse. Based on their analysis, Christie and Geis (1970) identified three things that underlie Machiavellianism, namely (1) support for manipulative tactics such as the use of deceit and dishonesty, (2) an unpleasant view that humans are weak, cowardly and easily controlled creatures, and (3) lack of attention to conventional morality (Christie and Geis, 1970).

Research on Machiavellianism focuses primarily on the use of manipulation or deception tactics in interpersonal relationships (Christie and Geis, 1970). In other words, Machiavellianism is a belief or perception that will form a personality that underlies attitudes in dealing with other people. Someone who has a high Machiavellian personality is seen as relatively aggressive and has a strong desire to achieve "personal success" even at the expense of morality or ethics (Geis et al., 1970).

Machiavellianism constructs have been used extensively in social science research. The results of these studies indicate that individuals with high Machiavellianism scores are more likely to engage in unethical behavior in various business contexts. Writz and Kum (2004) also found that consumers who have high Machiavellianism scores are more likely to commit fraud, such as falsifying product service guarantees. In addition, the research of Hegarty and Sims (1978) used the Mach IV scale to measure the Machiavellian personality of an individual. The Mach IV scale consists of 20 question items that are a proxy for moral behavior that affects ethical perceptions. Individuals with high Mach IV scores have personalities that tend to manipulate others and have a goal-oriented perspective, so they tend to be more successful in negotiating than individuals with low Mach IV scores. In addition, individuals who have high Machiavellian scores are less able to be influenced by others and can actually easily influence others.

PROPHET LEADERSHIP

The theory of the leadership of the Prophet is based on the life experience of the Prophet. Leadership that covers all aspects and elements of life, builds leader and follower relationships in mutually beneficial cooperation (Maheran Nik Muhammad, 2015). Prophetic leadership is the ability of leaders to influence their followers in achieving their goals according to the pattern carried out by the Prophet, with the following elements: knowledge, power, trust, regeneration (inheritance), and piety (Firdaus, 2016). Prophetic leadership also shows the relationship of leadership and social network theory, the need to find commonalities and synergies between leaders and followers (Maheran NM and Akbarzadeh, 2013). Prophetic Leadership is the concept of leadership that is run by the Prophets and Apostles with noble and sublime characteristics. These characteristics include Sidiq (integrity), amanah (trustworthy), tabligh (firm and effective communication) and fathonah (intelligent). (Munardji, 2016). Prophetic leadership is a combination of two definitions that can be translated into several terms. First, leadership is identified with the ability to encourage and lead members in realizing a common vision. Second, leadership must be based on the nature and character of the prophet, at least comparable to efforts to realize the prophetic vision and mission. (Makruf, 2017). The concept of prophetic leadership is not only associated with Islam. Prophetic leadership has also been studied with a conceptual-based approach to the Christian faith. Based on the study of Christian prophetic leadership, it is included in the study of moral leadership and cross-cultural leadership (Beerel, 2016).

Prophet Muhammad SAW has achieved a lot in leadership during his lifetime. Antonio Syafi'i summarizes it in the Leadership and Management Spectrum of Muhammad SAW: Self Defelopment, Businnes (Business), Family (Family), Da'wah, Social and Politic (Social and Political), Education (Education), Legal System (Legal System), Military (Military). This achievement was achieved with the foundation of prophetic leadership. That the Prophet Muhammad Rasulullah SAW in leading his ummah always adhered to the basic core of the birth of a belief. From various sources mention the basis of prophetic leadership which is also a commendable trait are: Shiddîq (honest), Amanah (trustworthy), Tabligh (delivering the truth) and Fathânah (intelligent).

PEDAGOGIC

Pedagogic ability, about which every teacher or lecturer in this country is required to have it. This is based on Law no. 14 of 2005 Article 10 concerning Teachers and Lecturers which reads: "Teacher competencies as referred to in Article 8 include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education." The verse mentions the word teacher which

in this discussion we will interpret in general terms, namely a teacher, teacher, and lecturer. As one of the competency requirements of a teacher, pedagogic ability has several aspects of assessment. There are seven aspects that have been formulated to represent the values of pedagogic abilities.

1. Mastering the Characteristics of Learners
2. Mastering Learning Theory and Educational Learning Principles
3. Curriculum Development
4. Educational Learning Activities
5. Development of Student Potential
6. Communication with Students
7. Assessment and Evaluation

RESEARCH METHODOLOGY

This type of research is causality research, which is to find out the pattern of the relationship between prophet leadership, positive Machiavellianism, pedagogic and lecturer productivity. So that we can find out the structure of the model for the four latent variables and can be used as a reference to improve the pedagogic ability and productivity of lecturers according to the indicators that are most capable of contributing to each latent variable that is measured. In this research, it is divided into 2 parts, namely the variable that is intended for the sample of lecturers and the variable that is intended for the sample of students. The lecturer sample was carried out on demographic, machiaveli, pedagogic, prophet leadership and productivity variables, while the student sample was carried out on pedagogic and machiaveli and pedagogic variables. The student sample was carried out to control the lecturer's assessment bias on himself.

ANALYSIS AND DISCUSSION

This research was conducted based on the perception of students at the high school of economics (faculty of economics) in Surabaya. The survey was conducted using an online questionnaire, this method was carried out with the hope that research data was obtained quickly and accurately. The results of the tabulation of research data from the survey are as follows:

Table 1. Research Respondents

Respondent's Description	Frequency	%
Study program:		
▪ Accountancy	95	45.24%
▪ Management	115	54.76%
Gender:		
▪ Male	87	41.43%
▪ Female	123	58.57%
Entry Year :		
▪ 2018	75	35.71%
▪ 2019	83	39.52%
▪ 2020	52	24.76%
Agency:		
▪ STIE Perbanas Surabaya (UHW)	85	40.48%
▪ STIE Mahardhika	73	34.76%
▪ STIESIA	52	24.76%

Source Processed

Table 1. Informs that the data collected were 210 respondents consisting of 45.24% accounting majors and 54.76% management majors which accumulated from 40.48 % Hayam Wuruk Perbanas University, 34.76% STIE Mahardhika and 24.76% STIESIA Surabaya. Table 4.1 also informs that the respondents consisted of 41.43% men and 58.57% women consisting of 35.71%1class 2018, 39.52% 1Class of 2019 and the rest 1class 2020.

OUTER MODEL

The outer model analysis in this study uses the Confirmatory Factor Analysis (CFA) method. Outer model analysis is used to see the validity and reliability of the indicators on the latent variables. An indicator can be said to be valid and reliable if the loading factor value is more than 0.4 with an AVE value of more than 0.5 and a composite reliability value of more than 0.7. The results of the analysis of the outer research model are as follows:

Table 2. Outer First Order Model (Machia, Demography, Lecturer Achievement Index)

Indicator	Loading Factor						AVE	CA	CR
	Machia	Demo	S	PE	PR	P			
M1	0.777	-0.013	0.044	-0.008	0.013	-0.244			
M2	0.836	0.109	0.115	0.102	-0.321	-0.328			
M3	0.857	-0.03	-0.196	0.045	-0.127	-0.348			
M4	0.759	0.044	-0.002	-0.559	0.114	0.235			
M5	0.804	0.085	0.133	0.495	-0.665	-0.247			
M6	0.771	0.008	0.169	-1.053	0.412	0.064			
M7	0.848	-0.127	-0.383	0.314	-0.459	0.092			
M8	0.803	0.07	-0.194	0.496	-0.103	0.094			
M9	0.796	0.037	0.132	-0.43	0.533	0.465			
M10	0.806	-0.102	0.156	0.109	0.259	-0.005	0.653	0.972	0.974
M11	0.809	0.07	0.457	-0.599	0.334	0.251			
M12	0.886	0.057	0.529	-0.113	-0.112	-0.072			
M13	0.829	-0.025	0.094	0.325	-0.185	-0.031			
M14	0.87	-0.019	-0.203	0.53	-0.211	-0.353			
M15	0.84	-0.057	-0.39	0.347	0.078	0.082			
M16	0.815	0.06	-0.171	0.259	-0.269	0.068			
M17	0.71	-0.003	-0.43	-0.064	0.132	0.166			
M18	0.725	-0.071	-0.681	0.236	0.144	-0.09			
M19	0.813	-0.113	0.116	-0.81	0.533	0.123			
M20	0.78	0.021	0.622	0.251	0.032	0.167			
PS	0.432	0.763	-0.1	-0.403	0.11	-0.151	0.582	0.581	0.735
JK	-0.432	0.763	0.1	0.403	-0.11	0.151			
S1	0.209	-0.027	0.904	0.352	-0.318	0.155			
S2	0.033	0.037	0.907	-0.684	0.259	0.112	0.838	0.935	0.954
S3	-0.157	-0.04	0.92	0.04	0.232	-0.093			
S4	-0.081	0.03	0.93	0.285	-0.173	-0.168			
PE1	-0.151	-0.008	0.21	0.864	-0.036	0.021			
PE2	0.373	0.059	-0.045	0.9	-0.152	-0.132	0.737	0.880	0.918
PE3	-0.097	-0.039	-0.371	0.866	0.016	-0.131			
PE4	-0.151	-0.015	0.225	0.8	0.193	0.267			
PR1	-0.088	-0.079	-0.022	0.035	0.929	0.181			
PR2	0.037	0.036	0.23	-0.298	0.915	0.094	0.844	0.908	0.942
PR3	0.053	0.044	-0.208	0.263	0.913	-0.279			
P1	0.043	0.073	0.12	-0.297	0.131	0.825			
P2	0.088	-0.158	0.084	-0.166	-0.095	0.741	0.659	0.826	0.885
P3	-0.144	0.044	-0.091	0.35	-0.125	0.802			
P4	0.016	0.024	-0.101	0.1	0.072	0.874			

Source Processed

Table 2 informs that the results of the analysis of the outer model of the Machiavelli variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the Machiavelli variable more than 0.4 with an AVE value of 0.653 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the Machivelli variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.972 > 0.7 and the composite reliability value = 0.974 > 0.7.

Table 2 informs that the results of the analysis of the outer model of demographic variables meet the criteria of validity and reliability, this is indicated by all loading factor indicator values that measure demographic variables more than 0.4 with an AVE value of 0.582 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values measuring demographic variables which are higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.581 > 0.5 and the composite reliability value = 0.735 > 0.5.

Table 2 informs that the results of the analysis of the outer model of the social competence variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the social competence variable more than 0.4 with an AVE value of 0.838 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the social competence variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.935 > 0.5 and the composite reliability value = 0.954 > 0.5.

Table 2 informs that the results of the analysis of the outer model of the personality competence variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the personality competence variable more than 0.4 with an AVE value of 0.737 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the personality competence variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.880 > 0.5 and the composite reliability value = 0.918 > 0.5.

Table 2 informs that the results of the analysis of the outer model of the professional competence variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the professional competence variable more than 0.4 with an AVE value of 0.844 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the professional competence variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.908 > 0.5 and the composite reliability value = 0.942 > 0.5.

Table 2 informs that the results of the analysis of the outer model of the pedagogic competence variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the pedagogic competence variable more than 0.4 with an AVE value of 0.659 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the pedagogical competence variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.826 > 0.5 and the composite reliability value = 0.885 > 0.5.

Table 3. Outer Model First Order (Productivity & Prophet Leadership)

Indicator	Loading Factor								AVE	CA	CR
	PEN	PR	PG	PJ	SID	AM	TAB	FAT			
PD1	0.764	-0.27	0.066	-0.093	0.325	0.084	0.045	-0.128			
PD2	0.877	0.172	-0.193	0.069	-0.16	0.079	0.052	-0.051	0.662	0.742	0.909
PD3	0.795	0.07	0.149	0.013	-0.136	-0.169	-0.101	0.18			
PEN1	0.201	0.875	-0.005	0.085	0.045	0.018	-0.238	0.081			
PEN2	-0.099	0.904	0.023	0.085	-0.071	-0.048	-0.138	-0.014	0.769	0.850	0.854
PEN3	-0.101	0.851	-0.02	-0.178	0.029	0.032	0.392	-0.069			
PG1	0.181	0.084	0.886	-0.056	0.183	0.035	0.039	0.19			
PG2	-0.024	0.236	0.902	-0.024	-0.192	0.143	-0.278	0.091	0.762	0.843	0.905
PG3	-0.168	0.168	0.828	0.086	0.014	-0.193	0.261	-0.303			
PJ1	-0.16	0.123	0.152	0.9	-0.236	0.11	-0.012	0.151			
PJ2	0.053	0.011	0.117	0.869	-0.399	0.149	0.115	-0.313	0.751	0.834	0.900
PJ3	0.118	0.122	-0.288	0.829	0.674	-0.276	-0.108	0.164			
SID1	-0.014	0.142	-0.435	0.377	0.785	-0.289	0.017	0.141			
SID2	-0.283	0.022	0.085	0.081	0.885	-0.077	0.074	-0.122	0.671	0.753	0.859
SID3	0.334	0.167	0.34	-0.469	0.784	0.377	-0.101	-0.003			
AM1	0.087	-	0.235	-0.124	0.188	0.893	-0.087	0.07	0.815	0.887	0.930

		0.047									
AM2	-0.028	0.069	-0.067	-0.033	-0.076	0.908	-0.113	-0.094			
AM3	-0.057	-0.022	-0.164	0.156	-0.109	0.908	0.198	0.025			
TAB1	0.184	-0.344	-0.088	0.101	-0.018	0.265	0.924	-0.194	0.816	0.887	0.930
TAB2	-0.134	0.454	-0.026	0.103	-0.193	-0.008	0.88	0.105			
TAB3	-0.058	-0.09	0.115	-0.203	0.206	-0.263	0.905	0.096			
FAT1	0.195	0.123	0.066	0.048	0.045	0.092	0.182	0.883			
FAT2	-0.169	0.16	-0.262	-0.005	0.252	-0.237	-0.151	0.85	0.759	0.841	0.904
FAT3	-0.032	-0.278	0.187	-0.044	-0.289	0.137	-0.037	0.879			

Source Processed

Table 3 informs that the results of the analysis of the outer model of the education variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the educational competence variable more than 0.4 with an AVE value of 0.742 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the pedagogic competence variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.742 > 0.5 and the composite reliability value = 0.909 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the research variables meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure research variables more than 0.4 with an AVE value of 0.769 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the education variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.850 > 0.5 and the composite reliability value = 0.854 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the service variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the devotion variable more than 0.4 with an AVE value of 0.762 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the dedication variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.843 > 0.5 and the composite reliability value = 0.905 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the supporting variables meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the supporting variables more than 0.4 with an AVE value of 0751 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the supporting variables which are higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.834 > 0.5 and the composite reliability value = 0.900 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the sidiq variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the sidiq variable more than 0.4 with an AVE value of 0.671 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the sidiq variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.753 > 0.5 and the composite reliability value = 0.859 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the trust variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the trust variable more than 0.4 with an AVE value of 0.815 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the trust variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.887 > 0.5 and the composite reliability value = 0.930 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the tabligh variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the tabligh variable more than 0.4 with an AVE value of 0.816 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the tabligh variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.887 > 0.5 and the composite reliability value = 0.930 > 0.5.

Table 3 informs that the results of the analysis of the outer model of the fatonah variable meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the fatonah variable more than 0.4 with an AVE value of 0.759 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the fatonah variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.841 > 0.5 and the composite reliability value = 0.904 > 0.5.

Table 4. Outer Model Second Order

Indicator	Loading Factor					AVE	CA	CR	R-Square
	LAI	MA	Proph.L	Prod	Demo				
lv_S	0.948	0.848	-0.001	0	0	0.697	0.697	0.851	0.821
lv_P	0.535	-162.98	0.014	0.199	0				
lv_PE	0.959	-40.452	0.004	0.049	0				
lv_PR	0.957	-0.23	0	0	0				
lv_Mach	0	1	0	0	0	1	1	1	0.037
lv_SID	0.211	-65.83	0.894	0.021	0	0.834	0.934	0.953	
lv_AM	0.016	2.565	0.925	0	0				
lv_TAB	0.085	5.775	0.919	-0.001	0				
lv_FAT	-0.308	55.986	0.914	-0.019	0				
lv_PD	1.48	338.432	-0.702	0.893	0	0.799	0.916	0.941	0.742
lv_PEN	-0.344	-30.905	-0.101	0.905	0				
lv_PG	-0.239	-193.52	-0.166	0.903	0				
lv_PJ	-0.908	-113.53	0.992	0.875	0				
lv_Demo	0	0	0	0	1	1	1	1	

Source Processed

Table 4 informs that the results of the analysis of the second order variable performance index of lecturers meet the criteria of validity and reliability, this is indicated by all the loading factor indicator values that measure the lecturer's achievement index variable more than 0.4 with an AVE value of 0.697 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the lecturer's achievement index variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.697 > 0.5 and the composite reliability value = 0.851 > 0.5.

Table 4 informs that the results of the analysis of the second order variable prophet leadership outer model meet the criteria of validity and reliability, this is shown by all the loading factor indicator values that measure prophet leadership more than 0.4 with an AVE value of 0.834 > 0.5. The cross loading criteria are also met, this is shown by all the loading factor indicator values that measure the prophet leadership variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.934 > 0.5 and the composite reliability value = 0.953 > 0.5.

Table 4 informs that the results of the analysis of the second order variable productivity outer model meet the criteria of validity and reliability, this is indicated by all loading factor indicator values that measure productivity more than 0.4 with AVE = 0.799 > 0.5. The cross loading criteria are also met, this is indicated by all the loading factor indicator values that measure the productivity variable which is higher than measuring other variables. The reliability criteria are met, this is indicated by the Croncbach alpha value = 0.916 > 0.5 and the composite reliability value = 0.941 > 0.5.

INNER MODEL

Analysis of the inner model to see the relationship between the latent variables. The inner union model in this study uses the t-test, where the test criteria are based on the p-value. If the p value between latent variables is less than alpha = 0.05, it can be concluded that these variables have a significant effect. This

analysis is also used to answer the research hypotheses that have been formed. A hypothesis is accepted if the p-value <0.05 and vice versa. The results of the inner model analysis are as follows:
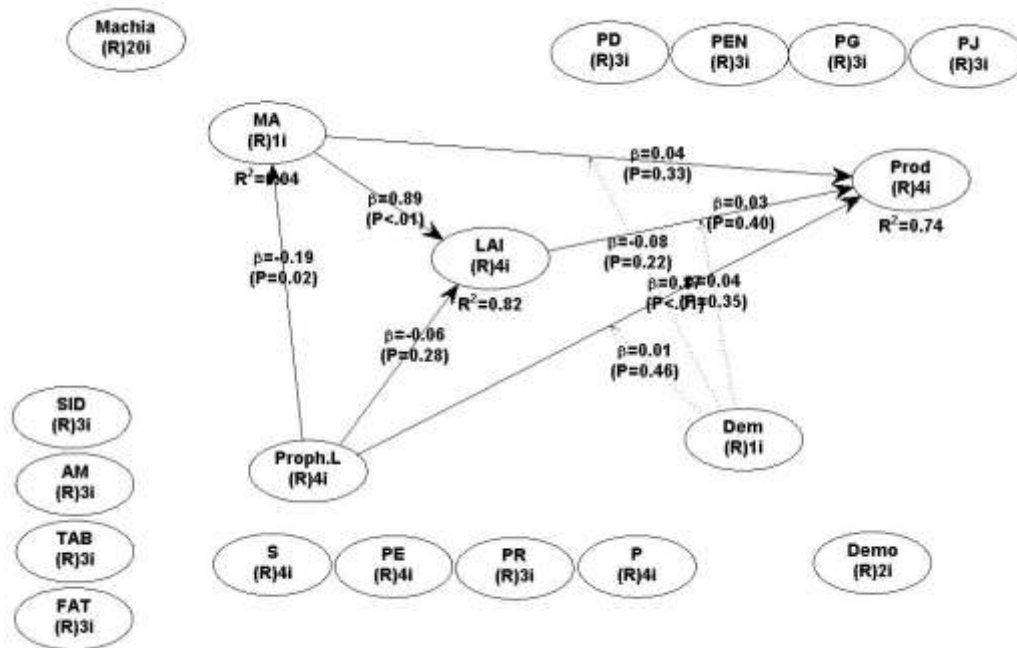

Figure 1. Structural Equation Modeling Second Order

Table 5. Inner Model

RELATIONSHIP BETWEEN VARIABLES	PATH COEFFICIENT	PVALUE	INFORMATION
Prof.L --> Machia	-0.193	0.022	Take effect
Prof.L --> Lai	-0.058	0.277	No effect
Prof.L -->Product	0.871	<0.001	Take effect
Machia--> Lai	0.894	<0.001	Take effect
Machia-->Product	0.043	0.332	No effect
Lai->Product	0.026	0.396	No effect
Proph.L Moderation Demo -->Product	0.009	0.465	No effect
Lai Moderation Demo -->Product	0.037	0.354	No effect
Machia Moderation Demo -->Product	-0.076	0.219	No effect

Source Processed

Table 5 and Figure 1 inform that of the 6 relationships between variables there are only 3 relationships between variables that have a significant effect, namely, the influence of Prophet Leadership on Machiavelli, the influence of Prophet Leadership on productivity and Machiavelli's influence on the lecturer achievement index, this is shown by the p-value < 0.05. 3 relationships between variables that have no effect, among others, Prophet Leadership on Lecturer Achievement Index, Machiavelli on Lecturer Achievement Index, Machiavelli on Productivity, this is indicated by a p value > 0.05. In the moderation test, Table 5 and Figure 1 inform that Demography does not moderate Prophet Leadership on Productivity, Demography does not Moderate Lecturer Achievement Index on Productivity and Demography does not Moderate Machiavelli on Productivity, this is indicated by a pvalue > 0.05.

II. Discussion

PROPHET LEADERSHIP AGAINST MACHIAVELLI

The results of the hypothesis test show that the relationship between the prophet leadership variable and Machiavelli shows a path coefficient value of -0.193 with a p-value of 0.022, a p-value of less than alpha = 0.05, this indicates that prophet leadership has a negative effect on Machiavelli which means that it is in accordance with the first hypothesis where the better the application of leadership will reduce one's Machiavelli nature so that a positive Machiavelli is formed. It can be concluded that **hypothesis 1 is accepted**

Prophetic leadership or prophetic leadership is one's ability to influence others to achieve goals as the prophets and prophets did (Adz-Dzakiey, 2005). Prophetic social science proposes changes based on certain ethical and prophetic ideals (in this case Islamic ethics), which reorients epistemology, namely the reorientation of modes of thought and fashion. of inquiry that the source of knowledge is not only from reason and empirical, but also from revelation. Thus, the notion of prophetic leadership here is the ability of a person to influence others in achieving goals, with the pattern carried out by the prophet (prophet). The strength of this prophetic leadership, according to Hendrawan (2009:158), lies in the spiritual condition of the leader. That is, a prophetic leader is someone who has finished leading himself. Thus, efforts to influence others, to borrow the term Hsu, is a process of leading by example or leading by example (Budiharto and Himam, 2005: 142).

Machiavellianism is a belief or perception that will form a personality that underlies attitudes in dealing with other people. Someone who has a high Machiavellian personality is seen as relatively aggressive and has a strong desire to achieve "personal success" even at the expense of morality or ethics (Geis et al., 1970).

With a prophetic leadership spirit (Sidig, Tabligh, Amanah and Fathanah) it will reduce Machiavelli's character as a lecturer so that it forms a character who still has the desire to work but has integrity and is in accordance with the prophetic nature, namely, Sidig, Tabligh, Amanah and Fathanah.

PROPHET LEADERSHIP ON LECTURER ACHIEVEMENT INDEX

The results of the hypothesis test show that the relationship between the prophet leadership variable and the Lecturer Achievement Index shows a path coefficient value of -0.058 with a p-value of 0.277, a p-value of more than alpha = 0.05, this indicates that prophet leadership has no effect on the Lecturer Achievement Index, which means it is not in accordance with second hypothesis. It can be concluded that **hypothesis 2 is accepted**

Prophetic leadership or prophetic leadership is one's ability to influence others to achieve goals as the prophets and prophets did (Adz-Dzakiey, 2005). Prophetic social science proposes changes based on certain ethical and prophetic ideals (in this case Islamic ethics), which reorients epistemology, namely the reorientation of modes of thought and fashion. of inquiry that the source of knowledge is not only from reason and empirical, but also from revelation. Thus, the notion of prophetic leadership here is the ability of a person to influence others in achieving goals, with the pattern carried out by the prophet (prophet). The strength of this prophetic leadership, according to Hendrawan (2009:158), lies in the spiritual condition of the leader. That is, a prophetic leader is someone who has finished leading himself. Thus, efforts to influence others, to borrow the term Hsu, is a process of leading by example or leading by example (Budiharto and Himam, 2005: 142).

Pedagogic competence is an individual's ability to a coordinated and synergized combination of tangible resources (such as teaching materials such as books, articles, software technology, and hardware) and intangible resources (such as knowledge, skills, experience to achieve learning efficiency, and or activities in pedagogics (Madhavaram & Lavarie in Suciu, 2011).According to Rahman (2014) pedagogical competence is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes. This competency must be possessed by every teacher to achieve success in learning and teaching activities.Pedagogic competence is an ability related to understanding students and managing educational and dialogical learning (Judges 2015; Lauerman & Konig, 2016; Nallitawati, 2019).In addition, pedagogical competence is the ability to manage student learning who missed include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Lestari and Purwanti, 2018).

With a prophetic leadership spirit (sidig, tabligh, Amanah and fathanah) will increase does not guarantee every lecturer to improve the Lecturer Achievement Index because because prophetic nature only forms social and personality competencies, there are professional competencies that must be developed specifically to improve the Lecturer Achievement Index a lecturer.

PROPHET LEADERSHIP ON PRODUCTIVITY

The results of the hypothesis test show that the relationship between the prophet leadership variable and Machiavelli shows a path coefficient value of 0.871 with a p-value < 0.001, the p-value is less than alpha = 0.05, this indicates that prophet leadership has a positive effect on productivity which means that it is in accordance with the third hypothesis where the better the application of leadership will be more and more binding to reduce one's Machiavelli nature so that a positive Machiavelli is formed. It can be concluded that hypothesis 3 is accepted

Prophetic leadership or prophetic leadership is one's ability to influence others to achieve goals as the prophets and prophets did (Adz-Dzakiey, 2005). Prophetic social science proposes changes based on certain ethical and prophetic ideals (in this case Islamic ethics), which reorients epistemology, namely the reorientation of modes of thought and fashion. of inquiry that the source of knowledge is not only from reason and empirical, but also from revelation. Thus, the notion of prophetic leadership here is the ability of a person to influence others in achieving goals, with the pattern carried out by the prophet (prophet). The strength of this prophetic leadership, according to Hendrawan (2009:158), lies in the spiritual condition of the leader. That is, a prophetic leader is someone who has finished leading himself. Thus, efforts to influence others, to borrow the term Hsu, is a process of leading by example or leading by example (Budiharto and Himam, 2005: 142).

Lecturer productivity is the performance of lecturers in carrying out the tridharma of higher education. Based on RI Law No. 12 of 2012 Article 1 paragraph 9, Tridharma is the obligation of Higher Education to organize education, research, and community service. The Tridharma of Higher Education is not only the responsibility of students. All lecturers (educators), as well as people involved in the learning process (academics) have the same responsibility. The Tridharma of Higher Education includes education, research, community service and other supporting activities supported by the expertise of the lecturer so that it can provide added value to the lecturer.

With a prophetic leadership spirit (sidig, tabligh, Amanah and fathanah) it will increase lecturer productivity, because with a leadership spirit in a lecturer who is fostered sustainably, a lecturer will indirectly create an analogous integrity from sidiq, full of responsibility for carrying out The tridharma of higher education is analogous to the nature of Amanah, being a good medium of transformation analogous to the nature of tabligh, having an intelligent, intellectual and insightful mind is an analogue of the nature of fathanah.

MACHIAVELLI ON LECTURER ACHIEVEMENT INDEX

The results of the hypothesis test show that the relationship between the Machiavelli variable and the Lecturer Achievement Index shows a path coefficient value of 0.894 with a p-value <0.001 p-value less than alpha = 0.05, this indicates that Machiavelli has a positive effect on the Lecturer Achievement Index which means it is in accordance with the fourth hypothesis where the higher the Machiavelli trait a person has, the higher the Lecturer Achievement Index. It can be concluded that hypothesis 4 is accepted

Machiavelli also stated that in every human being there are irrational interests. Humans can be swayed in their own emotions. Therefore, every human being can actually form the general opinion of his community, if the human being understands how to mobilize emotions from oneself, so that they are always stronger. In such a context, one must notice that moral reasons are not necessary if the mind behaves as if it were moralistic, but that in the end, all that is done must be for its own sake. Machiavelli also said that if a person's desire is to be perpetuated, it is not law that can answer that interest. The law according to Machiavelli is considered a moralistic thing, because it provides sanctions for every violation, but it does not necessarily guarantee that one's wishes will last forever.

Pedagogic competence is an individual's ability to a coordinated and synergized combination of tangible resources (such as teaching materials such as books, articles, software technology, and hardware) and intangible resources (such as knowledge, skills, experience to achieve learning efficiency, and or activities in pedagogics (Madhavaram & Lavarie in Suciu, 2011).According to Rahman (2014) pedagogical competence is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes. This competency must be possessed by every teacher to achieve success in learning and teaching activities.Pedagogic competence is an ability related to understanding students and managing educational and dialogical learning (Judges 2015; Lauerman & Konig, 2016; Nallitawati, 2019).In addition, pedagogical competence is the ability to manage student learning who missed include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Lestari and Purwanti, 2018).

The high Machiavelli trait has a good side that can increase the Lecturer Achievement Index . Someone who has a high Machiavelli trait will focus on his goals by trying all means so that what he wants tends to be achieved. Someone who has a high Maciavelli trait has clear targets, plans, implementation strategies and time frames to improve the Lecturer Achievement Index.

MACHIAVELLI ON PRODUCTIVITY

The results of the hypothesis test show that the relationship between the Machiavelli variable and productivity shows a path coefficient value of 0.894 with a p-value of <0.001, p-value less than alpha = 0.05, this indicates that Machiavelli has a positive effect on productivity which means that it is in accordance with the fifth hypothesis where the higher the nature of the one's machiavelli increases one's productivity. It can be concluded that hypothesis 5 is accepted

Machiavelli also stated that in every human being there are irrational interests. Humans can be swayed in their own emotions. Therefore, every human being can actually form the general opinion of his community, if the human being understands how to mobilize emotions from oneself, so that they are always stronger. In such a context, one must notice that moral reasons are not necessary if the mind behaves as if it were moralistic, but that in the end, all that is done must be for its own sake. Machiavelli also said that if a person's desire is to be perpetuated, it is not law that can answer that interest. The law according to Machiavelli is considered a moralistic thing, because it provides sanctions for every violation, but it does not necessarily guarantee that one's wishes will last forever.

Lecturer productivity is the performance of lecturers in carrying out the tridharma of higher education. Based on RI Law No. 12 of 2012 Article 1 paragraph 9, Tridharma is the obligation of Higher Education to organize education, research, and community service. The Tridharma of Higher Education is not only the responsibility of students. All lecturers (educators), as well as people involved in the learning process (academics) have the same responsibility. The Tridharma of Higher Education includes education, research, community service and other supporting activities supported by the expertise of the lecturer so that it can provide added value to the lecturer.

A high Machiavelli trait has a good side that can increase a lecturer's productivity, a lecturer's productivity is seen from someone who has a high Machiavelli trait will focus on his goals by trying all means so that what he wants tends to be achieved. Someone who has a high level of maciavelli has a clear target, plan, strategy implementation and time frame to increase their productivity.

LECTURER ACHIEVEMENT INDEX ON PRODUCTIVITY

The results of the hypothesis test show that the relationship between the Lecturer Achievement Index variable and productivity shows the path coefficient value of 0.026 with a p-value of 0.396, the p-value is less than alpha = 0.05, this indicates that the Lecturer Achievement Index has no effect on productivity, which means it is not in accordance with the sixth hypothesis. . It can be concluded that **hypothesis 6 is rejected.**

Pedagogic competence is an individual's ability to a coordinated and synergized combination of tangible resources (such as teaching materials such as books, articles, software technology, and hardware) and intangible resources (such as knowledge, skills, experience to achieve learning efficiency, and or activities in pedagogics (Madhavaram & Lavarie in Suciu, 2011).According to Rahman (2014) pedagogical competence is the ability to manage learning, which includes planning, implementing and evaluating student learning outcomes. This competency must be possessed by every teacher to achieve success in learning and teaching activities.Pedagogic competence is an ability related to understanding students and managing educational and dialogical learning (Judges 2015; Lauerman & Konig, 2016; Nallitawati, 2019).In addition, pedagogical competence is the ability to manage student learning who missed include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Lestari and Purwanti, 2018).

Lecturer productivity is the performance of lecturers in carrying out the tridharma of higher education. Based on RI Law No. 12 of 2012 Article 1 paragraph 9, Tridharma is the obligation of Higher Education to organize education, research, and community service. The Tridharma of Higher Education is not only the responsibility of students. All lecturers (educators), as well as people involved in the learning process (academics) have the same responsibility. The Tridharma of Higher Education includes education, research, community service and other supporting activities supported by the expertise of the lecturer so that it can provide added value to the lecturer.

The ability of a lecturer related to the Lecturer Achievement Index does not guarantee that a lecturer can carry out the tridharma of higher education well. The Tridharma of higher education consists of points of Education, community service, research and support while the Lecturer Achievement Index relates to the pedagogic ability of lecturers, related to the ability of lecturers to deliver material (the ability of lecturers in the teaching and learning process).

DEMOGRAPHY MODERATING PROPHET LEADERSHIP ON PRODUCTIVITY

The results of the hypothesis test show that demography does not moderate the relationship between prophet leadership and productivity, this is indicated by the path coefficient value of 0.009 with p-value of 0.465, p-value of more than alpha = 0.05, this indicates that demography does not moderate prophet leadership on productivity which means not in accordance with the seventh hypothesis where demographics will strengthen or weaken the relationship between prophet leadership and productivity. It can be concluded that hypothesis 7 is rejected.

Demographic variables in this study consisted of age and gender. Age and gender do not moderate the relationship between a lecturer's prophet leadership and lecturer productivity. The spirit of prophet leadership possessed by a lecturer affects the productivity of lecturers because the nature of sidiq, Amanah, tabligh and fathonah makes a lecturer who has integrity, broad insight, carries out his duties well as a lecturer and can convey his knowledge to students and the general public. Age and gender cannot be a factor to strengthen or weaken a lecturer who has the spirit of prophet leadership and has high productivity.

DEMOGRAPHY MODERATES LECTURER ACHIEVEMENT INDEX ON PRODUCTIVITY

The results of the hypothesis test show that demography does not moderate the relationship between the Lecturer Achievement Index variable on productivity, this is indicated by the path coefficient value of 0.037 with a p-value of 0.354, the p-value is more than alpha = 0.05, this indicates that demography does not moderate the Lecturer Achievement Index on productivity. which means it is not in accordance with the eighth hypothesis where demography will strengthen or weaken the relationship between the influence of the Lecturer Achievement Index on productivity. It can be concluded that hypothesis 8 is rejected

Demographic variables in this study consisted of age and gender. Age and gender do not moderate the relationship between a lecturer's Lecturer Achievement Index and lecturer productivity. The Lecturer Achievement Index owned by a lecturer does not affect the productivity of the lecturer because the Lecturer Achievement Index is a lecturer's pedagogic ability, which is one of the elements of education, while productivity is related to the point of education, research, community service and support. Age and gender cannot be a factor to strengthen or weaken a lecturer having a Lecturer Achievement Index to increase a lecturer's productivity because of . The Lecturer Achievement Index has no effect on lecturer productivity.

DEMOGRAPHY MODERATING MACHIAVELLI ON PRODUCTIVITY

The results of the hypothesis test show that demography does not moderate the relationship between Machiavelli variables on productivity, this is indicated by the path coefficient value of -0.076 with p-value 0.219, p-value more than alpha = 0.05, this indicates that demography does not moderate Machiavelli on productivity, which means no in accordance with the ninth hypothesis where demography will strengthen or weaken the relationship between Machiavelli's influence on productivity. It can be concluded that hypothesis 9 is rejected.

Demographic variables in this study consisted of age and gender. Age and gender did not moderate Machiavelli's relationship with lecturer productivity. Machiavelli owned by a lecturer affects the productivity of lecturers because Machiavelli is the nature of someone who can defend his desires very strongly, followed by a high will and accompanied by the implementation of strategies and other skills that support the achievement of lecturer productivity. Age and gender cannot be a factor to strengthen or weaken a lecturer having Machevelli traits to increase a lecturer's productivity because a person's Machiavelli nature is not based on age and gender.

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